

The Development and Validation of an
In-Basket Simulation for
English Elementary School Principals
in Quebec

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ABSTRACT

The Development and Validation of an In-Basket Simulation for English Elementary School Principals in Quebec

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McGill University, 1979

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Purpose of the Study

The major purpose of the study was to develop and validate simulation materials uniquely designed for use in the preparation of English elementary school administrators and in-service workshops for English elementary school principals in the Province of Quebec.

Procedures of the Study

The procedure used in the study included the following:

- 1) Adaptation of the administrative scheme developed by Hemphill and others for guiding the construction of simulation materials.
- 2) Development of background materials describing the hypothetical school system.
- 3) Development of selected administrative problems for use with the hypothetical system in the form of in-basket items.
- 4) Content validity of in-basket items through the use of a panel of judges.
- 5) Analysis, tabulation, and presentation of the data obtained.
- 6) Presentation of conclusions and recommendations for further study.

Conclusions and Recommendations For Further Study

Conclusions and recommendations were based upon the findings of the study and on the literature and research reviewed as a part of the study.

- 1) All forty in-basket items based upon current and significant problems in an English elementary school in the Province of Quebec have been developed and validated to form the Laurentide In-Basket Simulation.
- 2) Studies should be initiated for the purpose of comparing performance on simulated in-basket items with actual on-the-job administrative performance.
- 3) Efforts should be made to investigate the usefulness of the Laurentide In-Basket Simulation for pre-service and in-service preparation of other educational administrators in the Province of Quebec, especially English secondary school principals.

EXTRAIT

Mise au point et validation d'une simulation
des affaires courantes à examiner
Pour les directeurs d'écoles primaires anglaises
au Québec

Robert H.K. Lo
Université McGill, 1979

Directeur de thèse: Dr. Ronald Tali

But de l'étude

Le but premier de l'étude est de mettre au point et de valider du matériel de simulation destiné exclusivement à la préparation des administrateurs d'écoles primaires anglaises et aux sessions de perfectionnement pour les directeurs de ces écoles au Québec.

Plan de l'étude

Les étapes de l'étude réfèrent aux points suivants:

- 1) Adaptation du schème administratif développé par Hemphill et al utilisé comme guide lors de l'élaboration de matériel de simulation.
- 2) Mise au point des données de base décrivant un système scolaire hypothétique.
- 3) Développement de certains problèmes administratifs en vue d'être utilisés sous forme d'affaires courantes reliées au système scolaire.
- 4) Validation des affaires courantes par un panel de juges.
- 5) Analyse, classement et présentation des résultats obtenus.
- 6) Présentation des conclusions et des recommandations pour étude ultérieure.

Conclusions et recommandations pour étude ultérieure

Les conclusions et recommandations sont basées sur les découvertes de l'étude, sur la revue de littérature et la recherche.

- 1) Les quarante affaires courantes, tirées des problèmes actuels et révélateurs rencontrés dans une école primaire anglaise du Québec, ont été élaborées et validées pour la simulation des affaires courantes de Laurentide.
- 2) Des études devraient être entreprises pour comparer la performance de la simulation avec la performance réelle de l'administration quotidienne.
- 3) Des efforts devraient être consentis pour analyser l'utilité de cette simulation pour la préparation et le perfectionnement d'autres administrateurs scolaires du Québec, et plus particulièrement des directeurs d'écoles secondaires anglaises.

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PART 1

INTRODUCTION

During the period from 1960 to 1970, simulation techniques were increasingly used for the purpose of helping to develop competency in the processes of problem solving and decision making in public school administration. Many other applications have been developed during recent years and simulation is now used extensively for teaching, testing, and research purposes in a variety of professions and occupations. The meaning of simulation, therefore, has begun to vary according to the context in which it is used. Comprehension of the fundamental meaning of simulation, as well as some of its special nuances, may be enhanced by beginning with a comprehensive definition and then proceeding to a specific meaning relevant to the area of educational administration.

Generally defined, simulation is a selective representation of reality, containing only those elements of reality that the designer deems relevant to his purpose.¹ Used as a teaching technique, simulation is a process of replicating essential aspects of reality for the purpose of finding ways of managing, controlling, solving, and agreeing upon a problem's optimal solution.² Specifically, as the term relates to a technique for teaching educational administration, simulation has been defined as a decision-making exercise structured around a model of a school system in which participants assume the role of a decision maker and are asked to react to stimuli provided them.³

Simulation has been reported to be an effective part of preparatory and in-service programmes for school administrators.⁴ Wynn stated that the specific advantages from the use of simulation were:⁵

- 1) Simulation presents representations of real administrative situations with a higher probability of the likelihood of desired transfer of training to on the job situations than with many conventional teaching materials and methods.

- 2) Simulated materials are useful in developing an ability to "see the total picture" in that the participant examines specific problems in relation to their total content.
- 3) Since simulation is a representation of reality, it behoves the instructor and the students to test "theory" against facts.
- 4) Simulated materials have potential for helping the participant to develop insights about the relationship of ideals and constraints, about what should be and what is possible as well as insight about himself.

The first published and generally distributed simulation materials used for teaching school administrators were developed originally for research purposes as a part of the Determination of Criteria of Success Project in 1957 at Columbia University. The basic purpose of this study was to establish a relationship between administrative performance and personality characteristics of practicing elementary school principals.⁶ The instrument used in obtaining the results was known as the Jefferson Township Simulation Materials. During the course of the project, investigators became aware that Jefferson Township Simulation Materials had potential value for the educational preparation of school administrators and for in-service workshops for practicing administrators.⁷

The Jefferson Township Simulation Materials were first used and evaluated as a teaching device for school administrators in 1959.⁸ The highly favourable evaluations of simulation as a teaching technique reported by workshop directors at the conclusion of various workshops were published in a 1960 University Council for Educational Administration booklet entitled Simulation in Educational Training.⁹ By September of 1964, 123 professors in ninety institutions reported using simulation materials in programs of preparation for school administrators.¹⁰ The great majority of professors using simulation materials in 1964 reported using only the Jefferson Township Simulation Materials which consisted of administrative problems, presented in the form of "in-basket" items. These in-basket items are written or printed communications which represent problems to be solved.

By 1964 many other simulation exercises had been developed for the preparation of school administrators. The effectiveness of the in-basket component of two of those programmes has been reported below:

PROGRAMME	EVALUATION
a) The Wilson Senior High School Principalship Simulation	96% of 134 respondents rated the in-basket items <u>high</u> in instructional value. ¹²
b) The Janus Junior High School Principalship Simulation	98% of 236 respondents rated the in-basket items <u>high</u> in instructional value. ¹³

By the end of 1964, the Education Index contained for the first time "Simulation in Education" as a major heading, thus indicating an increasing activity and interest in the subject.¹⁴ Rice, writing editorially in the Nation's Schools in 1966 stated, "Simulation! This is a term that we will hear more and more in education during the next decade."¹⁵

It is clear that simulation is a well established teaching-learning instrument. It has received considerable recognition and will probably be utilized to a much greater degree in the future as a basic technique for preparing teachers in education.

Although simulation is generally accepted as a positive training technique for educational administration, no previous simulation exercise has been developed for the English administrators in Quebec. These administrators are confronted with a different set of values and facts from those of their confrères in other parts of the world. Since these relevant facts and values are important ingredients to the decision-making process, there is a vital need to develop a simulation which reflects the unique premises that affect the decision-making process of the English-speaking elementary school principals in Quebec.

PURPOSE OF THE STUDY

The purpose of the current study is to develop simulation materials in the form of in-basket items uniquely designed for use in the preparation of English school administrators and in in-service workshops for practicing English elementary school principals in the Province of Quebec.

The specific objectives are to:

- 1) Develop simulation background and reference materials reflecting selected administrative procedures as prescribed by the laws of Quebec and required or recommended by the Department of Education or school boards.
- 2) Develop simulation "in-basket" materials based upon current and significant problems identified and selected by currently practicing English elementary school principals in the Laurenvale School Board.
- 3) Develop validation procedure for the purpose of validating the relevance of the Quebec oriented in-basket items.

BASIC ASSUMPTIONS

In pursuing the current study, the following basic assumptions are made:

- 1) Simulation is a good learning-teaching technique.
- 2) An authentic simulated school system can be developed.
- 3) Relevant and significant elementary administrative problems can be developed and validated for use with the simulated school system.

- 4) Simulation materials reflecting administrative procedures prescribed by the laws of Quebec and required or recommended by the Department of Education of Quebec are preferable to general simulation materials which provide participants with only a general frame of reference for making administrative decisions.

SCOPE AND LIMITATIONS

- 1) The simulation background materials developed as a part of this study are based upon publications issued by the Laurenvale Protestant School Board. The background materials, therefore, may not be representative of the entire spectrum of issues covered by all such publications issued in the English schools in the Province of Quebec.
- 2) The "in-basket" problems developed as a part of this study are based upon administrative incidents obtained from a selected group of administrators experienced in elementary school administration in English schools in the Province of Quebec. The "in-basket" problems, therefore, can not be representative of the entire spectrum of administrative problems experienced by all other elementary school administrators in the Province of Quebec.

DEFINITION OF TERMS

The following terms are used throughout the study and are defined as follows:

- 1) Simulation: A technique for enabling participants to deal with authentic administrative problems, realistically presented in an artificial setting.

- 2) Simulated School Board: All the materials which, taken together, present a realistic representation of a hypothetical English school board in the Province of Quebec.
- 3) Simulated School: All the materials which, taken together, present a realistic representation of a hypothetical English elementary school in the Province of Quebec.
- 4) In-Basket Item: An administrative problem in printed or written form which presents an incident that could be encountered by the principal in the simulated school.
- 5) Administration: A process of decision-making involving the extensive use of technical, conceptual, and human relations skills.
- 6) Decision Making: A process involving the recognition of problems, the generation of alternatives and their consequences, and the selection and implementation of a particular alternative.
- 7) Educational Administration: A process of decision-making within the constraints imposed by important elements of the environment within which the principal must function such as: orders in Council imposed by the Department of Education; School Board's goals and objectives; social, economic, ethnic, and physical characteristics of the community and the school; and the behavioural characteristics of the management team, teachers, students and parents of the school within which the principal functions.

FOOTNOTES

PART 1

- ¹ S. Nesbitt, Simulation Games For the Social Studies, (Beverly Hills, Calif.: Sage Publications, Inc., 1968), p. 4
- ² Luvern L. Cunningham, "Simulation and the Preparation of Educational Administrators," in Educational Administration: International Perspectives, ed. by George Boron, Dan H. Cooper, and William G. Walker (Chicago: Rand McNally and Co., 1969), pp. 190-191.
- ³ Dale L. Bolton, ed., The Use of Simulation in Educational Administration, (Columbus, Ohio: Charles E. Merrill, 1971), p. 65.
- ⁴ Arthur H. Rice, "Simulation Is Big Word In Administrative Training," Nation's Schools, (June, 1964).
- ⁵ Richard Wynn, Unconventional Methods and Materials For Preparing Educational Administrators, (Columbus, Ohio: The University Council for Educational Administration, 1972), p. 31
- ⁶ For a complete report of this study see John K. Hemphill, Daniel E. Griffiths, and Norman Frederiksen, Administrative Performance and Personality, (New York: Bureau of Publications, Columbia University, 1962).
- ⁷ Ibid., p. 344
- ⁸ Ibid
- ⁹ University Council for Educational Administration, Simulation in Educational Training, (Columbus, Ohio: The University Council for Educational Administration, 1960), p. 41
- ¹⁰ Morris Weinberger, "The Use of Simulation in the Teaching of School Administration" (unpublished ED.D. dissertation, Columbia University, New York, New York, 1964), p. 77.
- ¹¹ Ibid
- ¹² For a complete report of this study see John A. Blough, Jack A. Culbertson, W. Michael Morten, Rodney W. Pirtle, The Simulation of An Urban School System For Use in Preparing Educational Administrators. Project No. 9-0544, Contract No. OEG-0-70-4757(508), (Columbus, Ohio: U.S. Department of Health, Education and Welfare, November, 1971) p. 18

¹³Ibid., p. 24

¹⁴University Council for Educational Administration, Janus Junior High School Principalship Simulation: Instructor's Manual, Columbus, Ohio: The University Council for Educational Administration, 1971), p. 2

¹⁵Ibid

PART 11

REVIEW OF LITERATURE

The use of simulation probably precedes recorded history. In a very broad sense of the term, man has been simulating objects since he first began to carve representations of living objects on the walls of cliffs and caves.¹ The earliest practical use of simulation, however, was probably the construction of physical models of real objects, particularly for work in designing tools and other objects.²

A direct chronological progression of events which precedes current simulation activities is not easy to trace. Nevertheless, for purpose of clarification, the review of literature and research has been divided into two major sections: (1) the emergence of simulation as a training technique and, (2) the development and use of simulation in the preparation and in-service programmes for school administrators.

1) The Emergence of Simulation as a Training Technique

Although the first major development and publication of simulation materials for educational administrators occurred as late as 1959, the method, as a training technique, is at least twenty-six hundred years old.³ The origin of the concept of simulation, however, is obscure.

Several hypotheses concerning the origin of the concept have been advanced. Guetzkow hypothesized that simulation was originally rooted in the first artistic attempts and tool modelling efforts of man.⁴ Accurate reproduction and model construction represent essential advancements in the evolution of simulation.

One more improvement, interaction of participants with the modelled object or system, was necessary before the concept of simulation would be useful as a training and research process. How and when interaction was combined with modelling activities is apparently unknown. Research does seem to indicate that observation of the role playing of children might have been the stimulus for introduction of role playing activities into complex adult games.⁵ By the beginning of recorded history,

the concept of simulation, as a process requiring both modelling and interaction of participants with the modelled object or system, has clearly emerged. Complex games similar to chess, representing war and hunting, were described in man's most ancient historical documents.

Development of strategy games are as old as gladiators and jousting knights, who used them to develop alternative tactics and strategies.⁶ Authorities have traced war gaming back to chess, which probably originated in India.⁷ The early Indian game consisted of elephants, horses, chariots and infantry.⁸ As one historian has noted, "pieces used in the original Hindu game represented the same elements of an army, and the supporting frame of the chessboard employed today which symbolize the wall of a fortified city."⁹

So it was that military officers lacking opportunities to practice their trade except in time of war, developed war games out of their experiences with chess. Perhaps the first such adaptation was the "King's Game," or "Military Chess", developed in 1644 for the Prussian general staff.¹⁰

It wasn't until after the Napoleonic wars, which saw world national armies and rapid maneuvers, that war games were isolated from the chessboard and made more realistic.¹¹ In 1824 another Prussian soldier transferred gaming to maps and, as one authority puts it, "adapted war gaming to the simulation of actual military operations".¹² The game which later became the model of many modern war games, included leader troop pieces made to scale and coloured to indicate opposing sides.¹³ The game also included scales of ranges and distances, dividers and dice. Later, political and logistical factors were worked into these games, resulting in large brochures describing the political setting of each combatant.¹⁴ By 1860, military games had all the elements of modern exercises: the notion of time, detailed simulation of activities and awareness of pertinent environmental forces.¹⁵

Before the 19th century closed, war games spread in one form or another to England, France, Russia, Japan and the United States.¹⁶ However, the military forerunner of the modern business games did not appear until 1955 when RAND Corporation succeeded in simulating a United States Air

Force logistic system.¹⁷ The game was designed to simulate the operation of a supply depot and five Air Force bases. The players acted as inventory managers and made monthly decisions on requisition of new parts, repair of parts, and distribution of parts among bases.

Despite the rich history of war gaming, it wasn't until 1956 that the American Management Association, spurred by the growing availability of computers, put together the first widely known management training exercise, "Top Management Decision Simulation".¹⁸ Participants were divided into competing teams which then administered model business corporations under simulated market conditions. The simulated environment included the use of feedback, and the performance of the teams were assessed on the basis of the economic condition of their model companies at the end of the game.¹⁹ By early 1960, over one hundred management games were in use in business schools and executive training programmes in the United States.²⁰

2) The Development and Use of Simulation in Educational Administration

Laying close to the nerve center of administration is the decision-making process. It is to administration what a switch-throwing mechanism is to an express train; it controls direction by selecting between alternative tracks or courses of action.

Decision-making is a primary source of control and a definer of action, and it is understandable that various scholars have viewed the process as the key to public administration. It frequently involves intense wrestling with relevant facts against a background of value conflicts.²¹

According to Herbert and Simon, two major premises, facts and values, influence any decision-making process.²² To Simon, the purposes and anticipated outcomes of a decision reflect underlying values.²³ These values may be of various types - personal, educational, economic, or moral. Values are not always dressed in the same clothing. Sometimes they are found under the cloak of law, and school policies. Unfortunately, not all values are consistent, and sometimes are even contradictory. But whether values are hidden or overt, professional or non-professional, related to formal or informal organizational aims, they are important ingredients of administrative decisions.

Simon proposes that the second element in the decision process is facts.²⁴ Facts have to do primarily with conditions relating to the means and strategies for achieving educational ends. Other facts that are psychological in nature can be viewed by the decision-maker as objective data, although they may in fact have very subjective bases. Many school districts have research departments whose main function is to provide facts to serve as one basis for decisions.

Thus facts and values are important ingredients of the choice process. A basic problem is posed when one asks how facts, and values fit together, play upon and in turn are shaped by the personality of the decision-maker. Simon believes that simulation is one of the techniques which can be used to achieve understanding of the decision-making dynamics.²⁵ In order to abstract reality, certain simplifying assumptions must be made explicit; only the most important aspects of reality should be included in the simulation model. Then by operating on the simulation model, the user can draw conclusions which are valid for the real system being controlled or studied.

In order to facilitate the decision-making process, the administrator needs information regarding the element of decisions which are to be made, vis-à-vis, the state of the world or the "values" and "facts" of Simon, the various alternatives that are available, the probability that certain consequences will occur if particular alternatives are chosen. According to Simon, each of these decision elements can be investigated, and duplicated in a simulated situation.

The first published and generally distributed simulation materials for use in education were produced in a study initiated in 1957 called "The Determination of the Criteria of Success in Educational Administration."²⁶ The simulation materials produced in the study were called the Jefferson Township Simulation Materials and the simulated school environment was called the Jefferson Township School District.

The DCS²⁷ had three major goals, only one of which was to develop simulation materials for educational or training purposes. The objectives were:

- 1) To determine dimensions of performances in the elementary school principalship and thus to develop a better understanding of the nature of the position of the school administrator.
- 2) To provide information helpful in the solution of the problem of selecting school administrators.
- 3) To provide materials and instruments for the study and teaching of school administrators.²⁸

Although the simulation materials used in the DCS study were developed primarily for research purposes, it soon became apparent during the course of the project that the Jefferson Township Simulation Materials were potentially useful for instructing school administrators.²⁹

Assessment of the Jefferson Township Simulation Materials

To assess the instructional value of the simulation materials used in the DCS study, the Jefferson Township Simulation Materials were used in workshops in school administration in three universities during 1959; the University of Chicago, Stanford University, and Teachers College, Columbia University.³⁰ The evaluation of these three workshops was reported through the University Council for Educational Administration in 1960.³¹ The strengths and limitations of simulation as a training technique in these workshops were summarized by Hemphill, Griffiths, and Frederiksen as follows:

- 1) Since simulation presents representations of real administrative situations, the likelihood of desired transfer of learning to on-the-job situations seems to be much more probable with them than with conventional teaching materials and methods.
- 2) Simulated materials seem to be ideal for developing an ability to "see the total picture," since the student continually examines specific problems in relationship to their total context.
- 3) By starting with a representation of real administrative situations, greater responsibility will be placed on the instructor to relate theory and fact. Students will have better opportunities to evolve meaningful relationships between concepts and facts.

- 4) A weakness of traditional programs of preparation is that they deal with what ought to be rather than what is. The use of simulated materials can help to maintain a balance between what ought to be and what is.
- 5) Simulated materials help a student develop insights about himself, learn scientific concepts, and acquire needed skills.
- 6) Simulated materials are realistic and at the same time susceptible to the control of the instructor.³²

Limitations of the Jefferson Township

Simulation Materials for Teaching

Educational Administration

- 1) The effective use of any materials depends on the person directing the learning situations. Simulation cannot overcome the ill effects of poor teaching.
- 2) Since simulation is so new as a teaching technique in school administration, there is nobody of experience from whom instructors can gain help. Many professors are apt to stumble from lack of help.³³

In 1961, the Jefferson Township Simulation Materials were made available by the University Council for Educational Administration for use in educational administration programmes.³⁴ Culbertson estimated that over 20,000 students and practicing principals had used simulation materials by 1966.³⁵

The Origin of Jefferson Township In-Basket Problems

The preparation of administrative tasks for the Jefferson Township Simulation involved four steps: (a) analysis of the job of the elementary school principal, (b) identification of administrative problems, (c) development of specific incidents based on problems, and (d) development of items from incidents.³⁶

(a) Analysis of Principal's Job

To analyze the job of the elementary principal, two analytical schemes were combined to form a grid with four areas of a content on the vertical axis and three administrative skills on the horizontal axis. The vertical axis, the content of administration, consisted of educational programs, developing personnel, community relationships, and maintaining funds and facilities.

The three skills required in the exercise of administration, on the horizontal axis, were determined to be technical skills, human skills, and conceptual skills.³⁷ Technical skills involved specialized knowledge and ability, including the methods, processes, procedures, or techniques that a principal would need in order to carry out his duties. Human skills involved ability to work effectively as a group member and to build cooperative effort within the staff which he heads. Conceptual skills involved the ability to see the organization as a whole; it recognized the interdependence of each unit and how it changes.³⁸

(b) Identification of Administrative Problems

Administrative problems of elementary principals from the Jefferson Township Simulation were identified by examining case studies provided by cooperating professors from several universities, by examining newspapers published over a period of several previous months, and by observing principals in action in various school settings. Ideas for problems were organized and classified under each of the aforementioned twelve cells.³⁹

(c) Development of Specific Incidents Based on Problems

An incident is a description of a specific occurrence of a problem in concrete terms.⁴⁰ For example, one problem identified was community requests to involve students in activities not related to the school program. An incident developed to pose this problem was the receipt of a letter from a college professor requesting permission to use students of the simulated school in a psychological experiment.

(d) Development of Items From Incident

Items were developed from incidents by preparing documents that presented the incident in an in-basket form. Many items were developed under the aforementioned procedures. The items finally selected were chosen by utilizing an advisory group composed of school principals and administrators to consider which of the cells each item belongs. Their recommendations resulted in the final distribution of 96 in-basket items in the twelve cells of the grid as shown below:⁴¹

	Technical Skill	Human Skill	Conceptual Skill	Total
Educational Program	7	6	6	19
Developing Personnel	9	22	8	39
Community Relationship	5	15	6	26
Maintain Funds and Facilities	6	3	3	12
TOTAL	27	46	23	96

The Jefferson Township Simulation Materials have been used in a variety of ways. The most common usage has been to ask participants to which each belongs to assume the role of principal of the simulated school and then to confront them with a number of the in-basket problems, indicating their solutions in writing. Evaluation and discussion of the solutions normally follow the completion of the problems.⁴²

Other Simulation Materials for Educational Administration

(1) Madison Simulation Materials

Encouraged by the enthusiastic reception of the Jefferson Township Simulation Materials by professors of educational administration, the University Council for Educational Administration sponsored the development of additional simulation materials for other types of administrative positions in education.⁴³ During 1966 and 1967, in addition to revising the simulation materials dealing with the elementary principalship, simulation materials were developed for the superintendency, assistant superintendent for business management, assistant superintendent for instructional services, and the secondary school principalship.⁴⁴ The name of the materials was changed at this time to the Madison Simulation Materials.⁴⁵

(2) Monroe City Urban Simulation

Prompted by the compelling nature of problems on the urban scene, in 1970-71 UCEA developed the Monroe City Urban Simulation Project (URBSIM), simulation of an urban school district.⁴⁶ The working papers for this project included: black studies in the curriculum, conflict between and among militant groups, planning and placement of school facilities, school system responsiveness to minority group demands, de facto and de jure segregation, community conflict and decision-making and many other intense and pervasive educational issues.⁴⁷

URBSIM is by far the most ambitious simulation of reality-oriented materials in the field of education. Its development has been achieved through the close cooperation of a large number of scholars of educational administration and related disciplines from universities and other agencies across the country.⁴⁸ The project seeks to build into its materials conceptual content relevant to the issues, rather than to leave the introduction of theory to chance.⁴⁹ The use of sequential problems is designed to introduce study of problems over a longer span of time, with the cumulative impact of previous decisions bearing on the learner's action.⁵⁰

Another noteworthy characteristic of URBSIM is its flexibility of use.⁵¹ Selected components of the material may be extracted for specific instructional purposes, such as teaching educational planning or improving skill in responding to student unrest. Materials may be selected to illuminate administrative behaviour with respect to a particular role, such as principalship or superintendency.⁵²

One interesting consequence of the simulation has been the development of other simulated materials that are synchronized with the Monroe City model but are focused on additional specialized tasks.⁵³ The basic model has served to provide the milieu in which other writers could base their simulations without creating a whole new set of background materials. A prototype simulation, centered in the "Monroe City" school system, has been developed by Brubacher and Shibles (University of Connecticut), and Gaynor (Boston University).⁵⁴ It consisted of a major event built around a "macro" problem area - the failure of a major school bond issue. The "macro" problem was made up of a number of issues such as school integration, interagency relations, curriculum and instruction, and general school finance which were based on the simulation materials of "Monroe City."⁵⁵

Other Simulations

Although it is impossible within the space of this study to review all other simulations available in educational administration and related fields, a few do merit brief descriptions.

A simulation developed by Bolton (University of Washington) is intended to increase skills in various phases of the teacher selection process.⁵⁶ This simulation includes a description of a hypothetical school situation, a set of fictitious applicants, and response devices that require decisions and allow analysis and feedback to be made.⁵⁷ The materials are designed within a decision-making framework so they can be used for studying and teaching the decision-making process.⁵⁸ For example, all decisions require a consideration of a hypothetical situation and a choice among alternatives (the fictitious applicants). The choice is made on the basis of predicting the consequences of the various

alternatives (by estimating how a person will be evaluated at the end of the first year teaching) and then assigning a value to the consequences predicted.⁵⁹ Because the materials are designed in this decision-making framework, it is possible to compare the explicit criteria established by a person with the criteria implicated by his choices.⁶⁰

Several simulations have been designed to train special education administrators. The Special Education Administration Task Simulation (SEATS) game, developed by Sage (Syracuse University 1969), helps students increase their skill in dealing with typical problems confronting special education administrators.⁶¹ Stevens and associates (University of Pittsburgh 1970) offer a simulator to train persons for leadership positions in public institutions for the mentally retarded.⁶²

Additional simulation materials have been developed under the auspices of UCEA. These include the simulation of:⁶³

- a) Interorganizational problems between school districts and other agencies.
- b) Policy issues confronting school board members.
- c) A school of the future.
- d) Specialized organizational functions (planning).

In Canada an in-basket simulation exercise entitled, "The Elementary School Principal," was developed by Musella and Joyce through the Ontario Institute for Studies in Education in 1972.⁶⁴ The programme is designed to simulate the problems that teachers, supervisors, administrators, and board officials at various levels of a typical education system might encounter in real life. Presented in the form of in-basket items through letters, memos, and phone messages, the simulation exercise requires some action on the part of the person assuming the role of the position being simulated.

On the other hand, although many simulation exercises are available on the market for the training of administrators, none of them have been developed for the particular use of English speaking elementary school principals in the Province of Quebec. In fact many of the simulation exercises used in educational administration courses in Quebec

universities do not take into account the unique variables or values that affect the decision-making process of English speaking administrators in Quebec. Some of these variables or values include bilingualism, mandatory consultative mechanisms such as School Councils and School Committees, the structure of a school board, declining English-speaking enrolment, and many others. Therefore, there is a specific need to develop simulation materials that reflect the unique administrative variables that influences the English-speaking elementary school principals in Quebec.

FOOTNOTES

PART 11

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⁵Sarane S. Boocock and E.O. Schild, eds., Simulation Games in Learning (Beverly Hills, Calif.)

⁶Cunningham, op. cit., p. 190

⁷Elliot Carlson, Learning Through Games (Washington, D.C.: Public Affairs Press, 1969), p. 3.

⁸Ibid

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- 38 Ibid, p. 48
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- 41 Ibid
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- 43 Culbertson, op. cit., p. 4
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- 45 Ibid

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Ibid, p. 34.

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PART 111

METHODS AND PROCEDURES

The purpose of this chapter is to describe in detail the procedures followed in developing and validating an in-basket simulation exercise. In the construction of the in-basket items, the steps undertaken will be organized in the following manner:

(1) Development of a Hypothetical School System

- a) Description of the school region.
- b) Organizational structure of the school board.
- c) Unique programmes of the school board.
- d) Description of the hypothetical school.
- e) Legal reference materials, policy handbooks and teacher union ententes.

(2) Development of Simulated Problems

- a) Generating problems from Laurenvale principals.
- b) Classification of the simulated problems.

(3) Validity of the Laurentide In-Basket Simulation

- a) Description of validity.
- b) Content validity.
- c) Establishing a universe or conceptual framework.
- d) The use of a panel of judges.

(1) Development of a Hypothetical School System

The following materials were developed or selected to represent a hypothetical school system:

- a) A concise school-community survey describing important aspects of the environment of the hypothetical system was developed by selecting appropriate elements from the Laurenvale School Board in the Province of Quebec.

- b) Legal reference materials such as Law 101, Child Abuse Law, were provided by selecting legal reference materials commonly used by practicing elementary school principals of the Laurenvale School Board.
- c) Vital elements from the Laurenvale School Board policy handbook and board meeting minutes for the last two years were selected to describe the administrative policies of the hypothetical school board.
- d) Vital procedures from the North Island Laurentian Teachers Union's local entente were selected.

These reference materials were organized together and written up as the Laurentide School Board. A group of five selected, experienced English-speaking elementary principals examined the description for the purpose of determining whether or not a realistic simulation was actually represented. Suggestions for improvement were obtained and the background materials were modified to incorporate the suggested changes.

(2) Development of Simulated Problems

(a) Generating Problems

Potential problems of administration were obtained by calling for suggestions and interviewing with eight elementary principals experienced in elementary school administration in the Laurenvale School Board. An outline of elementary school administrative tasks as illustrated in the grid described by Hemphill, Griffiths and Frederiksen was given to each of the principals to assist the recall of administrative problems. Some potential problems were also selected from the researcher's experience as a school principal with the Laurenvale School Board over the past ten years.

(b) Classification of Simulated Problems

A total of 50 simulated problems were obtained from all sources. Once duplications were eliminated, 40 separate simulated problems remained and were analyzed and classified under each of the twelve

cells of the administrative scheme designed by Hemphill, Griffiths and Frederiksen as illustrated below:

	Technical Skills	Human Skills	Conceptual Skills	Total
Educational Program	3	3	3	9
Developing Personnel	3	7	3	13
Community Relationships	3	6	2	11
Funds and Facilities	3	2	2	7
Total	12	18	10	40

For each of the classified simulated problems, an in-basket item e.g. letter, memo, etc., was written and all relevant documents were included. The entire package is known as the Laurentide In-Basket Simulation.

(3) Validity of the Laurentide In-Basket Simulation

a) Description of Validity

In order to check whether the simulation has a link to reality, the concept of validity or the ability of the simulation to address itself to a stated topic was considered.

The validation of any simulation or instrument, as is common in the behavioural sciences, must be indirect rather than direct. In this study it was intended to establish a degree of face and content validity.

The first form of validity (face) is established by scrutinizing the items to see if they "appear" to represent the administrative tasks of an English elementary school principal in Quebec which they purport to represent. After careful examination with colleagues and thesis advisor, it was the researcher's judgement that the items do maintain an acceptable degree of face validity.

b) Content Validity

The second type of validity (content) to be established is the more crucial in that it was considered to be a sine qua non requirement of this study. By content validity is meant the ability of the in-basket simulation to sample a particular universe, in this case, the administrative tasks of an English elementary school principal in Quebec. It was intended to establish an acceptable degree of content validity in two ways. The first was a comparison of the universe of administrative tasks to previous research and the second was assessment by a panel of judges.

c) Establishing a Universe or Conceptual Framework

For the purpose of this study the universe of an elementary school principal's administrative tasks consisted of educational programmes, developing personnel, community relationships and maintaining funds and facilities through technical, human and conceptual skills as outlined by Hemphill, Griffiths and Frederiksen. In reading other works done in this area, it was obvious that this universe was consistent with factors identified by other authors. For example, The Madison Simulation Materials, developed by the University Council for Educational Administration, used a twenty-one in-basket item exercise that covered the areas of curriculum, teacher attitude, budgeting and public relations.

Prompted by the compelling nature of problems on the urban scene in the early seventies, UCEA developed the Monroe City Urban Simulation that fit into the four major administrative content areas as established by Hemphill, Griffiths and Frederiksen which is also the basic universe of this current study.

Brubacker and Shibles (University of Connecticut), and Gaynor (Boston University) developed a simulation exercise that was based on a "macro" problem, the failure of a major school bond issue. The "macro" problem was made up of a number of issues such as school integration, general school finance, interagency relationship, special education and curriculum research.

Based on these comparisons the researcher was confident that the universe, "Administrative tasks of an elementary school principal" was adequately established. The next step was to establish the appropriateness of the in-basket items in sampling this universe, the Protestant English elementary school principals of Quebec.

d) THE USE OF A PANEL OF JUDGES

To establish the appropriateness of the in-basket items for the universe just described, five judges were selected to rate each in-basket item. Backgrounds of several potential judges were reviewed by the researcher. These judges were selected because at least four of the five had more than ten years of experience as principals and all four were experienced as a principal of an English elementary school in the Province of Quebec. In addition, as principals they had experience in diverse communities including urban, urban-rural and rural areas. They worked in school boards and schools of varying sizes; these sizes were representative of the smallest and largest English elementary schools in Quebec.

The researcher knew three of the judges professionally but did not know two judges; these were suggested to the researcher by colleagues working in the field of educational administration and were objective to the researcher and the thesis work.

The judges were as follows:

- a director-general of an English elementary school board from a group of three;
- a professor of educational administration from a group of three;
- three practicing elementary school principals representing different school communities from a group of nine;

Since all of the above five judges met all of the criteria described above, the researcher contacted them by telephone; each of the judges agreed to participate and received the materials. All of the judges showed either an active interest in the thesis work, positive personal experience with the use of simulations, or a commitment to the training and/or in-service of school principals.

Based on the judgement of face validity, the conformity of the universe with past studies and the assessment of the panel of judges, it is felt by the researcher that an acceptable level of validity has been achieved for the Laurentide In-Basket Simulation.

COLLECTION OF DATA

Each of the five judges received a standard package of materials which included the following:

- 1) Letter from the researcher including the purpose of the study and their role. Appendix A.
- 2) Directions for the task of the judges including the description of the universe to be sampled and the scale for rating the relevance of each item. Appendix B.
- 3) Forty in-basket simulation items with background information on the hypothetical school system. Appendix D-4.
- 4) Summary rating form with the listing of the forty items to be rated. Appendix C.
- 5) An optional comment sheet on the background materials, the in-basket items, the rating scale and general comments. Appendix C.

The forty items have already been identified as representing the various cells of the grid of administrative tasks of an elementary school principal according to Hemphill and others. The number of items in each cell follows the same percentage of distribution as outlined in Hemphill and others.

The judges were given the forty items which the researcher already selected and classified according to this distribution. However, the judges did not know which items belonged to which cell of Hemphill's grid of administrative tasks.

The instructions to the judges called for a ranking of each item on the following semantic differential scale:

- 4 - very relevant
- 3 - relevant
- 2 - somewhat relevant
- 1 - not relevant

The term "relevant" was clearly defined as having both significant and demonstrable bearing on the administrative tasks of an English-speaking elementary principal in Quebec. The judges read each in-basket item and rated it on the summary rating form. The judges were also informed that they were not required to form any solutions or alternatives to each in-basket item as part of the task.

The package of materials was delivered to the judges by the researcher. The researcher initiated no contact with the individual judges during the rating period of ten days. The researcher called each judge after ten days and arranged to pick up the completed package of materials. Again no comments were actively solicited by the researcher at the time of the return of the materials.

PRESENTATION AND ANALYSIS OF DATA

a) Content Validity of In-Basket Items

The content validity has been previously established through the rating of relevance of each item by the judges. It had been previously determined that an average score of 2.5 out of 4 would be the minimum acceptable score. The results of all five judges' ratings of relevance were averaged to yield a mean score for each in-basket item. The range of the raw scores was recorded as well. A summary of the judges' individual scores, their combined raw scores, range and mean can be found on Table 1.

Since all in-basket items meet the minimum acceptable score of 2.5 (Table 1), all items are included in the Laurentide In-Basket Simulation. From the table, high score items usually show a small range while low score items exhibit a wider range. It can, therefore, be inferred that low score items reflect inconsistency in rating by the judges.

Only one item received a perfect score of 4 while no item received a lowest score of 1. This lack of scores at either extremity indicates that there is not total agreement among the judges in the selection of the most and least relevant in-basket items. One possible reason for this lack of total agreement may be the judges' perception of relevance and interpretation of the researcher's definition of relevance. For example, the optional comment data implies that the frequency of problem situation may have influenced the judges' rating. The implication is the higher the frequency, the higher the rating. Another judge interpreted relevance to mean the degree to which the principal is involved in the actual decision-making process. This judge rated by attaching the highest rating to the items in which the principal has the most decision-making responsibilities. Conversely, he rated the items lower in which the principal was least directly involved in the decision-making process. (For examples, see Judges' Optional Comment of Presentation of Data under Section B - Simulated In-Basket Items 20 and 31).

CONTENT VALIDITY OF IN-BASKET ITEMS - TABLE 1

	Raw Score Judge A	Raw Score Judge B	Raw Score Judge C	Raw Score Judge D	Raw Score Judge E	Combined Raw Score	Range	Mean
1. French remedial programme	3	4	3	4	2	16	4-2	3.2
2. Parent Volunteer	4	2	3	4	3	16	4-2	3.2
3. 30% French Programme	1	3	4	3	3	14	4-1	2.8
4. Child Abuse	2	4	4	4	3	17	4-2	3.4
5. Bus Stop	2	4	4	4	4	18	4-2	3.6
6. Canadian Test of Basic Skills	4	3	3	4	3	17	4-3	3.4
7. Bill 101 Students	2	3	4	4	4	17	4-2	3.4
8. Non-Reengagement of Teacher	4	4	4	4	1	17	4-1	3.4
9. Integration of Special Education Children	4	4	4	3	4	19	4-3	3.8
10. Sharing of Resources	3	2	4	4	2	15	4-2	3.0
11. Furniture Arrangement	2	3	2	4	3	14	4-2	2.8
12. SIMEQ Forms	2	3	3	4	1	15	4-1	3.0
13. Teacher as Taxpayer	2	3	3	4	3	15	4-2	3.0
14. Outside Use of Gym Facilities	3	4	3	4	4	18	4-3	3.6
15. Compulsory Transfer	4	3	4	4	4	19	4-3	3.8
16. Conflict of Meetings	3	3	3	4	3	16	4-3	3.2
17. School Budget	4	4	4	4	3	19	4-3	3.8
18. Language Law Exemption	4	4	4	3	3	18	4-3	3.6
19. Child Kept After School	1	4	2	4	4	15	4-1	3.0
20. Bus Supervision	2	4	4	4	3	17	4-2	3.4
21. Continuous Progress	3	3	4	4	2	16	4-2	3.2
22. Government Milk Program	2	3	2	4	2	13	4-2	2.6
23. Professional Day Activities	4	3	4	3	4	18	4-3	3.6
24. Duration of Lunch Period	1	4	4	4	3	16	4-1	3.2
25. Letter to Editor	3	3	4	4	3	17	4-3	3.4
26. Underprivileged Family	3	3	3	4	3	16	4-3	3.2
27. Community Reaction to Sex Education	3	4	4	4	3	18	4-3	3.6
28. Belated Financial Request	4	3	3	4	3	17	4-3	3.4

29. Merger of Two Schools
30. Encadrement
31. Probationary Teacher
32. McGill Summer Learning Clinic
33. English vs French
34. Request for Confidential Report
35. Volunteer Perceptual-Motor Programme
36. Grading System
37. Teacher Conflict
38. Bus Requisition Exceeds Budget
39. Jehovah Witness
40. Coping with an E.D. Child

Raw Score Judge A	Raw Score Judge B	Raw Score Judge C	Raw Score Judge D	Raw Score Judge E	Combined Raw Score	Range	Mean
4	4	4	3	4	19	4-3	3.8
4	4	4	4	3	19	4-3	3.8
3	3	3	1	3	13	3-1	2.6
4	4	4	2	4	18	4-2	3.6
4	4	4	4	4	20	4-4	4.0
3	3	4	4	3	17	4-3	3.4
4	3	4	3	3	17	4-3	3.4
4	4	4	4	3	19	4-3	3.8
4	3	3	4	3	17	4-3	3.4
4	4	3	4	4	19	4-3	3.8
3	4	4	4	4	19	4-3	3.8
4	4	3	3	3	17	4-3	3.4

b) Polygon Graph Distribution of Means

Table 11, the distribution of means of items, is a visual presentation of the content validity of the 40 in-basket items. Each item achieves the minimum acceptable score of 2.5 for inclusion in the Laurentide In-Basket Simulation. The graph shows the frequency of the mean scores but no significant analysis can be made of the number of items achieving any particular mean score.

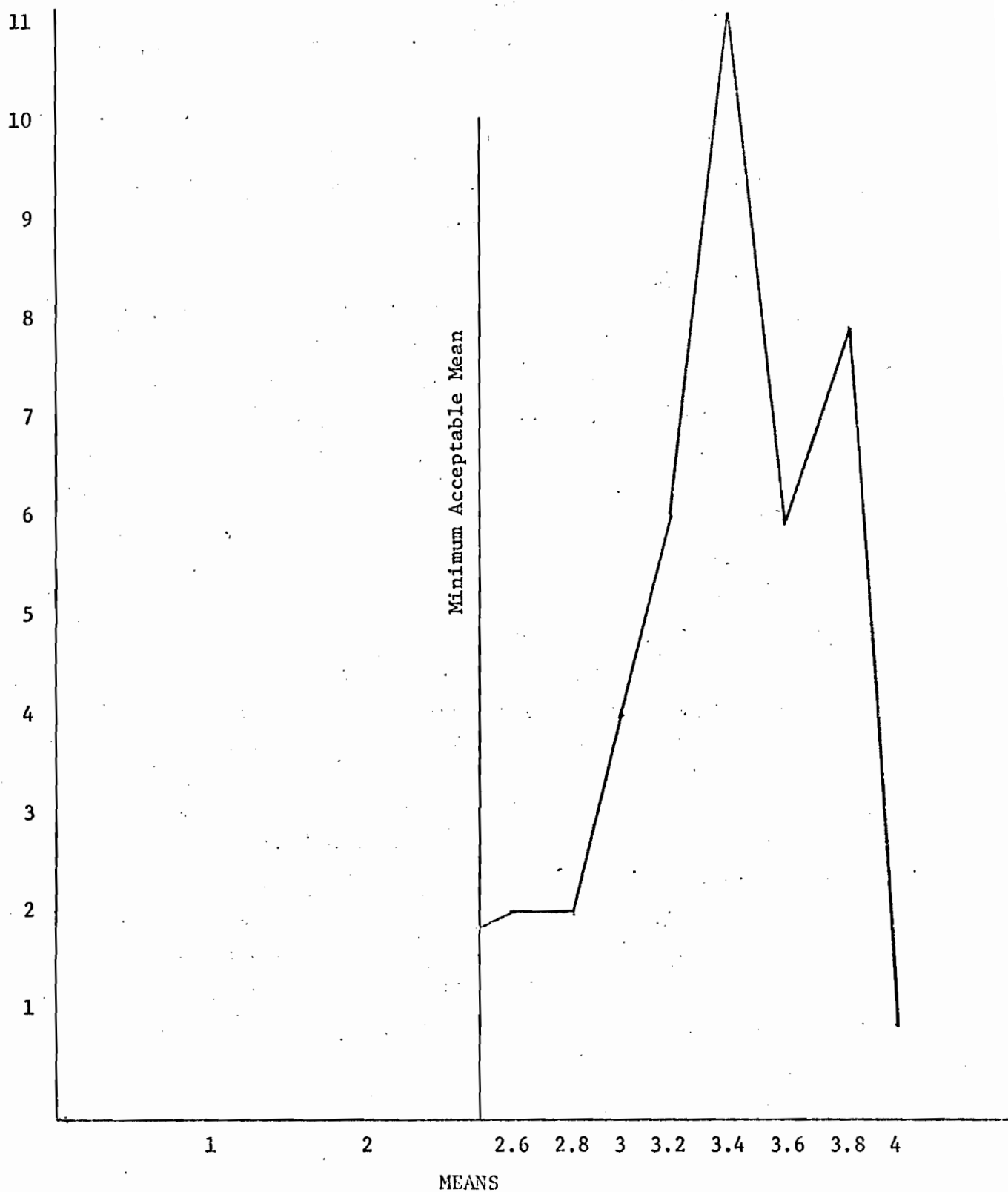
c) Content Validity of In-Basket Items Classified According to Hemphill's Grid of Administrative Tasks

Tables 111 to VI show the data collected with the 40 in-basket items classified under each of the 12 cells of Hemphill's grid of administrative tasks. The number beside each item is the mean score of each in-basket item while the cell mean is located at the extreme right. The bottom figure is the mean for all items under a particular administrative content of Hemphill's grid of administrative tasks. The four content areas are:

- 1) Educational Programmes
- 2) Developing Personnel
- 3) Community Relationship
- 4) Funds and Maintenance

Each item in each of the twelve cells of Hemphill's grid of administrative tasks meets the 2.5 minimum acceptable score for inclusion in the Laurentide In-Basket Simulation. Consequently, the cell mean score meets the minimum criterion for inclusion. In addition, the mean of each administrative content area meets the minimum acceptable criterion. For example in Table 111, the administrative content area of Educational Programmes through various skill items shows a mean of 3.38. Each of the means of the four administrative content areas falls between 3.29 and 3.54, and therefore, shows a rating between relevant and very relevant. Again the data shows each in-basket item meets the minimum acceptable criteria for inclusion whether or not any item belongs to the particular cell to which the researcher has previously classified. The research data offers no information nor statistics as to whether or not an item has been correctly classified according to Hemphill's grid of administrative tasks.

GRAPH OF THE DISTRIBUTION OF MEANS - TABLE 11



EDUCATIONAL PROGRAMMES - TABLE 111

a) TECHNICAL SKILLS	MEAN
ITEM 3. 30% French Programme	2.8
ITEM 4. Child Abuse	3.4
ITEM 6. Canadian Test of Basic Skills	3.4
b) HUMAN SKILLS	
ITEM 7. Bill 101 Students	3.4
ITEM 9. Integration of Spec. Ed. Children	3.8
ITEM 19. Child Kept After School	3.0
c) CONCEPTUAL SKILLS	
ITEM 1. French Remedial Programme	3.2
ITEM 25. Letter to Editor	3.4
ITEM 33. English vs French	4.0
Average mean for 9 Ed. Programme Items	3.38

DEVELOPING PERSONNEL -- TABLE 1V

a) TECHNICAL SKILLS	MEAN
ITEM 20. Bus Supervision	3.4
ITEM 30. Encadrement	3.8
ITEM 34. Request for Confidential Report	3.4
b) HUMAN SKILLS	
ITEM 8. Non-reengagement of Teacher	3.4
ITEM 15. Compulsory Transfer	3.8
ITEM 21. Continuous Progress	3.2
ITEM 26. Underprivileged Family	3.2
ITEM 31. Probationary Teacher	2.6
ITEM 37. Teacher Conflict	3.4
ITEM 40. Coping with an E.D. Child	3.4
c) CONCEPTUAL SKILLS	
ITEM 13. Teacher as Taxpayer	3.0
ITEM 23. Professional Day Activities	3.6
ITEM 36. Grading System	3.8
Average for 13 Personnel Items	3.38

COMMUNITY RELATIONSHIP - TABLE V

a) TECHNICAL SKILLS	MEAN
ITEM 10. Sharing of Resources	3.0
ITEM 22. Government Milk Programme	2.6
ITEM 35. Volunteer Perceptual-Motor Program	3.4
b) HUMAN SKILLS	
ITEM 2. Parent Volunteer	3.2
ITEM 5. Bus Stop	3.6
ITEM 12. SIMEQ Forms	3.0
ITEM 18. Language Law Exemption	3.6
ITEM 27. Reaction to Sex Education	3.6
ITEM 39. Jehovah Witness	3.8
c) CONCEPTUAL SKILLS	
ITEM 16. Conflict of Meetings	3.2
ITEM 24. Duration of Lunch Hour	3.2
Average for all 11 community relationship items	3.29

FUNDS AND FACILITIES - TABLE VI

a) TECHNICAL SKILLS	MEAN
ITEM 14. Outside Use of Gym Facilities	3.6
ITEM 17. School Budget	3.8
ITEM 28. Belated Financial Request	3.4
b) HUMAN SKILLS	
ITEM 11. Furniture Arrangement	2.8
ITEM 32. McGill Summer Learning Clinic	3.6
c) CONCEPTUAL SKILLS	
ITEM 29. Merger of Two Schools	3.8
ITEM 38. Bus Requisition Exceeds Budget	3.8
Average of all 7 Funds and Facilities Items	3.54

d) High and Low Mean Scores - Tables VII and VIII

Analysis of the individual items that received a high mean score of 3.6 or more as in Table VII reveals no particular meaning. However, when the items are studied as part of Hemphill's grid of administrative tasks, the researcher finds some pattern of meaning. For example, 9 out of 14 high mean items are part of Hemphill's human and personnel categories. This implies that interpersonal skills are rated as "relevant to very relevant" tasks of an English-speaking elementary school principal in Quebec.

Analysis of the individual items that received a low mean score of 3.0 or less as in Table VIII again reveals no particular meaning. However, when the items are studied as part of Hemphill's grid of administrative tasks, the researcher finds some pattern of meaning. For example 4 of 8 low mean score items are part of Hemphill's technical skill category. This implies that technical skills are rated as "somewhat relevant to relevant" tasks of an English-speaking elementary school principal in Quebec.

All of the above analyses of data are based on the assumption that the researcher's classification of each item into one of Hemphill's cells of administrative tasks is appropriate. No research data either supports nor rejects the researcher's classification.

e) Analysis of Judges' Optional Comments

Although invitations to comment on (1) the Background Material, (2) Simulated In-Basket Items, (3) Scale Used and, (4) General Comments, were optional, every judge commented voluntarily. Their individual comments can be summarized under two categories, (1) Positive and Supportive Comments, (11) Suggestions for Change.

(1) Positive and Supportive Comments

Individual judges referred to the in-basket items as having a good range and being both realistic and clear. Other subjective comments included positive feedback on the researcher's organization of the simulated background materials. Judges commented that the rating scale used was easy to understand and apply. The general comment of good range and relevance may refer to the day-to-day problem situation that confronts the English-speaking elementary school principal in Quebec and/or to the entire study.

(11) Suggestions For Change

Suggestions made by individual judges can be summarized in various categories. Firstly, one of the judges felt the need for including more informal in-basket items such as telephone interruptions. Another judge referred to insufficient background information on a particular item such as item 10.

Format suggestions included dates on all items, notation of documentation on the original item and checking off the appropriate course of action on standard memo forms.

Other suggestions for change revolved around the interpretation and explanation of the rating scale. For example, one judge implies that frequency should reflect the degree of relevance of an in-basket item.

The judges did experience varying degrees of difficulties and discomfort with attaching a rating to items, probably not due to the researcher's definition of relevance but rather to the judges' personal experiences as a principal.

The judges' comments were voluntary although solicited. What they chose to comment on probably reflects what they considered as important and again is a part of the individual judges' personal experiences and attitude as an elementary school principal but also as a part of their present working position. For example, one of the judges who is presently a professor of educational administration may be more concerned with the format of presentation of the materials and so commented particularly in that area.

HIGH MEANS - TABLE VII

High Means: Any item which yields a mean of 3.6 or more is considered a high mean item.

Item	Description	Cell	Mean
5	Bus Stop	Community-Human	3.6
9	Integration of Sp.Ed.Children	Educational Program-Human	3.8
14	Outside Use of Gym Facilities	Funds and Maintenance- Technical	3.6
15	Compulsory Transfer	Personnel-Human	3.8
17	School Budget	Funds and Maintenance Technical	3.8
18	Language Law Exemption	Community-Human	3.6
23	Professional Day Activities	Personnel-Conceptual	3.6
27	Community Reaction to Sex Education	Community-Human	3.6
29	Merger of Two Schools	Funds and Maintenance- Conceptual	3.8
30	Encadrement	Personnel-Technical	3.8
33	English vs French	Educational Program - Conceptual	4.0
36	Grading System	Personnel-Conceptual	3.8
38	Bus Requisition Exceeds Budget	Funds and Maintenance - Conceptual	3.8
39	Jehovah Witness	Community-Human	3.8

LOW MEANS - TABLE VI11

Low Means: Any item which yields a mean of 3.0 or less is considered a low mean item.

Item	Description	Cell	Mean
3	30% French Program	Educational Program - Technical	2.8
10	Sharing of Resources	Community-Technical	3.0
11	Furniture Arrangement	Funds & Maintenance - Human	2.8
12	SIMEQ Forms	Community - Human	3.0
13	Teacher as Taxpayer	Personnel-Conceptual	3.0
19	Child Kept After School	Educational Program - Human	3.0
22	Government Milk Program	Community-Technical	2.6
31	Probationary Teacher	Personnel - Human	2.6

PART 1V

SUMMARY AND CONCLUSIONS

This chapter will present a summary of the study and conclusions. It will also discuss some recommendations for further study.

Review of the Study

The English elementary school principal is faced with some very unique and individual problems and situations in the Province of Quebec. These unique problems or situations are often related to a set of "values" and "facts" as explained by Herbert Simon and outlined earlier in this study. But frequently these values and facts are neither that explicit nor that harmonious with one another. For example, the "value" that anglophone parents place on bilingual education may contradict the actual legislation of francization under Law 101. In addition, the elementary school principal in the English Protestant sector has somewhat unique and different parameters than his English Catholic counterparts.

The researcher perceived the need to develop and validate a simulation in-basket technique reflecting the "values" and "facts" of the Quebec educational milieu. As a result, the basic purpose of this study was to develop and validate simulation materials in the form of in-basket items uniquely designed for use in the preparation of English elementary school administrators and in in-service workshops for practicing English elementary school principals in the Province of Quebec.

The steps involved in developing and validating the Laurentide In-Basket Simulation included the following:

(1) Development of a Hypothetical School System

The Laurenvale Protestant School Board was used as the basis of the hypothetical school system. Background information such as description of the school region, organizational structure of the school board, unique programmes of the school board, description of the hypothetical school and any legal references and documents were included.

(2) Development of Simulated Problems

In the creation of the in-basket items, a conceptual framework had to be designed which would give direction to the kinds of simulated problems to be included. To accomplish this, the administrative grid of Hemphill and others was used for this study.

Forty in-basket items were generated by eight Laurenvale principals. Each item was analyzed and classified according to the adapted administrative grid.

(3) Validity of the Laurentide In-Basket Simulation

To establish the relevance of the in-basket items, a panel of five judges was used. The judges were selected on the criteria of experience, school size, type of school communities, and personal interest or commitment to simulation in educational administration. The judges rated relevance of the in-basket items using a scale given by the researcher with the purpose of establishing content validity of the items for inclusion in the Laurentide In-Basket Simulation.

CONCLUSION

- (1) The simulation background and reference materials developed as a part of this study were judged to be realistic and relevant to be included as background information for the Laurentide In-Basket Simulation.
- (2) All forty in-basket items based upon current and significant problems in an English elementary school in the Province of Quebec were developed and judged to be realistic and relevant to be included in the Laurentide In-Basket Simulation.
- (3) The validating procedures of using a panel of judges was considered to be objective and appropriate for the Laurentide In-Basket Simulation.

Recommendations for Further Study

Recommendations for further study were based upon the research data of the study and upon the literature reviewed, and upon the experiences of the researcher in designing and testing the Laurentide In-Basket Simulation.

- (1) The researcher recommends that the Laurentide In-Basket Simulation be used as a mode of instruction with a group of students from the Department of Educational Administration.
- (2) Studies should be initiated for the purpose of comparing decision-making alternatives in the Laurentide In-Basket Simulation with actual on-the-job administrative performance.
- (3) The feasibility of presenting the simulated administrative problems developed as a part of the study through media other than the in-basket technique should be investigated.
- (4) Efforts should be made to investigate the usefulness of the Laurentide In-Basket Simulation for pre-service and in-service preparation of other educational administrators in the Province of Quebec, especially English secondary school principals.

APPENDICES

231 Rose Alma
Rosemere, Quebec.

February 1, 1979.

Dear

Thank you for agreeing to participate in my simulation study. As you know, I am developing an in-basket simulation exercise for English-speaking elementary school principals in Quebec and I need your assistance in establishing a degree of Content validity.

Enclosed you will find a set of forty potential in-basket items. These items, originally generated from the experiences of eight elementary school principals of The Laurenvale School Board, were among a group of sixty problem situations. Once duplications were eliminated, only forty in-basket items were retained to represent the administrative tasks of an English-speaking elementary school principal in Quebec.

The present task is to judge the degree to which these in-basket items represent the administrative tasks of an English-speaking elementary principal in Quebec. This will be accomplished by the panel of five judges working independently.

On the following pages you will find directions as well as the set of forty in-basket items to be judged. Should you require further information please do not hesitate to call me. I shall be pleased to pick up your completed analysis on Tuesday, February 13, 1979.

The results from the panel of judges will be made available to you at the conclusion of this study. Meanwhile, many thanks for your assistance.

Yours sincerely,



Robert Lo

RL/kp

Home: 621-3842
Office: 759-1600 or 334-2427

DIRECTIONS1) INTRODUCTION

For the purpose of this study, the universe of the administrative tasks of an English-speaking elementary school principal in Quebec consists of two parts:

a) Administrative Content

- Educational Programmes
- Developing Personnel
- Community Relationship
- Maintaining Funds and Facilities

b) Administrative Skills

Those skills are required in the exercise of these administrative tasks. They are:

- Technical skills
- Human skills
- Conceptual skills

In combining the two parts of the administrative tasks together, a grid such as the one below is formed:

	Technical Skill	Human Skill	Conceptual Skill
Educational Programme			
Developing Personnel			
Community Relationship			
Maintain Funds & Facilities			

This grid, with its twelve distinct cells, in effect, represents the universe of administrative tasks. The forty in-basket items are samples of this universe.

The specific cell of the universe to which each in-basket item is directed has been identified. The frequency of in-basket items by each cell is a reflection of the in-basket items originally generated from Laurenvale principals.

2) THE TASK

To judge the degree to which each enclosed in-basket simulated item represents the administrative tasks of an English-speaking elementary school principal in Quebec. Solution or alternative to each in-basket item is not required of the judges.

3) PROCEDURE

Read each in-basket item and indicate your judgement by checking one of the boxes provided in the summary rating form. The term "relevant" implies both significant and demonstrable bearing on the administrative tasks of an English-speaking elementary principal in Quebec.

The following scale will be used:

- 4 - the in-basket item is very relevant
- 3 - the in-basket item is relevant
- 2 - the in-basket item is somewhat relevant
- 1 - the in-basket item is not relevant

Should you wish to make suggestions on any particular in-basket item, background material or on the scale in general, your comments would be appreciated. For your convenience I have attached a form for this purpose.

SUMMARY RATING FORM

IN-BASKET ITEMS

1. French remedial programme
2. Parent Volunteer
3. 30% French Programme
4. Child Abuse
5. Bus Stop
6. Canadian Test of Basic Skills
7. Bill 101 Students
8. Non-Reengagement of Teacher
9. Integration of Special Education Children
10. Sharing of Resources
11. Furniture Arrangement
12. SIMEQ Forms
13. Teacher as Taxpayer
14. Outside Use of Gym Facilities
15. Compulsory Transfer
16. Conflict of Meetings
17. School Budget
18. Language Law Exemption
19. Child Kept After School
20. Bus Supervision
21. Continuous Progress
22. Government Milk Program
23. Professional Day Activities
24. Duration of Lunch Period
25. Letter to Editor
26. Underprivileged Family
27. Community Reaction to Sex Education
28. Belated Financial Request
29. Merger of Two Schools
30. Encadrement

[illegible]

31. Probationary Teacher
32. McGill Summer Learning Clinic
33. English vs French
34. Request for Confidential Report
35. Volunteer Perceptual-Motor Programme
36. Grading System
37. Teacher Conflict
38. Bus Requisition Exceeds Budget
39. Jehovah Witness
40. Coping with an E.D. Child

[illegible]

JUDGES COMMENT
(OPTIONAL)

Simulated Background Materials

Simulated In-Basket Items

Rating Scale Used

General Comments

THE LAURENTIDE IN-BASKET SIMULATION

Robert H.K. Lo
McGill University, 1979.

LAURENTIDE IN-BASKET

SIMULATION

DISCUSSION LEADER'S GUIDE

DISCUSSION LEADER'S GUIDE

The purpose of this training exercise is to provide a realistic and productive educational experience for English-speaking elementary school principals in Quebec, students preparing to be elementary school principals in Quebec, and any other group of people interested in examining some of the critical issues pertaining to elementary schools in the Province of Quebec. Although Laurentide School Board and Rosedale Elementary School do not really exist, the items in the principal's in-basket are real ones, supplied by elementary school principals in several different schools under an English-speaking school board.

The kinds of learning to be derived from the use of this in-basket simulation can be of different types and on different levels, depending on the objectives that are set. One level of learning - perhaps the simplest one - is the substantive one. The various items in the in-basket were selected to represent the kinds of issues that will certainly have to be met by English-speaking elementary schools in the years immediately ahead. A glance at the in-basket items will reveal such substantive issues which are unique in Quebec as the following categories: language laws, mandatory consultative bodies, declining enrollment, adherence to local entente, government directives, and many others.

In addition to discussing the substantive issue in the various items, a group could well view the contents of this in-basket set from another perspective. There are a few broad themes running through the different combinations of items that could very profitably be highlighted at some point of the discussion. For the purpose of this study, the universe of the administrative tasks of an English-speaking elementary school principal in Quebec consists of two parts:

a) Administrative Content

- Educational Programmes
- Developing Personnel
- Community Relationship
- Maintaining Funds and Facilities

b) Administrative Skills

Those skills are required in the exercise of these administrative tasks. They are:

- Technical skills
- Human skills
- Conceptual skills

In combining the two parts of the administrative tasks together, a grid such as the one below is formed:

	Technical Skill	Human Skill	Conceptual Skill
Educational Programme			
Developing Personnel			
Community Relationship			
Maintain Funds & Facilities			

This grid, with its twelve distinct cells, in effect, represents the universe of administrative tasks. The forty in-basket items are samples of this universe.

The specific cell of the universe to which each in-basket item is directed can be used as a springboard for discussion on the many administrative processes that are involved.

It is important for the discussion leader to be a discussion leader, and not a one-man show. Full participation by the school principals in the group will make the session more likely to be an effective learning experience. The discussion leader's role is to ask appropriate questions, encourage participation on the part of all members of the group, gently

bring the group back to the topic when it strays therefrom, and - when it seems advisable - supply information that will contribute to the group's thinking. The best way for the leader to kill the session is for him to dominate the discussion by lecturing to the group or indicating his approval or disapproval of every alternative that members of the group manage to make.

Furthermore, the leader should assume both the freedom and the obligation to develop alternative approaches that may be more appropriate in a particular situation. For example, any one in-basket item could serve as a catalyst in the development of an entire session devoted to the problem surrounding one particular issue. If time limitation is a serious constraint, a two-hour session could be devoted to a few selected items. Also, items from any one of the twelve cells of the grid described could be chosen to form a package of materials that focus on one particular administrative process to be viewed from several different roles.

The primary purpose of this type of training is to broaden the perspectives of school principals and students; consequently exposure to many points of view is essential. The discussion leader's job is to bring out those many points of view and to use his expertise in raising questions and occasionally in supplying a needed piece of information that is germane to the discussion.

Adapted from:

- 1) National Education Association,
Washington, D.C., 1970.
Discussion Leader's Manual,
Shady Acres In-Basket
National Association of Elementary
School Principals.
- 2) D. Musella & D. Joyce,
Conducting In-Basket Simulation,
A Handbook for Workshop Leaders,
The Ontario Institute for Studies
in Education, Toronto, Ontario, 1973.

SUMMARY OF RESPONSES TO LAURENTIDE
IN-BASKET SIMULATION

In the space below, summarize the action that you took in response to each of the in-basket items, and give the main reason for your action.

ITEM NO.	ACTION	REASON
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ITEM NO.	ACTION	REASON
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THE LAURENTIDE SIMULATION BACKGROUND MATERIALS

LAURENTIDE SCHOOL REGION

Laurentide Region, a "bedroom" community with a population of approximately 500,000 of which 10% are anglophones, is spread over 2500 square miles of mixed farming country. The region is situated near a large metropolitan area which has the usual diversified industry and numerous major companies which employ much of the work force of our school community. Many small lakes to the north provide summer recreation, and the winter skiing industry in the Laurentians are well established.

The general population has been decreasing slowly for the past five years due to lower birthrate. With the provincial election of November 1976 where the Parti Quebecois has been elected, many anglophone families have been moving out of the community and indeed the province. The decline is further aggravated with the passing of Bill 101 in 1977 drastically reducing many non-Catholic immigrant students from enrolling in English schools. This steady decline of English, Protestant enrollment has been a concern to school administrators. The Catholic counterparts who are francophones are administered by three separate school boards which include over 50 French Catholic elementary schools. The relations between the English Protestant and French Catholic systems are businesslike - e.g. student registration frequently causes concerns for parties involved.

The region's economic life and much of its social and cultural events centre on the large metropolitan cities of Montreal (population: 25 million) and Laval (population: 1.5 million). Economically, Laurentide is a heterogeneous region. Its population includes a few rich (annual income at or near six figure bracket) and a few poor (annual income low enough to qualify as welfare cases). But most of the people fall in the income range of what is frequently called "the middle class".

Since the anglophone population is rather limited as well as the region being so widespread, only three local newspapers, The North Star Gazette, The Victory and Jolliet News, promote local issues. In

many instances English schools apart from local churches are, in effect, the community centres of those local areas. Community activities that use school facilities include majorettes, scouts, guides and informal athletic events.

LAURENTIDE SCHOOL BOARD

The Laurentide School Board administers nine schools with a student population of 2500 and a teaching staff of 107. There are three secondary schools, one of which is comprehensive, in the area. These secondary schools are administered under the North Shore Regional School Board.

As a result of Bill 27 in 1972, three local boards united to form Laurentide School Board which is responsible for elementary education only. The school board is composed of eleven commissioners, elected by the people for staggered three-year terms. These commissioners, together with the commissioners of an adjacent local board, form the North Shore Regional School Board. In effect they frequently wear two hats.

During 1976-77, Laurentide like any other boards, has been affected by teacher strikes and it was only in early March 1977 that a global entente was finally signed between the government and PAPT representing various Protestant syndical units. According to the entente many issues such as class size distribution, consultation, transfers and encadrement are to be reached between the local employer and teacher's syndical unit. The two years of negotiation or lack of it has left many scars on the relationship between teachers and board administrators.

Although the teaching atmosphere has not been most congenial, there is relatively little turnover in the teaching staff. Part of the reason lies in surplus teaching personnel in most English school boards. Another reason for the relatively little turnover, with few exceptions, is due to members of the staff living in the community where they work.

During the past few years parents of Laurentide have remained fairly neutral in the dispute between teachers and their employers. Nevertheless, they expect the schools to serve them well in achieving the goals they have for their children. Pursuit of the goals they have for their children sometimes takes parents in different directions

on some educational issues. But the need for adequate financial support of the schools is recognized and in expenditure level the Laurentide School Board is quite a bit above the median for the Province of Quebec.

The educational philosophy outlined by the Director General two years ago that has guided the development of the school system has received the support of the professional staff and has been regarded as sound by the community. There have been questions and differences from time to time, but there has been no serious challenge to the philosophical orientation of the school system.

Like many other communities, Laurentide in recent years has introduced both French immersion and bilingual programmes. Approximately one quarter of its 2500 students were involved at the end of the 1977 school year. Parent groups, including the organized School Committees of all the schools and the less formerly constituted neighbourhood groups, have generally lent their support to these programmes. On the other hand reaction from teachers has not always been favourable. Two major reasons are involved. Firstly, anglophone teachers realize that expansion of these special French programmes would reduce job opportunities. Secondly, through natural selection, students who remain in the anglophone programmes have generally been rated as less capable than their counterparts which the teachers claim result in lower standards in class. They also complain that siphoning out students for these special French programmes creates many bridge or combination classes in the English sector.

YOUR ROLE

As of now, you are Albert B. Farmer, Principal of Rosedale Elementary School in St. Francine. You have just returned to your office after a three day absence while attending a supervision workshop conducted by DEL (Division of Education Leadership) of McGill University. The day is Thursday, May 11, 1978. The time is 8:30 a.m. You have no scheduled meetings today although you are expected to attend an important but regular principal's meeting tomorrow at 9:00 a.m. You are expected to handle the usual business of the day in addition to matters that came up during your absence.

The materials in your in-basket were placed there while you were away. Before starting on the in-basket items with which you are to deal, read all of the background materials that follow. For each item, take whatever action you think is appropriate. Record your actions, together with your reasons on the Summary of Responses form.

YOUR SCHOOL

Rosedale Elementary School is eighteen years old and is near the centre of St. Francine. Three major ethnic groups come to this school, namely, English, French and Indian.

The school has distinct types of programmes: (a) regular English programmes, (b) a French programme for French Protestants, (c) a French immersion programme at grade 5 and 6 levels.

Enrollment is 310 with 80 students in the French Protestant sector and 58 students in the immersion classes. All classes are self-contained. The school has a principal, two part-time custodians, a school secretary, a guidance counsellor and a school nurse who both visit the school one day a week.

About 92% of the students are bussed in each day and these students remain in school for lunch. Three local supervisors look after the children during the lunch period.

SCHOOL PERSONNEL

Principal: Albert B. Farmer

You are nearing the end of your third year as principal of Rosedale Elementary School. Previously you were the principal of another Laurentide school for four years. Prior to being an administrator, you were a teacher for five years.

School Secretary: Jean Sparks

Mrs. Sparks has been the school secretary for this school for the past nine years. She lives within the school community and knows a great deal of community affairs.

Head Custodian: Mr. Henry Barnes

Third year at the school. This year he has been allotted only a part-time schedule.

Evening Custodian: Mrs. R. Roselli

First year as the evening custodian.

TEACHING STAFF

Kindergarten

Miss Marianne Jenkins, 2 years total experience at Rosedale. She teaches two classes of English kindergarten.

Madame Sylvie St. Jean, half-time kindergarten teacher at the francophone sector. She is presently completing her Master's degree on a part-time basis from Université de Montréal.

Grade 1	Mrs. E. MacDonald, 32 years total experience, 18 at Rosedale.
Grades 1 and 2	Miss E. Gill, no previous experience.
Grade 2	Mrs. D. Fenton, 1 year, no previous experience. First at Rosedale.
Grade 3	Mr. John Forest, 18 years total experience, 3 at Rosedale.
Grade 4	Mrs. R. Goldman, 5 years total experience - 5 years at Rosedale.
Grade 5	Mrs. E. Allen, 33 years total experience, 18 at Rosedale.
Grade 6	Mrs. N. Gray, 8 years total experience, 4 at Rosedale. She is also part-time physical education specialist. Mr. J. Clarke, 5 years total experience, 2 at Rosedale. He is also part-time science teacher.
Special Education (E.D.)	Mrs. W. Jones, 6 years total experience, 2 at Rosedale.
French Specialist	Mr. Jean Desjardins, 15 years total experience, 2 at Rosedale. He is shared with a neighbourhood school.
French Grades 1-2	Madame F. Potvin, 5 years total experience, 1 at Rosedale.
French Grades 3-4	Madame J. Lévesque, 2 years total experience, both at Rosedale.

French Grades 5-6	Mrs. D. Samson, 8 years total experience, first year at Rosedale.
Free Flow	Mrs. G. O'Toole, 19 years total experience, 5 at Rosedale.
Grade 5 Immersion	Mrs. D. Cloutier, 8 years total experience, 1 year at Rosedale.
Grade 6 Immersion	Mr. R. Simms, 5 years total experience, 2 years at Rosedale.
Librarian	Mrs. J. Crawford, 2 years total experience. First year at Rosedale, part-time.
Guidance	Miss Joan Schwartz, 5 years total experience, 1 year at Rosedale - only one day a week.
School Nurse	Mrs. Aileen Miller, 1 year total experience, 1 year at Rosedale, only one day a week.

THE LAURENTIDE SIMULATED IN-BASKET ITEMS

17 Ste. Rose Blvd.,
St. Rose, Quebec.

May 9, 1978.

Mr. A.B. Farmer
Rosedale Elementary School
10 Turgeon
St. Francine, P.Q.

Dear Mr. Farmer:

My son, Donald, is in the second year bilingual programme in your school. During the past eight months, I've noticed that his marks in the subject areas where French is the language of instruction **have** been deteriorating consistently. His performance in subject areas where English is the language of instruction is consistently above average.

I have spoken to Donald's French teacher who feels only extra help in French could alleviate the problem. However, she added no remedial programme in French is available at school. I cannot agree with such policy. I believe that when the programme was first implemented three years ago, problems such as the one my son is now experiencing should have been anticipated and alternatives be provided. Therefore, I feel strongly that the school is responsible in providing some sort of remediation for my child in French.

Yours truly,

Hank Zimmerman

Dear Mr. Farmer,

I hesitate to complain because I was originally very keen about having a parent volunteer in the classroom, but the one assigned to me by you has really become quite a problem.

First her attendance has been very irregular. I often plan things for her to do but she is not here to help. And then I would end up having to readjust my entire day's program.

And it was my understanding that volunteers were to act as our helpers, not try to take over the running of the classroom. Mrs. Lawrence began earlier in the year doing just a little bit more than I asked her to do, but I was so busy myself that I let her. Now, however, things have reached the point that my students tell me "that's not the way Mrs. Lawrence says to do it." Perhaps it was not a good idea to let her substitute for me for two days last week when I was ill.

Should I tell her I don't need her any more? Please advise me.

Trinidad

Background

This year for the first time in the history of Rosedale School, with the School Committee, the School Council and the principal's help, organized a parent volunteer programme. Each teacher was assigned a parent volunteer two mornings a week.

The parent volunteers were carefully screened and attended a brief orientation programme before they began their work. This is the first complaint that has been brought to your attention.

*The Laurentide School Board**La Commission Scolaire de Laurentide*

OFFICE OF THE DIRECTOR GENERAL

MEMORANDUM

TO: Principals
Director of Instructional Services
Supervisor of French

FROM: Dr. J. McKay
Director General

DATE: May 10, 1978

At the Council of Commissioners meeting last evening, a great deal of concern was expressed by the commissioners over our optional bilingual programme. Through the discussion, they have made the following recommendations:

- 1) that a 30% French programme be available to all Grade one students next year.
- 2) that the proposed 30% programme be expanded by one grade per year.

It is my desire that these recommendations be implemented early in the ensuing school year, as I feel that French teaching should be the priority of our schools.

Therefore, I would like to meet with you next Monday at 9:00 a.m. to discuss the rationale underlying this proposed programme.

J. McKay

ROSEDALE ELEMENTARY SCHOOL

standard memo form

- Your Information
- Suggested Reply
- ✓ - Your Recommendation
- Please Return
- Your files

Mr. Farmer,

I'm afraid we have a serious student-parent problem. I think we should consider following the child abuse procedure set out by the government.


One of my students, Karen Walker, is apparently being beaten by her father. She has come to school in tears several mornings this year with bruises on her face, arms, legs and back. After much encouraging, she finally tells me that the bruises have been inflicted by her father when he was under the influence of alcohol.

From what I can gather from Karen, her father is a heavy drinker and occasionally flies into an alcoholic rage during which he loses all control of himself. It is during these spells that he beats Karen.

I have no reason to disbelieve Karen. She is a conscientious student, has good recommendations from her other teachers and appears to be well-liked by her fellow students.

I asked Karen what she thought of the idea of my calling her father to ask him to come in for a talk with me. Karen's reply was that she thought he would not come and that she feared he might react violently toward her for telling someone about the beatings.

Sorry, no help from Mom. She died two years ago. There is a housekeeper, but she leaves about the time when Mr. Walker comes home. There are no other children in the family.


N. Gray

SECOND SESSION
THIRTY-FIRST LEGISLATURE

ASSEMBLÉE NATIONALE DU QUÉBEC

Bill 24

Youth Protection Act

ASSENTED TO 19 DECEMBER 1977

CHARLES-HENRI DUBÉ, ÉDITEUR OFFICIEL DU QUÉBEC

1977

Item 4 (a)

(d) he shall take charge of any child whose security or development is endangered or to whom an act contrary to any act or regulation in force in Québec is imputed;

(e) he shall see that the measures ordered by the Court in regard to any child are carried out.

34. Within the scope of this act, the services of a social service centre must be available twenty-four hours per day, every day of the week.

35. The director or his delegate shall not be prosecuted for acts done in good faith in the performance of his duties. Such persons may, by all the legal means they deem necessary, inquire into any matter within their jurisdiction. They may enter any premises or place in which there is a child whose security or development may be considered to be endangered.

36. Every person who refuses to answer a person investigating by virtue of section 35, hinders his work, misleads him or attempts to do so, is guilty of an offence.

37. A copy of every internal by-law of a social service centre regarding the protection of youth and the application of this act must be forwarded to the Comité, to the regional council, to the Ministre des affaires sociales and, upon request, to the child and his parents.

CHAPTER IV

SOCIAL INTERVENTION

DIVISION I

SECURITY AND DEVELOPMENT OF A CHILD

38. For the purposes of this act, the security or development of a child is considered to be in danger where, in particular,

(a) his parents are dead, no longer take care of him or seek to be rid of him and no other person is taking care of him;

(b) his mental or emotional development or his health is threatened by the isolation in which he is maintained or the lack of appropriate care;

(c) he is deprived of the material conditions of life appropriate to his needs and to the resources of his family;

(d) he is in the custody of a person whose behaviour or way of life creates a risk of moral or physical danger for the child;

(e) he is of school age and does not attend school or is frequently absent without reason;

(f) he is the victim of sexual assault or he is subject to physical ill-treatment through violence or neglect;

(g) he has serious behaviour disturbances;

(h) he is forced or induced to beg, to do work disproportionate to his strength or to perform for the public in a manner that is unacceptable for his age;

(i) he leaves a reception centre, a foster family or his own home without authorization.

38. Every person, even one having privileged information, who has reasonable cause to believe that the security or development of a child is in danger within the meaning of paragraph *f* of section 38, is bound to bring the situation to the attention of the director without delay.

Every professional who, by the very nature of his profession, provides care or any other form of assistance to children and who, in the discharge of his duties, has reasonable cause to believe that the security or development of a child is in danger within the meaning of paragraph *a, b, c, d, e, g, h* or *i* of section 38 is bound to bring the situation to the attention of the director without delay. The same obligation devolves upon any employee of an establishment, any teacher or any policeman who, in the discharge of his duties, has reasonable cause to believe that the security or development of a child is in danger within the meaning of the said paragraphs of section 38.

Any person, other than a person contemplated in the preceding paragraph, who has reasonable cause to believe that the security or development of a child is in danger within the meaning of paragraph *a, b, c, d, e, g, h* or *i* of section 38 may bring the situation to the attention of the director.

The first and second paragraphs do not apply to an advocate who, in the exercise of his profession, receives information respecting a situation contemplated in section 38.

40. If a person has reasonable cause to believe that a child has committed an offence against any act or regulation in force in Québec, the director shall be seized of the case before the institution of any judicial proceeding.

41. The director must notify the Comité in the case of a child who is the victim of sexual assault or who is subject to physical ill-treatment through violence or neglect.

12

42. An adult is bound to bring the necessary assistance to a child who wishes to seize the competent authorities of a situation that endangers his security or development, that of his brothers and sisters or that of any other child.

43. No person may be prosecuted for acts done in good faith under section 39 or 42.

44. No person shall reveal or be compelled to reveal the identity of a person who has acted in accordance with section 39 or 42, without his consent.

DIVISION II

URGENT MEASURES

45. As soon as he is seized of the situation of a child, the director shall make a summary assessment and determine whether or not immediate intervention is required.

46. The director may apply the following measures provisionally:

(a) immediate removal of the child from his present environment;

(b) entrusting of the child to a reception centre, a foster family, a hospital centre or an appropriate body without delay;

(c) placing of the child fourteen years of age or over in a security unit if he has reasonable cause to believe that the child is guilty of an offence against any act or regulation in force in Québec and that such placing appears necessary because of the danger that the child represents or because there are strong presumptions that he will attempt to elude the application of the law.

47. The child must be consulted about the application of urgent measures; his parents must also be consulted whenever possible.

Where the parents or the child object to the application of urgent measures, the director may compel their consent. However, the director must submit the case to the Court with the least possible delay. The director shall never apply urgent measures for more than twenty-four hours without an order of the Court to that effect. Such order may be rendered by the clerk when the judge is absent or unable to act and a delay might cause serious damage to the child. The decision of the Court or of the clerk shall have effect for not more than five working days.

10 Champlain St.,
St. Francine, P.Q.

Mr. A.B. Farmer
Rosedale Elementary School
10 Turgeon
St. Francine, P.Q.

Dear Mr. Farmer:

I live on the corner of Champlain and Maria Streets which, I believe, is in your school district.

Ten or fifteen of your students are picked up by one of the school busses every morning at 7:50 a.m. at our corner. Some of these kids are just downright rowdy! They have ruined my garden and have left garbage on our lawn daily. There have been two fights in the last two weeks and when I tried to stop the fights, I was told to mind my own G.. D.. business.

We are fed up. Please take care of this matter otherwise we'll take this matter up with higher authority.

Yours truly,

Janet Lafrenière

J. Lafrenière

The Laurentide School Board
La Commission Scolaire de Laurentide

OFFICE OF THE DIRECTOR OF INSTRUCTIONAL SERVICES

MEMORANDUM

TO: The Principals
Supervisors

FROM: J.R. Johnson
Director of Instructional Services

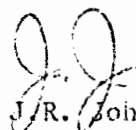
DATE: May 11, 1978

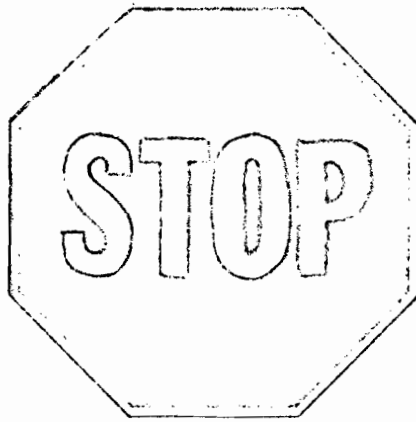
At our last curriculum meeting with subject supervisors, effectiveness of our programme was discussed. The committee made two major recommendations:

- 1) that the Canadian Test of Basic Skills be used on a board-wide basis to measure achievement at the grade 4, 5, and 6 levels.
- 2) that the Canadian Lorge-Thorndike Intelligence tests be used on a board-wide basis to measure learning capacity at the grade 4, 5 and 6 levels.

I would like to see these recommendations implemented early next year, as I feel that there is a need to know on a system-wide basis how effective our efforts have been. Subject supervisors will be visiting you and your staff in the immediate future to discuss the rationale underlying this action.

Your cooperation in establishing a good climate for these meetings would be expedient and beneficial.


J.R. Johnson



10:05 A.M.

Miss Jenkins, your English kindergarten teacher, rushes into the office very emotionally distraught.

Apparently two Law 101 students with their parents have occupied themselves in the classroom refusing to vacate after she had explained that their children were not eligible to enroll in the kindergarten program.

Meanwhile, their presence has been disruptive to the class and Miss Jenkins demands that something be done immediately.

Background

A week ago these two immigrant families came in to register their children. You explained that according to the eligibility rules of Bill 101, their children do not qualify for English instruction. You have recommended that they register their children with the French Catholic Board.

A copy of Law 101 attached.

18

68. A firm name may be accompanied with a version in another language for use outside Québec. That version may be used together with the French version of the firm name in the inscriptions referred to in section 51, if the products in question are offered both in and outside Québec.

69. Subject to section 68, only the French version of a firm name may be used in Québec.

70. Health services and social services the firm names of which, adopted before the coming into force of this act, are in a language other than French may continue to use such names provided they add a French version.

71. A non-profit organization devoted exclusively to the cultural development or to the defense of the peculiar interests of a particular ethnic group may adopt a firm name in the language of the group, provided that it adds a French version.

CHAPTER VIII

THE LANGUAGE OF INSTRUCTION

72. Instruction in the kindergarden classes and in the elementary and secondary schools shall be in French, except where this chapter allows otherwise.

This rule obtains in school bodies within the meaning of the Schedule and also applies to subsidized instruction provided by institutions declared to be of public interest or recognized for purposes of grants in virtue of the Private Education Act (1968, chapter 67).

73. In derogation of section 72, the following children, at the request of their father and mother, may receive their instruction in English:

(a) a child whose father or mother received his or her elementary instruction in English, in Québec;

(b) a child whose father or mother, domiciled in Québec on the date of the coming into force of this act, received his or her elementary instruction in English outside Québec;

(c) a child who, in his last year of school in Québec before the coming into force of this act, was lawfully receiving his instruction in English, in a public kindergarden class or in an elementary or secondary school;

(d) the younger brothers and sisters of a child described in paragraph c.

74. Where a child is in the custody of only one of his parents, or of a tutor, the request provided for in section 73 must be made by that parent or by the tutor.

75. The Minister of Education may empower such persons as he may designate to verify and decide on children's eligibility for instruction in English.

76. The persons designated by the Minister of Education under section 75 may verify the eligibility of children to receive their elementary instruction in English even if they are already receiving or are about to receive their instruction in French.

Children whose eligibility has been confirmed in accordance with the preceding paragraph are deemed to receive their instruction in English for the purposes of section 73.

77. A certificate of eligibility obtained fraudulently or on the basis of a false representation is void.

78. The Minister of Education may revoke a certificate of eligibility issued in error.

79. A school body not already giving instruction in English in its schools is not required to introduce it, and shall not introduce it without express and prior authorization of the Minister of Education.

However, every school body shall, where necessary, avail itself of section 496 of the Education Act to arrange for the instruction in English of any child declared eligible therefor.

The Minister of Education shall grant the authorization referred to in the first paragraph if, in his opinion, it is warranted by the number of pupils in the jurisdiction of the school body who are eligible for instruction in English under section 73.

80. The Government may, by regulation, prescribe the procedure to be followed where parents invoke section 73, and the elements of proof they must furnish in support of their request.

81. Children having serious learning disabilities must be exempted from the application of this chapter.

The Government, by regulation, may define the classes of children envisaged in the preceding paragraph and determine the procedure to be followed in view of obtaining such an exemption.

82. An appeal lies from the decisions of the school bodies, the institutions mentioned in the second paragraph of section 72, and the persons designated by the Minister of Education, dealing with the application of section 73, and from the decisions of the Minister of Education taken under section 78.

83. An appeals committee is established to hear appeals provided for in section 82. This committee consists of three members appointed by the Government. Appeals are brought in accordance with the procedure established by regulation. The decisions of this committee are final.

84. No secondary school leaving certificate may be issued to a student who does not have the speaking and writing knowledge of French required by the curricula of the Department of Education.

85. The Government, by regulation, may determine the conditions on which certain persons or categories of persons staying in Québec temporarily, or their children, may be exempted from the application of this chapter.

86. The Government may make regulations extending the scope of section 73 to include such persons as may be contemplated in any reciprocity agreement that may be concluded between the Government of Québec and another province.

Notwithstanding section 94, such regulations may come into force from their date of publication in the *Gazette officielle du Québec*.

87. Nothing in this act prevents the use of an Amerindie language in providing instruction to the Amerinds.

88. Notwithstanding sections 72 to 86, in the schools under the jurisdiction of the Cree School Board or the Kativik School Board, according to the Education Act, the languages of instruction shall be Cree and Inuititut, respectively, and the other languages of instruction in use in the Cree and Inuit communities in Québec on the date of the signing of the Agreement indicated in section 1 of the Act approving the Agreement concerning James Bay and Northern Québec (1976, chapter 46), namely, 11 November 1975.

The Cree School Board and the Kativik School Board shall pursue as an objective the use of French as a language of instruction so that pupils graduating from their schools will in future be capable of continuing their studies in a French school, college or university elsewhere in Québec, if they so desire.

After consultation with the school committees, in the case of the Crees, and with the parents' committees, in the case of the Inuit, the commissioners shall determine the rate of introduction of French and English as languages of instruction.

With the assistance of the Minister of Education, the Cree School Board and the Kativik School Board shall take the necessary measures to have sections 72 to 86 apply to children whose parents are not Crees or Inuit qualifying for benefit under the Agreement.

This section, with the necessary changes, applies to the Naskapi of Schefferville.

CHAPTER IX

MISCELLANEOUS

89. Where this act does not require the use of the official language exclusively, the official language and another language may be used together.

90. Subject to section 10, anything that, by prescription of an act of Québec or an act of the British Parliament having application to Québec in a field of provincial jurisdiction, or of a regulation or an order, must be published in French and English, may be published in French alone.

Similarly, anything that, by prescription of an act, a regulation or an order, must be published in a French newspaper and in an English newspaper, may be published in a French newspaper alone.

91. Where this act authorizes the drafting of texts or documents both in French and in one or more other languages, the French version must be displayed at least as prominently as every other language.

92. Nothing prevents the use of a language in derogation of this act by international organizations designated by the Government or where international usage requires it.

The Laurentide School Board
La Commission Scolaire de Laurentide

OFFICE OF THE DIRECTOR OF PERSONNEL

MEMORANDUM

TO: Al Farmer
FROM: T. Burford

Dear Al,

A month ago you discussed the possible non-re-engagement of one of your teachers, Mr. John Forest, with me.

Considering a decision is required by tomorrow afternoon, please contact me re your decision and steps taken in reaching that decision.

T.B.
T. Burford

Notes to myself for meeting with T. Burford on non-reengagement of John Forest

- Mr. Forest has shown no improvement in classroom management since my initial meeting with him early December.
- Guidance respondent tried to help him without success. I have given him a couple of demonstration lessons as well.
- Met with Mr. Forest on April 22nd to discuss the problem once more and he assured me that he'll try his best to improve.
- Unsatisfied with the feedback I gave Mr. Forest on April 22nd., I decided to meet with him again the following day. Quite blunt and frank. Told Mr. Forest that although I have not documented thoroughly, I will be taking action against him next year. I asked for his resignation. Mr. Forest said he wanted to think about it.
- On April 24th Mr. Forest handed in his resignation letter but asked me to check with personnel department for a non-teaching position for next year.

*The Laurentide School Board**La Commission Scolaire de Laurentide*

OFFICE OF THE SUPERVISOR OF SPECIAL EDUCATION

MEMORANDUM

TO: A. Farmer

FROM: W. Henderson

Dear Mr. Farmer:

The summary of test results for the children in your school show that only twenty children would qualify for a free flow program for next year. However, it is important to note that for good reasons several of these students have been reintegrated from special education classes and really need even more than the average daily free flow. It is essential that we provide both remedial help and proper placement within your regular school classes. As you now know the number of students needed to request a special education free flow teacher from Quebec is thirty. Could we please discuss other alternatives for providing remedial help for those students.

As I know you are in the process of organizing the rest of the classes in the school, perhaps we could include this aspect as well.

Sincerely,

W. Henderson
Supervisor of Special Ed.c.c. Director of Instructional
Services

LADY OF PEACE ELEMENTARY SCHOOL

17 Rue L'Achigan

St. Francine, Quebec. J7B 104

May 10, 1978.

Mr. Albert Farmer
Principal
Rosedale Elementary School
10 Turgeon
St. Francine, Quebec.

Dear Mr. Farmer:

I regret that I have not had the good fortune to meet you since you assumed the principalship at Rosedale. I am the principal of Lady of Peace Elementary which, as you know, is located just three blocks south of your school.

Until recently those of us in the Roman Catholic sector have had few opportunities to consort with our peers in the Protestant sector but I am pleased to see that this attitude is changing. I personally feel that we should continue to place more emphasis on our common responsibility to educate every child to the fullest extent of his ability.

I, therefore, propose that the two of us meet soon to see what resources we might share to the mutual benefit of our students. For instance, we are fortunate in having a full-time speech therapist, while I understand that you are woefully inadequate in this area.

You, on the other hand, have physical facilities such as your gymnasium which our children might use at times when your gymnasium does not demand their use. Beginning in April, would it be possible to use your gymnasium five hours a week? I believe there are probably many ways in which we could assist each other. Will you call me soon so that we can meet and discuss this idea?

Yours truly,

J. Rivard
Jack E. Rivard, Principal

Mr. Farmer

When you get a chance
I need to talk to you
about a problem.

The problem is with
the furniture arrangement
in the classrooms. The
teachers keep rearranging
their desks and chairs in
their rooms each day, and
never put them back in place
at the end of the day. With
all this mess, I can't get
my work done because it is
taking me longer and longer
to do the floors each night.
Get any suggestions about
this matter.

Rullande Roselli
Night Custodian

2370 rue Hubert
St. Jean de l'Achigan
Quebec.

May 5, 1978.

Mr. J. Farmer
Principal
Rosedale Elementary School
10 Turgeon
St. Francine, Quebec.

Dear Mr. Farmer:

I represent a group of highly disturbed parents.

Apparently, while you were away, your secretary contacted my wife for some family information in order to complete the provincial registration form SIMEQ. I checked with my neighbours and they have also been contacted by your secretary as well.

I believe some of the questions asked in the SIMEQ form are quite confidential and therefore, I object to this kind of information being sent to the government to be stored in computers. Our neighbours share my concerns and asked me to set up a meeting to discuss this matter as soon as possible.

Yours truly,

Aimé Lemaire

Aimé Lemaire

c.c. Mr. J.R. Howard
Local Commissioner

1. NOM DE L'ÉLÈVE / NAME OF STUDENT: _____

2. PRÉNOM DE L'ÉLÈVE / FIRST NAME OF STUDENT: _____

3. DATE DE NAISSANCE / DATE OF BIRTH: _____

4. SEX / SEX: ☐ M ☐ F

5. CODE / CODE: _____

2. IDENTIFICATION DE L'ÉLÈVE / IDENTIFICATION OF THE STUDENT

6. PRÉNOM DE L'ÉLÈVE / FIRST NAME OF STUDENT: _____

7. DATE DE NAISSANCE / DATE OF BIRTH: _____

8. SEX / SEX: ☐ M ☐ F

9. CODE / CODE: _____

3. RENSEIGNEMENTS RELATIFS À L'INSCRIPTION / INFORMATION WITH RESPECT TO ENROLMENT

10. COLE DE L'ÉCOLE / INSTITUTION / SCHOOL: _____

11. COLE PERMANENT / PERMANENT CODE: _____

12. TYPE D'INSCRIPTION / ENROLMENT: _____

4. RENSEIGNEMENTS GÉNÉRAUX / GENERAL INFORMATION

13. LANGUE D'ENSEIGNEMENT / LANGUAGE OF INSTRUCTION: _____

14. LANGUE MATHÉMATIQUE / MATHS: _____

15. LANGUE MATHÉMATIQUE PARLÉE À LA MAISON / MATHS SPEAKING AT HOME: _____

5. RENSEIGNEMENTS GÉNÉRAUX / GENERAL INFORMATION

16. ANNÉE DE L'ÉLÈVE / YEAR OF STUDENT: _____

17. ANNÉE DE L'ÉLÈVE / YEAR OF STUDENT: _____

18. ANNÉE DE L'ÉLÈVE / YEAR OF STUDENT: _____

19. ANNÉE DE L'ÉLÈVE / YEAR OF STUDENT: _____

6. RENSEIGNEMENTS GÉNÉRAUX / GENERAL INFORMATION

20. ANNÉE DE L'ÉLÈVE / YEAR OF STUDENT: _____

21. ANNÉE DE L'ÉLÈVE / YEAR OF STUDENT: _____

22. ANNÉE DE L'ÉLÈVE / YEAR OF STUDENT: _____

23. ANNÉE DE L'ÉLÈVE / YEAR OF STUDENT: _____

7. RENSEIGNEMENTS GÉNÉRAUX / GENERAL INFORMATION

24. ANNÉE DE L'ÉLÈVE / YEAR OF STUDENT: _____

25. ANNÉE DE L'ÉLÈVE / YEAR OF STUDENT: _____

26. ANNÉE DE L'ÉLÈVE / YEAR OF STUDENT: _____

27. ANNÉE DE L'ÉLÈVE / YEAR OF STUDENT: _____

3. UTILISER CETTE SECTION POUR CORRIGER LA FICHE D'IDENTIFICATION DE L'ÉLÈVE / USE THIS SECTION TO CORRECT THE STUDENT IDENTIFICATION FORM

28. ANNÉE DE L'ÉLÈVE / YEAR OF STUDENT: _____

29. ANNÉE DE L'ÉLÈVE / YEAR OF STUDENT: _____

30. ANNÉE DE L'ÉLÈVE / YEAR OF STUDENT: _____

31. ANNÉE DE L'ÉLÈVE / YEAR OF STUDENT: _____

4. RENSEIGNEMENTS GÉNÉRAUX / GENERAL INFORMATION

32. ANNÉE DE L'ÉLÈVE / YEAR OF STUDENT: _____

33. ANNÉE DE L'ÉLÈVE / YEAR OF STUDENT: _____

34. ANNÉE DE L'ÉLÈVE / YEAR OF STUDENT: _____

35. ANNÉE DE L'ÉLÈVE / YEAR OF STUDENT: _____

*The Laurentide School Board**La Commission Scolaire de Laurentide*

OFFICE OF THE DIRECTOR GENERAL

MEMORANDUM

TO: A. Farmer

FROM: J. McKay

During the question period at last night's Council of Commissioners meeting, Mrs. Goldman raised a question concerning the lack of spelling text books for the students in her grade 5 class. As you are no doubt aware, she is a local tax payer with her two children in attendance at one of our other elementary schools. According to the point she raised, her daughter who is currently in grade 5 has a text of her own published by Thomas Nelson & Sons, whereas she is required to develop weekly lists taken from the context of all other subjects taught to her home-room students. In some cases, namely three, she is not responsible for teaching these subjects and must rely upon feedback from the teacher responsible.

She claims that she has spoken to you on three separate occasions with little if any satisfaction. I wish to clarify this situation with you at your earliest convenience. Please contact my secretary to establish a mutually convenient time during the next week.

J. M.
J. McKay
Director General

Junior Chamber of Commerce
St. Francine, Quebec.

May 9, 1978.

Mr. A. Farmer
Principal
Rosedale Elementary School
10 Turgeon
St. Francine, Quebec.

Dear Mr. Farmer:

We would like to use your school auditorium, Saturday,
May 16, from 7:00 to 11:00 p.m. for the purpose of presenting a variety
show.

As you know, we are trying to promote economic growth in our
community. One of the ways we do this is to tell the advantages of
living or starting a business in or around St. Francine through a
booklet which we produce and then distribute in and outside this region.

The profit from the variety show would be used to pay for the
cost of producing and distributing this booklet. Of course, Rosedale
will occupy a prominent place in the booklet since many of the local
St. Francine high school students are our members.

We will be happy to pay any janitorial charge which would be
necessitated by our using your facilities.

Thank you very much.

Yours truly,



R. Anderson
President,
Junior Chamber of Commerce

*The Laurentide School Board**La Commission Scolaire de Laurentide*

OFFICE OF THE DIRECTOR OF PERSONNEL

MEMORANDUM

TO: Mr. J. Farmer, Principal
Rosedale Elementary School

FROM: T. Burford, Director of Personnel

DATE: May 9, 1978.

Judging from the April enrollment of your school and following the workload as stipulated in the local NITLU entente, the Board sees the necessity of transferring one of the teachers on your staff.

Please follow the compulsory transfer procedure as outlined in article 5-8:09 of the entente. Since two of your teachers are completing their first year, would you please also let me know which one should be transferred by May 15.

T.B.
T. Burford

VILLE DE ST. FRANCINE

Hôtel de Ville

Jean Fournier
Mayor

City Hall

May 9, 1978.

Mr. A. Farmer
Principal
Rosedale Elementary School
10 Turgeon
St. Francine, P.Q.

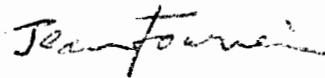
Dear Mr. Farmer:

I appreciated the opportunity to meet you last week and to be able to extend an official welcome to our city.

Unofficially, I was intrigued by our conversation about the benefits which might be derived by a cooperative arrangement between the St. Francine Public Library and the library program in your school. I have mentioned this idea to members of both the City Council and the Library Committee. I could not, however, satisfy them on all the details of such an arrangement. Hence, although I think they are inclined to agree with the idea, I need your help. Since, in your previous position, you had considerable experience with this type of library program, would you be willing to meet with these two groups to answer questions? I have set up an "off the record" meeting at my home on Tuesday evening, June 21, at 7:00 p.m. All members of the Council and the Library Committee plan to be present.

I think that all citizens of St. Francine will profit from a plan such as this which makes better use of our resources. I look forward to seeing you again.

Sincerely yours,

Jean Fournier
Mayor

ROSEDALE ELEMENTARY SCHOOL

standard memo form

TO: A. Farmer

☒ Your Information

FROM: Mrs. N. Gray

☐ Suggested Reply

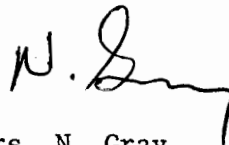
DATE: May 11, 1978

☐ Your Recommendation

RE: Grade 6 Graduation

☐ Your files

You do not need to feel badly about having to cancel the grade six graduation again. Everything worked out as you suggested, Tuesday night, June 21, will be the best date. I have made arrangements with the manager of the Chez Nous Restaurant and they will serve us at these prices (\$1.00 children - \$1.75 parents). The invitations are out for seven o'clock and most of the parents will be there. The kids haven't been so excited since Christmas. Maybe the third try is lucky.



Mrs. N. Gray

*The Laurentide School Board**La Commission Scolaire de Laurentide*

OFFICE OF THE DIRECTOR OF FINANCES

MEMORANDUM

TO: A. Farmer

FROM: M. McTear

DATE: May 10, 1978

Dear Al,

Enclosed please find a photocopy of your school's original summary budget proposal for 1978-79 requesting \$16,701.90.

The directorate have studied your submission carefully. At this time of restraint at all levels, we feel your budget proposal is somewhat excessive. Therefore, we must ask you to reduce your total operational budget down to \$15,151.00.

Next Tuesday the directorate are responsible in presenting the final master budget to the Board. Therefore, I would appreciate that you submit a new summary budget estimate reflecting the reduction in different categories for me by next Monday.

Thanks a lot.



M. McTear
Director of Financial Services

c.c. Directorate

Original Request
p. 78

SCHOOL SUMMARY OF EXPENSE ESTIMATES

	Jacks	mot. sup.	Service	A. V.	Travel	Transp.	State	Tele.	Post	Commut.
	1	2	3	4	5	6	7	8	9	10
Administration	47.	466.								500.
School Building	137.	13.		172.		860.				1,132.
School Bus	362.	994.		122.						1,478.45
Food	74.	862.		5.						441.
Text		791.								784.11
Books				163.						73.12
Class		100.								163.
Children's Education		21.		241.						262.
Adult - Voc.		266.				700.				766.
Adult - General		925.								925.
University	106.	216.		60.		150.				532.
Adult Education	72.	81.		144.						297.
Adult Education		435.	→		762.			2210.	1,670.	5,471.200
Adult Education	144.	386.		63.						593.
Adult	1,108.	87.	810.							2,005.103
Adult - Voc.						350.				350.
Adult - General		50.								50.
Adult - General		150.								150.
TOTAL	2,050.	5,343.	810.	970.	762.	2,060		2,210	1,670.	16,115.14780

225 Maria Street,
St. Francine, Que.

May 9, 1978.

Mr. A. Farmer
Principal
Rosedale Elementary School
10 Turgeon
St. Francine, Quebec.

Dear Mr. Farmer:

Our son, Steve, is not really eligible for an English education in Quebec under the new language law. However, Steve, who is age six now, has severe language difficulties and just could not cope with a third language. We speak Italian and English at home. A psychologist at the Montreal Children's Hospital recently tested Steve and says that she will help us by confirming in writing that he couldn't learn in another language or French; she told us that there can be exceptions to the language instruction law. Her name is Mrs. P. Stevens. We are writing to you to see if you would consider having Steve in your English school for next year. Please contact the psychologist directly for more information.

We look forward to this consideration and to hearing from you soon.

Sincerely,

Mr and Mrs G. Catelli

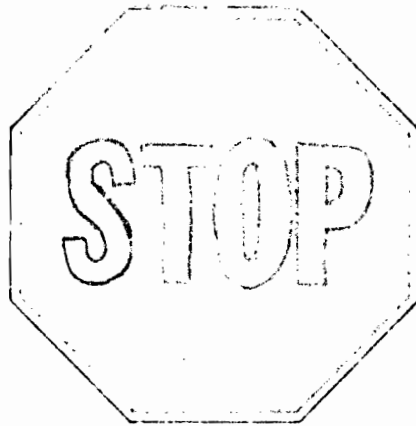
Mr. & Mrs. G. Catelli

BACKGROUND

Article 81 of Bill 101 reads:

Children having serious learning disabilities must be exempted from the application of this chapter.

The government, by regulation, may define the classes of children envisaged in the preceding paragraph and determine the procedure to be followed in view of obtaining such an exemption.



3:00 P.M.

Dear Albert:

Just a quick note to let you know that I have decided to keep John Inannuzzi after school again this afternoon. I'm doing this in desperation because he hasn't done a scrap of work this week to speak of. He tells me he goes to scouts on Mond., has a club on Tues., goes to French tutoring on Wed., and so on. He says he has something every day but I can't help that. I'll explain later.

A handwritten signature in cursive script that reads "Ruth Goldman".

Ruth Goldman

Mrs. Inannuzzi, a fourth grade parent, enters your office:

"This is just about enough. I am sick and tired of having John kept after school every day. On Thursday John has his music lesson and to get there on time he must leave school promptly so that I may drive him. If Mrs. Goldman wants to keep him the other four days of the week she may, but I meet him every Thursday and Mrs. Goldman knows it. I sent her a note explaining the matter several weeks ago. This is the third time she has kept him on a Thursday and I just can't stand for it. I just went upstairs to get John when he didn't come out on time and Mrs. Goldman said his work wasn't done. Rather than argue with her in front of the children there I came right here to you. Will you have John dismissed, please, so that we may not be any later for his lesson?"

*The Laurentide School Board**La Commission Scolaire de Laurentide*

DIRECTOR OF ADMINISTRATIVE SERVICESMEMORANDUM


TO: A. Farmer
FROM: Robert Laplante

Dear Al,

Thank you for the copy of resolution recently passed by your School Council in approving ten minutes of bus supervision by teachers at the end of the school day for next school year.

Unfortunately, due to an overall decline in board enrollment, MEQ has reduced two busses from our fleet for next year. This means some of your students will only be picked up on the second run. The anticipated deadtime between your dismissal bell at 3:15 p.m. and the time the second run busses arrive will be 30 minutes.

According to article 4-210 of the local agreement, we must consult the School Council once more in providing adequate bus supervision for this new deadtime. Can you please go through the necessary consultation procedure and submit a new resolution to me as soon as possible.

(signed) 
Robert Laplante
Director of Administrative
Services

ROSDALE ELEMENTARY SCHOOL

standard memo form

TO: Mr. A. Farmer
 FROM: Mrs. E. MacDonald
 Miss E. Gill

✓ Your Information
 -- Suggested Reply
 -- Your Recommendation
 -- Please Return
 -- Your files

Dear Mr. Farmer:

We want to tell you that we have strong misgivings about the direction in which you are trying to move the school. A continuous progress program sounds good in education textbooks, but we don't think it works in practice. As you suggested, we have been trying to develop a joint continuous progress program for our grade 1 and 2 classes, but believe our students learn more and learn more easily when we use what you consider to be "old-fashioned" methods.

Also, your idea to do away with common exams and replace them with individual evaluation doesn't make sense. How can we tell a child's parents how he is doing unless we can compare him with the rest of his class.

We firmly believe our job is to provide boys and girls with the basic skills and knowledge they need to function well in today's world. Therefore, we want to caution you to take another look at what you seem to be trying to do -- sneak "continuous progress" in through the back door.

(signed)

Mrs. E. MacDonald
 Miss E. Gill

BACKGROUND: You are very much interested in getting this traditional school moving toward modern education practices. You suggested earlier in the year that teachers try to individualize instruction in their classrooms, and that some of them experiment with planning joint programs in two or more classes.

Rosedale Elementary School Committee

Dear Mr. Farmer:

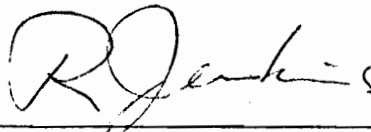
We are concerned with the time milk is being distributed in the school.

Apparently last week the free milk was distributed at 9:00 a.m. after the children had just come in from outside.

Many of the School Committee members feel the milk should be served at noon hour as a beverage to accompany the student's lunches.

I would like to see this situation rectified.

Yours truly,



School Committee Chairman

Background,

While you were away a legislation from the Department of Agriculture was sent to all schools requesting that all government free milk be served between 8:30 and 9:30 a.m. Your secretary didn't think it would be any problem and asked the monitors to start delivering milk to classes at 9:00 a.m.

///

The Laurentide School Board

La Commission Scolaire de Laurentide

OFFICE OF THE DIRECTOR OF INSTRUCTIONAL SERVICES

MEMORANDUM

TO: All Principals
Supervisors
Directors

FROM: J.R. Johnson
Director of Instructional Services

DATE: May 8, 1978

As you know September 2, 1978, is a Board Professional Day for all of our schools. The supervisors and I have been planning a boardwide workshop for all teachers on that day. Below is a tentative plan. Please study it and let me know in writing your feelings on it at our next Principal's Meeting on Friday, May 12.

K, Gr. 1,2,3 & Jr. Special Ed.	Practical Approaches to the Teaching of the Language Arts
Gr. 4,5, and 6 Senior Special Ed.	Ecology and Interdependence in the Environment
French 1, 2, 2	Individualizing Instruction
French 4,5,6	Homogeneous Grouping
Free Flow	Test and Materials Exposé

Thank you for your immediate attention.

J.J.
J.R. Johnson

ROSEDALE ELEMENTARY SCHOOL

standard memo form

TO: Mr. A. Farmer

FROM: Joan Sparks, Secretary

- Your Information
- Suggested Reply
- ✓ Your Recommendation
- Please Return
- Your files

Dear Mr. Farmer,

Following are the results of the opinionnaire that you sent out last week to 100 parents concerning continuation of the new schedule for opening school later each day, with a shorter lunch period which was inaugurated two weeks ago on a trial basis. We finally got all of them back and the results were as follows:

Strongly opposed	40
Somewhat opposed	14
Neutral	3
Somewhat favourable	9
Strongly favourable	<u>34</u>
	100

You indicated that you didn't want to continue the new schedule if there was much opposition to it. What is your decision? I am holding a few lines open for your decision in this week's Parent Bulletin as you suggested.

Joan Sparks

BACKGROUND

Three weeks ago your two noon hour supervisors felt that the lunch period of an hour and fifteen minutes was much too long to supervise. Apparently many discipline problems resulted because kids didn't have anything to do.

You received approval from your School Council to reduce the lunch period to fifty minutes and open school twenty-five minutes later in the morning.

Al,

While you were away, the following letter appeared in the "Victory". Can we do anything about that?

Mrs. G. O'Toole

LETTERS TO THE EDITOR

Many people in our community are concerned about the amount of time being spent by students participating in the so called "Friday afternoon activities" at Rosedale Elementary School during regular school hours. Apparently, these activities are nothing more than skiing and skating outings or any get-togethers that don't have anything to do with instruction.

With instruction time reduced from 1500 minutes weekly down to 1380 minutes already in effect this September, we cannot understand how school administration can justify a further reduction of 120 minutes for these extra-curricular activities.

With the cost of education going up every day (have you looked at your school taxes lately?) and the increasing importance of children receiving a top quality education, it seems only reasonable that we require that our instructional time and our school monies be spent less frivolously.

Mrs. John Hillery

ROSTDALE ELEMENTARY SCHOOL

standard memo form

TO: Mr. A. Farmer

FROM: Mrs. R. Goldman

-- Your Information

-- Suggested Reply

☒ Your Recommendation

-- Please Return

-- Your files

Dear Mr. Farmer:

I am frantic about Tony Altezio. He will not do his homework or anything else that I ask him to do at home. He comes to school dirty and refuses to take a bath even though I've mentioned cleanliness to him several times. I asked him when he went to bed and he said "about 10:30". I think that his parents just don't care.

I've tried to get him to stay after school so I can help him but he always sneaks out.

I've sent notes asking his parents to come for a conference but they never do. I'm at a loss. I've never seen a child like Tony. I think he is deliberately defying me. Do you have any suggestions?

R. Goldman

A. Farmer

Here is the report you requested
from J. Schwartz.

Joan Sparks

TO: Principal, Rosedale Elementary School
 FROM: Joan Schwartz, Guidance Respondent
 SUBJECT: Tony Altezio

At your request, I have visited the home of Tony Altezio, Grade 5. The report which follows reflects the information I gained from visiting the home, the places of employment of the parents, and from the files of the school nurse.

Tony Altezio is the oldest of six children. Both parents are employed. The father, Corrado Altezio, is a laborer at the St. Francine Concrete Company. The mother, Rosa Altezio, is employed as a presser at Ste. Rose Laundry. Both are considered as good workers but have limited futures due to lack of education and broken English or French. They came to Canada from Italy in 1966. Tony was born four months after their arrival.

The Altezios live in three rooms on the second floor of Lamontagne's Bicycle Shop. Mr. Lamontagne considers them to be good tenants who pay their rent regularly and do not abuse the property.

On my first visit on January 20, I arrived at 4:30. Both parents were at work and Tony was attempting to prepare the evening meal from food which Mrs. Altezio had cooked the previous day. In visiting with Tony I discovered that this was a routine procedure. His parents leave at 7:00 in the morning and he gets all the children ready for school. On the way home from school he usually picks up his two preschool brothers, aged 2 and 4, from the neighbor who cares for them during the school day. Tony then goes home to check in the other 3 siblings, aged 9, 7, and 6, as they arrive from school. He ministers to whatever needs the five younger children have and then begins the meal preparation. He indicated that his parents usually arrive home about 6:30 and he is in charge until they come.

On my second visit, on the evening of March 4, I found both parents at home. When I arrived, the evening meal was completed and Tony and his

sister were doing the dishes. Mrs. Altezio was ironing clothes and Mr. Altezio was putting the two youngest children to bed.

The home was as clean and tidy as could reasonably be expected in a three room apartment which housed eight people. One room serves as a combination living room, dining room, and kitchen. Tony and the other three boys sleep in one room. The parents and the two girls sleep in the other room. The bathroom is outside the apartment and is shared with another family.

The Altezios are a tightly knit family group. It is obvious that the parents love all the children and that the children get along well together. The parents speak with a heavy Italian accent but they do not speak Italian in the home. Mr. Altezio said that Tony's kindergarten teacher had told them that they had to speak English if they expected the children to do so.

Both parents indicated concern about Tony's poor school record and have tried to see his teacher. However, their work prevents them from coming to a parent-teacher conference. They revealed that they want all their children to do well in school so they can become "good citizens". They appear frustrated by Tony's inability to achieve in school. When I asked them about Tony's home study habits they said that he studies each night after the home tasks are done and the younger children are in bed. It was obvious to me that Tony has neither the time, energy, or place to do much home study.

My conclusion is that Tony is doing about all that a 10 year old boy can do in the environment in which he finds himself.

(signed) Joan Schwartz
Guidance Respondent

Rosedale Elementary School Committee

Mr. A. Farmer
Principal
Rosedale Elementary School
10 Turgeon
St. Francine, Quebec.

Dear Mr. Farmer,

As Chairman of the School Committee, I have been asked to represent a group of parents in regard to the sex education classes given by Mr. Clarke for his grade six students.

The children in his class have described films that display actions far too explicitly for children in this age group. Moreover, Mr. Clarke apparently requires that the children discuss these films using the names of all anatomical parts frequently. We, the parents undersigned, demand that these lessons cease. Moreover, I intend to discuss this matter openly at the next School Committee meeting on May 13th at 8:00 p.m.

Yours truly,



R. Jenkins
Chairman School Committee

E. Wice

Tom Baxter

E. Fuchs

Tom Eliopala

Joe Thomas

F. Vasil

Joel Leck

Wendy Desjardins

Helen Lenikas

J. E. Armstrong

T. Woo

Peter Goldblatt

J. Desrosier

P. Gille

ROSEDALE ELEMENTARY SCHOOL

standard memo form

TO: Mr. A. Farmer

FROM: Madame D. Samson
Grade 5/6 French Sector

- Your Information
- Suggested Reply
- Your Recommendation
- Please Return
- Your files

Concerning our trip to Ottawa on May 8 and 9, arranged through Canadian National Railways, a problem has arisen.

Although the 30 grade 5 and 6 students absorbed their individual cost for the trip, it was the understanding of myself that the three parent volunteers would go free, compliments of the Canadian National Railways.

As it turned out, only the class teacher is entitled to this consideration. I am quite aware of your directive of April 8th, which stated staff requests for miscellaneous expenditures must be submitted prior to the first of the month for consideration.

A belated request like this would not have been normally forwarded, but for the following reasons I ask consideration for payment of the outstanding billings (enclosed):

- (1) Funds for the trip (other than this request) came from sources other than our school miscellaneous budget.
- (2) The misunderstanding mentioned above led the parent volunteers to believe their trip would be paid for. I know for a fact that in at least one case the individual would not have volunteered had they known of having to pay their own way.
- (3) You were not available when I discovered the misunderstanding on May 7th, the day before our trip.

Madame D. Samson

MISCELLANEOUS EXPENDITURES

for

Three Parent Volunteers on Trip to Ottawa
May 8 and 9, 1978

1)	Railway fare \$14.00 per person	\$ 42.00
2)	Meals	
	3 dinners - May 8	16.80
	3 breakfasts- May 9	6.00
	3 lunches - May 9	12.00
3)	Accommodation	
	1 double room - May 8	<u>32.00</u>
	TOTAL	\$108.80

(Signed) Parent Volunteers

*The Laurentide School Board**La Commission Scolaire de Laurentide*

OFFICE OF THE DIRECTOR OF ADMINISTRATIVE SERVICESMEMORANDUM

TO: A. Farmer

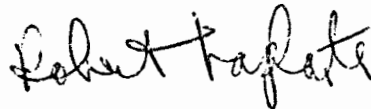
FROM: Robert Laplante

Dear Mr. Farmer:

As you know, the subject of declining school population in our area is a rather serious matter. It seems that our "waiting period" for the next school year has shown a decline especially in the areas of St. Francine and Laval East near to your school. The issue of closing your neighbouring school of Laval East Elementary for the next school year is one that we are studying and will have to bring to the Board of Commissioners on May 24th. Part of that study includes finding alternative facilities for those children.

I want you to look at the available facilities of your school and the classes at Laval East and draw up a plan of how those children may be accommodated at Rosedale for next year. Please call Mr. Ball at Laval East for the details regarding enrollment figures to date.

Good luck!



Robert Laplante
Director of Administrative Services

*The Laurentide School Board**La Commission Scolaire de Laurentide*

OFFICE OF THE DIRECTOR OF INSTRUCTIONAL SERVICES

MEMORANDUM

TO: Mr. A. Farmer

FROM: J.R. Johnson
Director of Instructional Services

DATE: May 10, 1978

Albert,

I understand that at the end of last June more than three quarters of your teachers were granted the privilege of not having to work the last three days of school due to encadrement activities.

Unfortunately this time off created a major problem. I understand many of those teachers used the last week of school and the children to clean up the classroom so that they could leave on holidays at the same time with their students.

I realize not much can be done about encadrement days off but I must insist that classroom closing procedures cannot be done during instructional time.

J. J.

J.R. Johnson

Mr. Farmer,

I waited as long as I could but you were busy and I have to meet my class.

I am becoming very concerned with the lack of guidance that my school council's appointed respondent, Mrs. Allen, gives me since our joint probational meeting early in October. It is now the middle of May and Mrs. Allen hasn't come in once to observe me yet. In fact she hasn't even spoken to me during lunch hour or in our common spare periods.

I think the School Council has appointed a wrong respondent for me. Can you help me?

Carolyn Fenton

The Montreal Children's Hospital

A MCGILL UNIVERSITY TEACHING HOSPITAL



Mr. J. Farmer
Principal
Rosedale Elementary School
10 Turgeon
St. Francine, Quebec.

Dear Mr. Farmer:

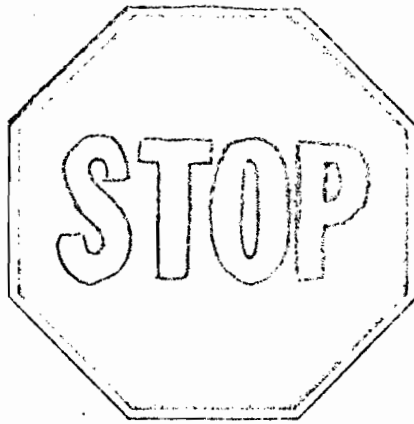
One of your students, Mark Adams, has been accepted into our summer learning clinic for this July. Mark was accepted especially because we feel that he could greatly benefit from our short-term program and, in addition, can give the school some concrete recommendations for next year regarding his learning problem. Mark's parents have agreed but cannot seem to arrange the transportation necessary to the school in Montreal. I would like to request your help in any way possible. We have approached a volunteer association and social agency in your area for help or funds and have been unsuccessful.

In the past some school principals have been able to request special transportation from the school board or special funds from the School Committee for such a student with special needs. I would sincerely appreciate your kind attention to this matter. Please do not hesitate to call for the details of the program. The transportation required is to and from the school, 1270 Atwater, Montreal, 9:00 a.m. - 12:00 noon, July 2-24.

I look forward to hearing from you soon.

Sincerely,

(Mrs.) M. McAlpine
Director, Summer Learning Clinic
McGill Children's Hospital Learning Centre



10:45 a.m.

Mrs. MacDonald, the teacher who is on supervision duty at recess, brought two boys to see you after recess bell has just rung. This is the conversation:

Mrs. MacDonald: Mr. Farmer, these two boys, Luc and Scott were fighting outside. I don't know which one started the fight but apparently they were calling each other names. I've a class now. Can you settle this problem?

Mr. Farmer: Sure. Okay boys, you better come into my office.

Background: Luc is in the French Protestant sector of the school and Scott is in the French immersion programme. Apparently, Luc called Scott "Maud~~i~~ Anglais" and Scott retaliated by calling Luc a "Frog".

ROSEDALE ELEMENTARY SCHOOL

standard memo form

TO: Mr. A. Farmer

FROM: Mrs. O'Toole - Free Flow
Mrs. W. Jones- Special Ed.
Miss Fenton - Grade 2
Mrs. A. Miller-Nurse

- Your Information
- Suggested Reply
- ✓ Your Recommendation
- Please Return
- Your files

Dear Mr. Farmer,

Several of the children in our classes have been tested by Joan Schwartz during the last few months. Mrs. Schwartz has talked to us about those test results but has written reports that we have never seen. We took the time to do the Student Services referral because we really wanted to help our students. We feel very strongly that we could help them more if we could read Joan's reports in detail. She says that she would like to help us more but that under Bill 250 in Quebec and the principles of confidentiality, she will not show us the detailed reports.

We are requesting that you contact her so that we can read these reports in the very near future.

(signed)

Mrs. O'Toole - Free Flow
Mrs. W. Jones- Special Ed.
Miss Fenton - Grade 2
Mrs.A.Miller - Nurse

BACKGROUNDPRINCIPLE OF CONFIDENTIALITY

Confidentiality of personal information is a matter of both law and of professional ethics insofar as school records are concerned.

Ethically, any information given by an individual to a professional in the context of explicit or implicit confidentiality, must be kept absolutely secret, except perhaps in cases where serious harm to the individual, or to others, is a real possibility. We have only to consider how we would feel if a confidence concerning some private information about ourselves (intelligence, competence, social behaviour) were to be made public by someone else, to understand the student's interest in this matter. Some educational personnel have, at times in the past, treated such information rather casually.

The law governing the professions (Bill 250) - here, Psychology, Social Work, Guidance Counselling, Speech Therapy - as well as the law governing Health and Social Services (C.S.Q. 1971, C98) requires that professionals ensure that personal information is kept absolutely secret except with the express authorisation of the individual or in the case of a minor, his parents or guardian.

Note that this does not cover educational personnel. Note also that in the case of psychological and health reports in a school, the responsibility and liability for maintaining their confidentiality rests with the professional but, in some cases, the school, in fact, has or would like to have control over or access to the files. The keeping of confidential records in the school, therefore, demands the assiduous cooperation of school personnel in maintaining strict confidentiality if professionals are to make their reports available. The Personal Record and Health Record Procedures are a working arrangement (agreement) regarding the protection of confidential records.

La Commission Scolaire de Laurentide

OFFICE OF THE SUPERVISOR OF SPECIAL EDUCATION

MEMORANDUM

TO: Mr. A. Farmer

FROM: W. Henderson

Dear Mr. Farmer:

A group of parents from your school came to talk to me today about starting a perceptual-motor programme in the school. The parents want my help with ideas; they are hoping that volunteer parents could then carry on this program during school hours.

Perceptual motor training is still a somewhat popular approach in special education. These parents have visited a psychomotoricity clinic at the University of Montreal and attended a session at the recent Quebec Association for Children with Learning Disabilities conference. They are really keen to start such a program. Could we get together to discuss some of the advantages and disadvantages of starting such a program in your school? I must say that I do have some reservations about the merit of such a perceptual-motor program for our students.

Sincerely,



W. Henderson
Supervisor of Special Education

KATHLEEN ELEMENTARY SCHOOL

standard memo form

TO: A. Farmer

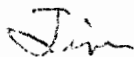
FROM: Chairman of School Council

- .. Your Information
- .. Suggested Reply
- .. Your Recommendation
- .. Please Return
- .. Your files

Mr. Farmer:

Grading has become a real source of irritation among us. If possible we would like you to discuss the matter with me next Monday after school.

The issue seems to be this: Some staff members feel that grades ought to be based upon the effort exerted by a student rather than on actual academic achievement. Other members of the staff are opposed to grading based upon effort and believe that grades based upon anything other than objectively stated standards of achievement will lower the reputation of the school. They also contend that lowering grading standards will cause additional slower students to be promoted.



Jim
Chairman of School Council

ROSENDALE ELEMENTARY SCHOOL

standard memo form

TO: A. Farmer

FROM: G. O'Toole
Free Flow Teacher

- ✓ -- Your Information
- Suggested Reply
- Your Recommendation
- Please Return
- Your files

Dear Al,

I have been thinking a lot about my free flow remedial programme with our primary children and re-evaluating what I am doing. Some of the grade one children really need a lot more help in beginning reading than I can give them during daily free flow. In fact, I have felt that a different core reading program is necessary in the regular grade one class as well as more practice and repetition on specific skills. Mrs. MacDonald is just not using any of the ideas and programs that I have outlined and given to her for her remedial students. In fact, now she is even avoiding any formal or informal conferences with me about her students. I don't know what to do now as I feel so strongly about the need for follow-up in the regular class

Please speak to Mrs. MacDonald regarding this important matter. Thank you.

Mrs. G. O'Toole
Free Flow Teacher

ROSEDALE ELEMENTARY SCHOOL

standard memo form

TO: A. Farmer

FROM: J. Sparks

- Your Information
- Suggested Reply
- Your Recommendation
- Please Return
- Your files

You remember last week you asked the teachers to submit their requisition for field trips for the balance of this school year. Here is the list:

Class	Date	Destination	Approx. Cost
Kindergarten English & French	May 17	Park Lafontaine, Mtl.	\$ 60.00
Gr. 3 and 4	May 25	Parc Safari, Hemmingford	120.00
Gr. 5 and 6	May 29	Old Montreal & Mount Royal	75.00
French 1 and 2	May 30	L'Oiseau Blue Puppet Theatre	60.00
French 3 and 4	June 4	Dorval Airport	75.00
Phys. Ed.	June 12	Board Track & Field	60.00
Immersion 5-6	June 15-17	Arundel Tree Farm	180.00
TOTAL			\$630.00

But according to our transportation budget, we have only \$420.00 left. What should I tell the teachers? They have been bugging me every day!

J. Sparks
J. Sparks, Secretary

May 11, 1978.

Mr. Albert Farmer, Principal
Rosedale Elementary School
10 Turgeon
St. Francine, Quebec.

Dear Mr. Farmer:

As spokesman for the French Protestants in your school, I wish to bring to your attention a matter that concerns us a great deal.

Our daughter tells us that at your Easter assembly last month, the Canadian anthem was sung and several references were made to Jesus Christ. She also tells me that the assembly was not voluntary.

Mr. Farmer, we are of the Jehovah Witness faith and we strongly object to our daughter and other French Protestant students being compelled to attend a school assembly where nationalism and the divinity of Jesus Christ are implied. Being of a minority religion we are subjected to enough discrimination and prejudice without having the school cause our children unnecessary and unwarranted embarrassment.

We want to be assured that no such embarrassing programs will be planned for the future.

Yours truly,



(signed) Denis Desjardins

The Laurentide School Board

La Commission Scolaire de Laurentide

OFFICE OF THE SUPERVISOR OF SPECIAL EDUCATION

MEMORANDUM

TO: Mr. A. Farmer

FROM: W. Henderson

Dear Mr. Farmer:

Mrs. Jones recently came to speak to me about her special education class in your school. She said that she has spoken to you as well as the Montreal Children's Hospital staff about David Thomas. She is not coping at all with David's behaviour in or out of class and cannot manage his unpredictable behaviour. I am really worried about Mrs. Jones and David as well. We need to have a conference to decide how we can help her or to look at another placement for David in our school system. We must also discuss whether or not our local school board is even able to provide David with an education. If not, there are other options such as an entente for placement elsewhere.

Please realize the urgency of this matter.

Sincerely,



W. Henderson
Supervisor of Special Education

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