

Renaissance releases education allegations

Halton Renaissance Committee has released and made public what it claims to be facts substantiating allegations made during an earlier meeting with Halton Board of Education.

The committee had, among other things, charged that the board had promoted permissive or liberal educators to high positions as opposed to the traditional or conservative people in the system. The brief makes reference to particular schools and particular individuals in the system. Names of individuals had been blanked out in copies released for publication.

By-passed

The committee charged that a chairman appointed at Q. E. School lacks a Type A teaching certificate. "Why were many other more qualified people by-passed?" the brief asks.

"It is contended that poorly qualified people have been and will be appointed to these positions unless the board formulates precise policies which emphasize specialist requirements for each subject headed.

This report has shown that Burlington controls the Halton education system. This in itself is unimportant. What is important however, is that the Halton education system encourages the progressive modern style which too often is synonymous with undisciplined anarchy. Those elements shown to be ineffective are still being implemented as evidenced by the L.B.P. report and the transfer of a principal from one undisciplined school to another.

"It has also been shown that demotions, rather than being random, have a clear pattern which strengthens the allegation that the Burlington group is consolidating its position and policies."

Poor performance

"Finally it has been shown that the four or five worst schools in the system in terms of performance in the mathematics competition are the same few schools that receive all the publicity and criticism as being permissive, undisciplined and of low educational benefit. This cannot be ascribed to coincidence."

In the brief, committee chairman Gordon Reade points out that 11 of the 14 people on the administrative council came from the Burlington system. The committee objects to that trend because it feels educators in the northern and eastern parts of the region are being held back because they tend to be more conservative and traditional in their methods.

Board Chairman Judy Alexander and vice-chairman Gary Morton issued a 10 page press release rebutting many of the points made in the Renaissance brief.

The brief was to be presented at an in-camera meeting of the board Thursday. Because of difficulty in coming to terms of a meeting and scheduling one, the meeting never took place, but the brief was released, followed by the board response.

Not geography

The board reply states that the choice of personnel is based on an assessment of ability and effectiveness, not geography. "At no time has any criteria been used other than the best person for the job." The board response also elaborates on the criteria used for selection of personnel and the interviewing process.

The response offers a stiff rebuttal to criticism levelled at Lord Elgin High School. Renaissance claims to have been told by educators that Lord Elgin High School graduates usually drop or fail

math and science whilst at university.

"The board has no such information and it would appreciate very much if those educators would come forward with this evidence. The Board's Secondary School Graduates Committee, which interviewed hundreds of students and many university people, did not find any evidence of the truth of this statement."

Action defended

The board response dealt with charges about morale and operation at Acton District High School. "Mr. Reade has criticized the operation of Acton D.H.S. To some extent the Board depends on the trustee, in addition to the administration, for information and assessment on matters such as morale and school operations. The deficiencies that Mr. Reade

claims have not been reported by the local trustee. In fact, Mr. Watson (Tom) is convinced the Acton community is strongly supportive of the school and its principal. Of course, as with other schools, the Board will continue to be sensitive to trustee response and administrative reports."

Renaissance made four recommendations in its presentation. The committee

recommended the interviewing committee contain a majority of trustees. The board response explains that that proposal is unworkable because of the many hours required for the job, but by the same token agrees that trustees have a major role to play in selection of principals and supervisory officers. "There has been significant trustee involvement," said the reply.

Go before board

The Board response agreed a recommendation urging advertising of senior jobs both inside and outside the region prior to appointments will go before the board prior to any further senior appointments.

in the basics.

The board response indicated "Where weaknesses are evident, administrative action is taken to improve program or instruction. Such actions do not occur overnight and they do not get high public visibility."

The fourth recommendation urges the board to put more credibility on public input and adopt a probing

stance with respect to staff

recommendations as compared to the commonly accepted dictum "the staff knows best." The response indicated public representation is sought on the Halton Education News, program councils, and at the school level through such devices as community surveys, advisory groups, Home and School Associations and so on.

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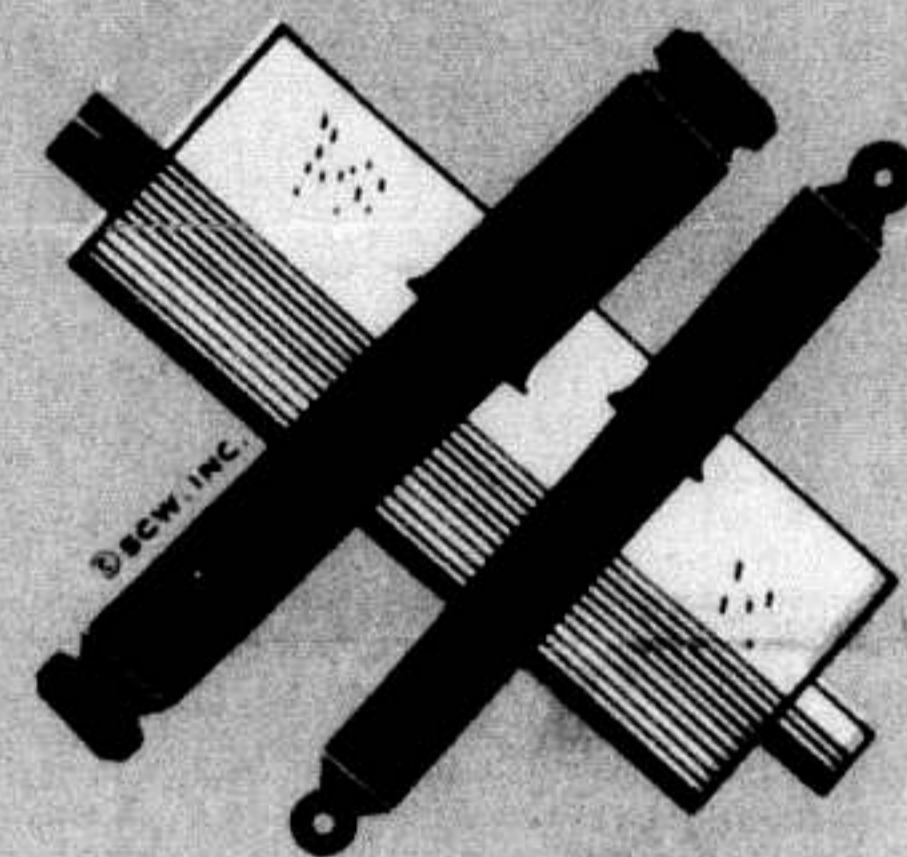
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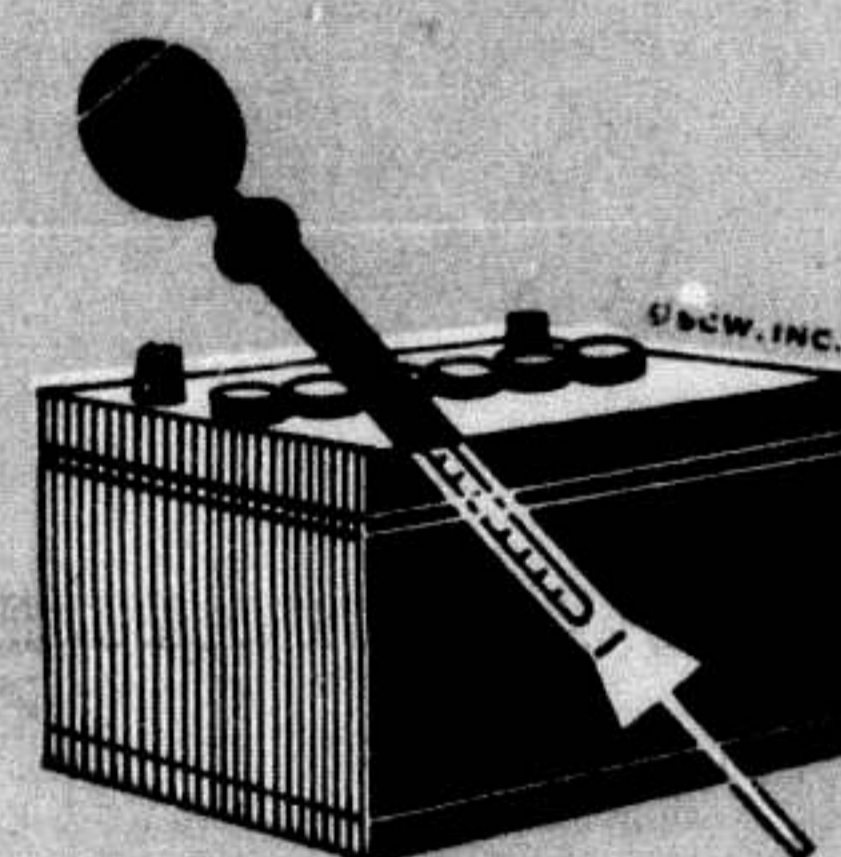
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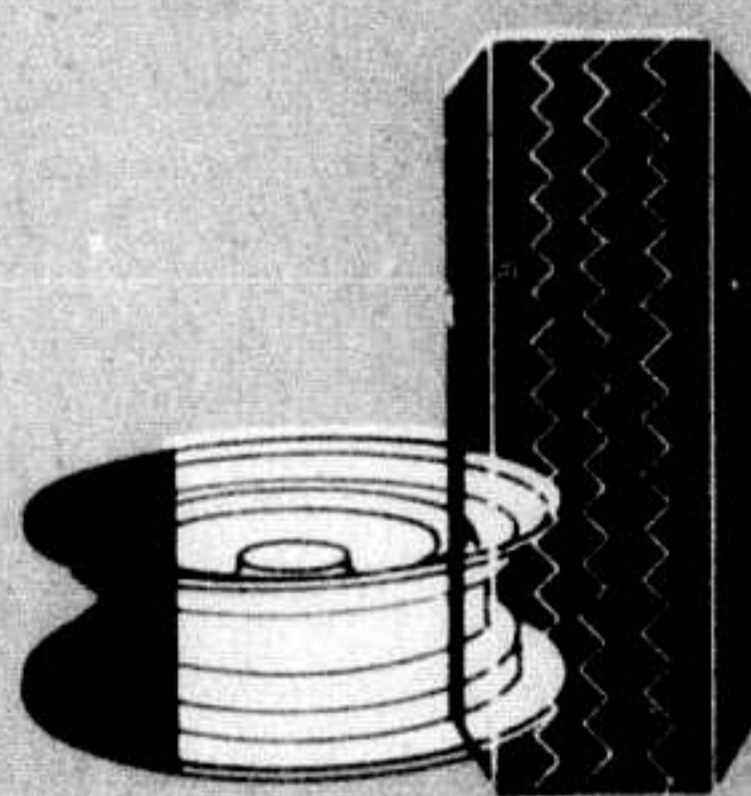
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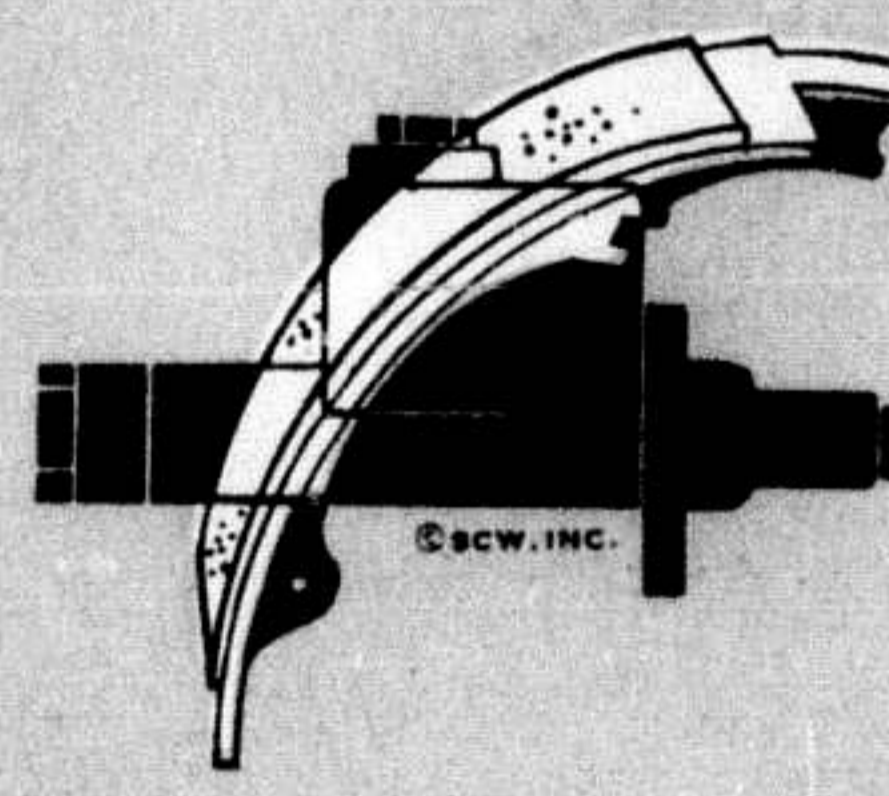
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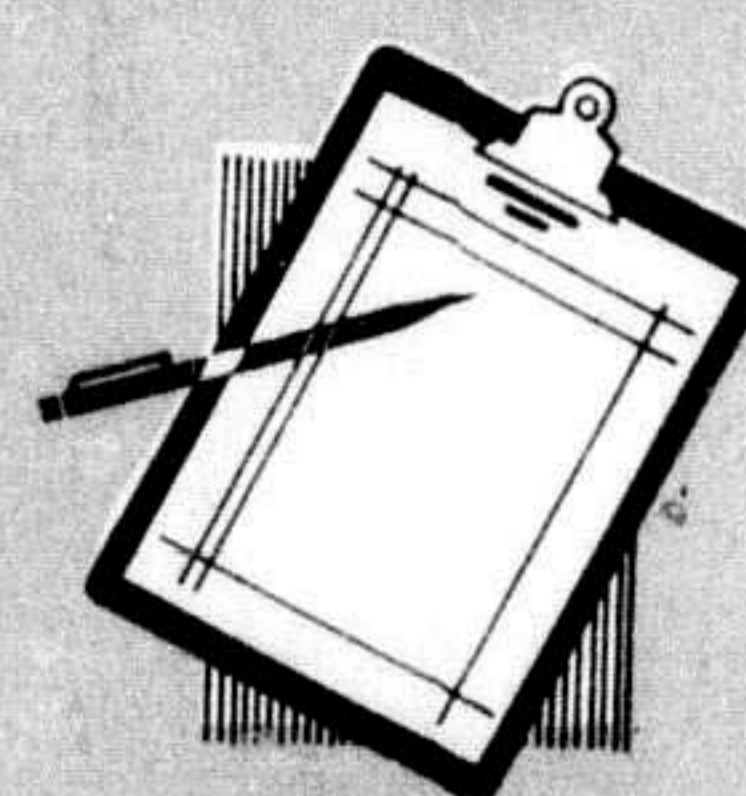
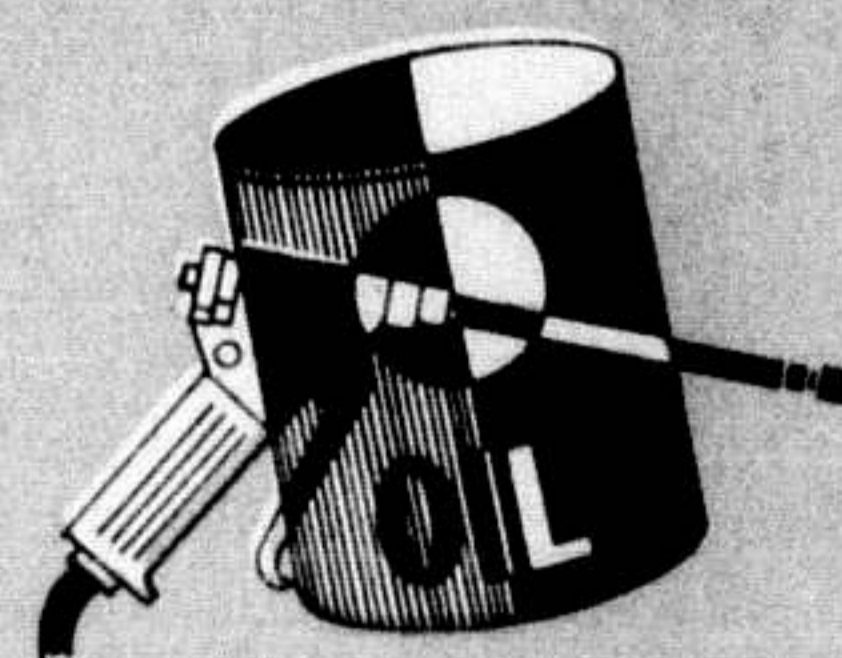
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Driver ed. part of adult courses

Halton Board of Education decided Thursday to make driver training part of its adult education program.

Superintendent of Program John Boich told the board regular school based driver education programs are running into problems with time, staff and facilities.

The board decided that as of the first of this month driver education will be operated by the adult education department.

In addition, the board decided means must be found to make all mini-courses offered through community schools self-sustaining and that the parents participating in the courses should bear the cost. The mini-courses will be administered through the adult education department.