



GRAND ERIE DISTRICT SCHOOL BOARD

H.E.F. Teacher Resource Centre

108 Tollgate Road

Brantford, ON N3R 4Z6

Telephone (519)754-1600 Fax (519)754-4842

MEMORANDUM

TO:

**FROM: Heather Knill-Griesser
Teacher Consultant - Primary Division**

DATE:

RE: Feedback for your participation in the study "A Vision Quest of Support to Improve Student Learning"

Dear

I would like to take this opportunity to thank you for taking time from your busy schedule to participate in the study "A Vision Quest of Support to Improve Student Learning" by(*describe details of participant involved in study*).

It was my goal to improve the quality of my influence in the classroom by supporting you to improve student learning. The information I have collected in the form of written records, photographs, video and audiotapes are examples of "living educational theories" that I hope will contribute to the professional educational knowledge base for individuals involved in roles of leadership.

Feedback about the use of the data collected will be available during the month of September 2000, in the H.E.F. Teacher Resource Centre, 108 Tollgate Road, Brantford, ON. A written explanation will be provided for you upon request.

Once again, thank you for taking the time to participate in this study.

Yours sincerely,

Heather Knill-Griesser
Teacher Consultant - Primary Division
Grand Erie District School Board

B. Summary Of Proposed Research

1. Purpose and/or Rationale for Proposed Research

Background to My Research Focus

In my role as Teacher Consultant - Primary Division for the Grand Erie District School Board I work collegially with principals, teachers, curriculum support staff and the Program Coordinators of Curriculum and Assessment to implement initiatives and improve classroom practice. As a practitioner-researcher I am working collaboratively with teachers to improve student learning in their classrooms. Many teachers I am visiting are overwhelmed with new curriculum, planning and assessment issues. I am concerned with meeting the individual needs of the teacher, maintaining an open line of communication, and listening actively and supportively to understand their emotions and values. It is my goal to create environments and opportunities that will result in the empowerment of teachers (Short, 1998). Paula Short (1998) reveals that, "Teachers feel more empowered when they believe that they have the skills and ability to help students learn, are competent in building effective programs for students and have command of the subject matter and teaching skills." Sergiovanni (1992) describes "power to" as a source of energy for achieving shared purposes and goals. He recognizes that empowerment is necessary in order to participate in accomplishing tasks that are rewarding and meaningful. "Listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, and building community"(Frick & Spears, 1996, p.4) are critical characteristics of the servant leader that I value in my connections with individuals. Trust, respect, autonomy, collaborative decision making, and risk taking are foundational in my symmetrical relationships with my peers. In agreement with Beck (1992) I place caring at the top of the values hierarchy (Regan & Brooks, 1995, p. 29). Robert Greenleaf states that, "caring for persons, the more able and the less able serving each other, is the rock upon which a good society is built (Greenleaf, 1977, p.49). I have a passion for learning that drives me along my journey of the heart producing a life affirming energy.

The self-regulatory body of the teaching profession in Ontario, The Ontario College of Teachers, has produced the document, "Standards of Practice for the Teaching Profession" (OCT, 1999). The document is comprised of statements that are expanded to include the standards of practice for the teaching profession. Delong and Whitehead (1998) suggest that linking standards of practice to action research endeavours is critical to creating standards that are living and developmental. In my "Living Standards of Practice" I will share narratives of my professional growth and relationships that are my living and developmental values (Laidlaw, 1998) to explain the question. "How do I know that I am having a positive influence on your learning?"

Jean McNiff (1998) identifies criteria for Action Research Projects that includes showing how and why you have brought an improvement in yourself and if this change has consequently influenced other people. I will examine this criteria in my question, "How can I improve the quality of my influence in the classroom?" It is my goal "to add to the 'disciplines' of education which can be established by all those who are creating their own living educational theories" (Whitehead, 1998, p.5) thus contributing to the professional knowledge base.

What are my research questions?

My research interest in my role as Primary Consultant include the following questions:

- How do I know that I am having a positive influence on your learning?
- How can I support you to improve student learning in the classroom?
- How can I improve the quality of my influence in the classroom?

My inquiry will include a study of the consistency of my values in my “Living Standards of Practice” in my relationships with teachers, curriculum support staff, program coordinators, administrators, and parents. My values of loving care, trust, empathy, listening with heart, humour, collaborative decision making, and passion for learning will be examined in the communication/relationships that I have established across the Grand Erie District Board.

2. Methodology/Procedures

Over the past three years I have used action research as an intervention in my personal practice to bring about educational improvement. Through critical reflection I have reviewed my current practice in the classroom. Criteria for improvement was then identified and a special kind of research question was developed fitting the pronoun ‘I’ into my research and action (McNiff, Lomax & Whitehead, 1996). Action occurred to implement the solution. Data was gathered to produce evidence that matched my initial research concern. The results of my action plan were evaluated. My practice was modified and I embarked on a journey of a new action-reflection cycle (McNiff, 1998). My research was validated by presenting the work to co-practitioners (Ontario Educational Research Council, 1998 and Act/Reflect/Revise Conference, 2000) and through publication of the research in the Ontario Action Researcher (Knill-Griesser, 2000). My action research inquiries have been supported by the Superintendent of Schools who uses the living standards of practice to explain her own influence as a superintendent and professional educator (DeLong, 2000) as well as co-researchers/practitioners in the Brant Action Research Network.

I have approached my new role as Teacher Consultant-Primary Division using action enquiry to improve the quality of my practice by asking the questions, How do I ensure consistency of my values in my “Living Standards of Practice” in my inquiry, “How do I know that I am having a positive influence on your learning?” in my relationships with teachers, curriculum support staff, program coordinators, administrators, and parents. I initially gathered data in my new role by creating a “Primary Years Survey”. In this survey I asked teachers how I could help them with their planning, curriculum and assessment needs. I visited the thirty-three schools introducing myself to the principal and staff and hand-delivering the survey. I followed through on each request from the approximately fifty surveys that were returned. My responses ranged from providing specific resources to teachers, to assisting teachers with planning/assessment needs and writing curriculum units. A follow-up sheet was recently distributed to teachers to determine if I had helped them with their planning, curriculum, and assessment needs and requesting how I could help them in the future. A questionnaire was distributed to program coordinators and

curriculum support staff that included the following questions:

- 1) It is very important to me to ensure consistency of my values in all aspects of my practice. What do you observe to be my values in my relationships/communication with curriculum support staff/teachers?
- 2) What do you observe to be my strengths in my relationships/communication/performance as Primary Consultant?
- 3) What do I need to work on, modify or change?
- 4) How have I influenced your learning?

Responses to the question “What do I need to work on, modify or change?” will assist me in my action plan, “How can I improve the quality of my influence in the classroom?”

Data Collection Process:

- using a research diary to record events and critical incidents
- E-mail correspondence with teachers, administrators and curriculum support staff
- monthly network meetings with the Brant Action Research Network (B.A.R.N.)
- audio and video taping workshops and planning sessions with teachers
- written feedback from critical friends to validate my claim of support to improve learning, offering suggestions to improve my practice (McNiff, J., Lomax, P., & Whitehead, J., 1997)
- document re-visits in monthly reports as evidence that I am having an impact
- letters and notes received in response to my actions
- identify a small group of teachers to dialogue with regarding critical conversations such as significant moments of change in their practice and how I can support them to continue to improve student learning
- research reports submitted to a validation group including a principal, superintendent and co-practitioner/researchers from B.A.R.N.
- Working collaboratively with a teacher to write a report on our Action Research Report “How can I improve student writing using available resources, parent involvement and developmental assessment tools?” This was my action research question before I began my new position and I will be contributing data that I collected as well.(formative assessment identifying the process over time)
- use evaluation sheets to get immediate responses to my actions after I have assisted teachers with planning, curriculum or assessment.
- video tape workshops
- use tape recorders regularly
- record accounts, critical incidences and narratives in journal entries as I support teachers to improve student learning
- maintain a dialogue journal with critical friends to ensure my values are consistent in my “Living Standards of Practice”
- Introduce ‘First Class’ Kindergarten Conferences on the computer where teachers can go to ask questions and receive information regarding Kindergarten from myself and their peers.
- moderate a Primary Professional Reading Group where teachers collaborate with colleagues regarding educational research to improve their practice and enhance student learning.

Form # 02

To Expedite or Not Expedite

Researcher's Name: Heather Knill-Griesser

File #:

Title: "A Vision Quest of Support to Improve Student Learning"

In order to apply for an Expedited Review, the Researcher must be satisfied that the proposed studies involve no more than MINIMAL RISK. Minimal risk means that the probability and magnitude of harm or discomfort anticipated in the research are not greater, in and of themselves, than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests.

The purpose of this checklist is to facilitate the review process and to identify the ethical issues with which the Committee is concerned. It is meant to be an aid for the researcher and for the Committee.

CHECK HERE:

THIS IS A NEW PROPOSAL.

THIS IS A RENEWAL OF A PREVIOUSLY APPROVED PROPOSAL.

THIS IS A CONTINUATION OF A PREVIOUSLY APPROVED PROPOSAL.

Please check YES or NO to each of the following questions:

YES NO

1. Will the populations studied be defined as consisting of any of the following: Minors (under 18),

pregnant women, prisoners, mentally disabled? (If YES, underline all that apply.)

2. Will it be possible to associate specific information in your records with specific participants on

the basis of name, position, or other identifying information contained in your records?

3. Will persons participating or queried in this investigation be subjected to physical discomfort,

pain, aversive stimuli, or the threat of any of these? (If YES, underline all that apply.)

4. Will the investigation use procedures designed to induce participants to act contrary to their wishes?

5. Does the investigation use procedures designed to induce embarrassment, humiliation, lowered

self-esteem, guilt, conflict, anger, discouragement, or other emotional reactions? (If YES,

underline all that apply.)

6. Will participants be induced to disclose information of an intimate or otherwise sensitive nature?

7. Will participants engage in strenuous or unaccustomed physical activity?

8. Will participants be deceived (actively misled) in any manner?

9. Will information be withheld from participants that they might reasonably expect to receive?

10 Will participants receive any type of compensation for their participation?

11 Will a penalty result if they decide to withdraw from the study or not participate at all?

12 Will participants be exposed to any physical or psychological risks not indicated above? (If YES, explain.)

13 Does the research involve recording of data from subjects (18 years or older), using invasive

procedures routinely employed in clinical practice? (including exposure to electromagnetic radiation outside visible range, x-rays, blood sampling, microwaves, etc.)

14 Does the research require voice readings or recordings made for research purposes?

15 Does this research require study of existing data, documents, records, pathological specimens, or diagnostic specimens?

16 Can the investigation be reasonably expected to induce stress?

**Considering the above, are you applying for
Expedited Review Full Review**

If the committee decides that Full Review is necessary, you will be informed by e-mail immediately.

Form # 04

**BROCK UNIVERSITY DEPARTMENT OF GRADUATE AND UNDERGRADUATE
STUDIES IN EDUCATION**

Informed Consent Form

Title of Study: **A Vision Quest of Support to Improve Student Learning**

Researchers: Heather Knill- Griesser (Researcher) Dr. Michael Manley-Casimir (Faculty Supervisor)

Name of Participant: (Please print) _____

I understand that this study in which I have agreed to participate will involve offering written feedback in the form of surveys, reports and questionnaires to the researcher, Heather Knill-Griesser, regarding significant moments of change in my practice and validating the researchers' claim of support to improve learning. I will be offering suggestions to improve her practice. I understand that audiotapes, photographs and video samples will be collected for research purposes. Written

communication/questionnaires/video/audiotapes will begin upon approval of the Research Ethics Board and cease on the expected project completion date of August 31, 2001.

This research project will assist the researcher in improving her leadership practice and allow her to contribute to the professional knowledge base in the scientific

community/society. I understand that all written records, video/audiotapes, transcriptions and questionnaires will remain in the possession of the researcher and will not be made available to any other person, group, or organization without the express written consent of the participants. Although the researcher will maintain strict confidentiality in her research communications I understand that she cannot provide that assurance on behalf of other participants when I am participating in group situations. I understand that the researcher cannot ensure security and confidentiality of email communications. Following the conclusion of the project, all records will be kept securely in the possession of the researcher for a period of three years, after which time they will be destroyed by shredding or erasing.

I understand that there is no obligation to answer any question/participate in any aspect of this project. I understand that my participation in this study is voluntary and that I may withdraw from the study at any time and for any reason without penalty. I understand that participation or non-participation in this research study will have no bearing on the future consulting relationship with the researcher or professional development opportunities.

I understand that there will be payment/no payment for my participation.

I understand that all personal data will be kept strictly confidential and that all information will be coded so that my name is not associated with my answers. I understand that only the researchers named above will have access to the data.

Participant Signature _____

Date _____

This study has been reviewed and approved by the Brock Research Ethics Board. (File # _____)

If you have any questions or concerns about your participation in the study, you may contact

Heather Knill-Griesser at (519) 754-1606 Ext. 226 or Dr. Michael Manley-Casimir at (905) 688-5550, extension3712.

Feedback about the use of the data collected will be available during the month of September 2000, in the H.E.F. Teacher Resource Centre, 108 Tollgate Road, Brantford, ON. A written explanation will be provided for you upon request.

Thank you for your help! Please take one copy of this form with you for further reference.

* * *

I have fully explained the procedures of this study to the above volunteer.

Researcher Signature _____ Date _____

Form # 04

**BROCK UNIVERSITY DEPARTMENT OF GRADUATE AND UNDERGRADUATE
STUDIES IN EDUCATION**

Informed Consent Form - Parents/Students

Title of Study: **A Vision Quest of Support to Improve Student Learning**

Researchers: Heather Knill- Griesser (Researcher) Dr. Michael Manley-Casimir (Faculty Supervisor)

Name of Student: (Please print) _____

Name of Parent/Guardian _____

Dear Parents/Students

I understand that my child will be participating in a study that will involve student work, photographs or video samples for research purposes. The identity of my child will not be revealed. The purpose of this study is to allow the researcher, Heather Knill-Griesser, to validate her claim of support to improve learning in the classroom. This study will begin upon approval of the Research Ethics Board and cease on the expected project completion date of August 31, 2001.

This research project will assist the researcher in improving her leadership practice and allow her to contribute to the professional knowledge base in the scientific community/society. I understand that all work samples, videotapes and photographs in the possession of the researcher will not be made available to any other person, group, or organization without the express written consent of the participants. Following the conclusion of the project, all records will be kept securely in the possession of the researcher for a period of three years, after which time they will be destroyed by shredding or erasing.

I understand that my child's participation in this study is voluntary and that I or my child may withdraw participation from the study at any time and for any reason without penalty. I understand that refusal to participate will not affect my child's academic evaluation.

I understand that there will be no payment for my child's participation.

I understand that all personal data will be kept strictly confidential and that all information will be coded so that my child's name is not revealed. I understand that I will have the opportunity to read the study upon its completion and give final permission to have my child's contribution(s) included at that time. I understand that only the researchers named above will have access to the data.

Student's Signature _____ Date _____

Parent's Signature _____ Date _____

This study has been reviewed and approved by the Brock Research Ethics Board. (File # _____)

If you have any questions or concerns about your participation in the study, you may contact Heather Knill-Griesser at (519) 754-1606 Ext. 226 or Dr. Michael Manley-Casimir at (905) 688-5550, extension 3712.

Feedback about the use of the data collected will be available during the month of

September 2000, in the H.E.F. Teacher Resource Centre, 108 Tollgate Road, Brantford, ON. A written explanation will be provided for you upon request.

Thank you for your help! Please take one copy of this form with you for further reference.

* * *

I have fully explained the procedures of this study to the above volunteer.

Researcher Signature _____ Date _____



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MEMORANDUM

**TO: Mr. David Butz, Chair
Senate Research Ethics Board (REB)**

**FROM: Heather Knill-Griesser
File 00-045**

DATE: November 24, 2000

RE: Clarification of Research Proposal

The following changes and amendments have been made to the research proposal. Please view attachments to observe changes to the sections as requested.

1. My entry plan upon assuming the role of Teacher Consultant- Primary Division was to survey teachers/administrators that I serve to solicit information about how I might best meet their needs in planning, curriculum and assessment. I received permission from the Grand Erie District School Board as well as from the Program Co-ordinator. The surveys were done in the interest of doing the best job possible and had nothing to do with any research project. It may prove to be potentially valuable data when I begin my research project.

Each participant will be given the opportunity to review his/her input and the opportunity to withdraw his or her contribution presented. All participants will sign the "attached" consent forms before any research is embarked upon. In the event that data collected under previous circumstances is required, it will be used only after receiving express written consent by the participant. Further, all participants will be allowed to review their contributions prior to publication and written approval to publish will be requested prior to publication or participants will be given the ability to withdraw the input. (Please refer to Letter of Approval and Consent Prior to Publication). Any contributions for which signed consent has not been obtained will not be used.

2. The following section has been inserted into Section D.

I do not have an influence over the careers of the participants in the study that is evaluative in nature. I do not have an influence over the resource allocation to individual teachers. Resources to individual teachers are determined by the administrator of the school according to the school budget. I do have an influence over the system-wide resources that will be distributed to schools. I do have an influence over the professional growth and development opportunities that are available to the participants in the study. I will include in the Informed Consent Form the statement "I understand that participation or non-participation in this research study will have no

bearing on the future consulting relationship with the researcher or professional development opportunities.” All participants are free to discontinue their participation at any time without penalty. Contributions from participants will be invited and not required. Participants will have the opportunity to review and approve the final study paper, prior to publication. Please refer to attached form Letter of Approval and Consent Prior to Publication.

3.and 4. In the Consent Form and Information Letter the following statements have been added to address the issues of the limits of confidentiality in group situations and of email communications:

“Although I will maintain strict confidentiality in my research communications please be aware that I cannot provide that assurance on behalf of other participants in group situations. I cannot ensure security and confidentiality of email communications. Prior to publication, all participants appearing in the study will read the final paper and sign a consent giving permission for their contribution to be used.”

5. The only information that may be solicited from students may be in the form of work samples, photographs or videos. Names of the students will not be disclosed under any circumstances. An additional consent form requesting student and parental consent has been added.

6. The first paragraph of the consent form has been divided into two shorter and more readable paragraphs. Please see attached Consent Form.

7. Information as to when and where feedback can be obtained has been included in the thank you letter. Please see attached feedback letter.

8. In paragraph 4 of the consent form “that I consider invasive, offensive or inappropriate” has been removed as requested.

Thank you for providing suggestions to address the concerns of the Senate Research Ethics Board.

Sincerely,

Heather Knill-Griesser

Primary Years Survey Follow-up
2000

In what ways have I helped you in the areas of planning, curriculum and assessment?

Are there any other ways that I could be of help to you to improve student learning in your classroom?

Additional comments/Questions???

Name: _____

School: _____

GEDSB LITERACY PROGRAM REVIEW

PURPOSE OF REVIEW

- To describe what is currently happening in literacy in GEDSB schools.
- To collect information needed to plan for the most efficient use of available resources.

Deadline: April 23, 2003 - Program Council

BACKGROUND

- Literacy is in its 3rd year system area of emphasis (Consolidation).
- Early literacy teachers are in their 4th year of support.
- GEDSB has provided support documents and additional funding to assist schools in improving literacy.
- Ministry has provided support documents (Language Exemplars) and funding to support literacy resources in all elementary schools at primary level.

DATA COLLECTION PROCESS FOR REVIEW

Part 1 - Interview Process with Administrators (January 2003)

Elementary Schools - Identifying EQAO successes

Program Support Staff will conduct an interview with Principal or Principal designate, based on a set of guiding questions. The 16 schools involved achieved success on 13 or more of the 18 measures on the grade 3 & 6 EQAO testing in spring of 2001 (as determined by Peter Moffatt).

Secondary Schools - Identifying effective literacy supports and OSSLT initiatives

Program support staff will conduct an interview with all Principals or Principal designates, based on a set of guiding questions.

Part 2 - Elementary Teacher Survey (January 2003)

Elementary Schools - Identifying current classroom practice and needs

Early literacy teachers will facilitate survey completion at full staff meetings at 3 schools in each of their clusters (total of 15 schools); all teaching staff in these schools will participate in an online survey and professional dialogue session.

Part 3 - School Profiles (February/March 2003)

Elementary & Secondary Schools - Identifying school factors that influence literacy success

Literacy Review committee members will review school profiles (P. Moffatt, 2002) for those schools involved in this review.

DATA ANALYSIS AND REPORT (FEBRUARY/MARCH 2003)

Literacy Review Committee will collate and analyze data from interviews, surveys, and school profiles. A report summarizing information will be presented to Program Council (April 23, 2003).

PART 1 - INTERVIEW PROCESS WITH ADMINISTRATORS

Program support staff will meet with a school administrator for an interview. Administrators may wish to include key teachers (Eg. Department Head, Chair of Literacy Committee, or Division Chairs). Support staff will ask each question in an interview style and record the answers in the space provided. These are intended to be open-ended questions. The Literacy Review Committee will collate responses according to the purposes of the review.

The total time for the interview will take approximately 30 minutes.

Identifying EQAO Successes in Elementary Schools:

(one-on-one conversation with principal or principal designate and key person in each school, led by Support Staff from each of the three centres and Jackie Delong)

What are the factors that contributed to EQAO successes?

1. “What school initiatives have you implemented to help with student success with the grade 3 and 6 EQAO Assessments?”
2. “How do you know these initiatives have contributed to the success?”
3. “What are your next steps?”

Literacy in Secondary Schools in Grand Erie

(one-on-one conversation with principal or principal designate and key person in each school, led by Lynn Abbey, Herb Taylor, Jackie Delong, TRC Support Staff)

Literacy:

1. “How has the GEDSB area of emphasis on improving student literacy changed classroom practices?”
2. “What system support have assisted you with improving student literacy?”
3. “What system support do you still need for improving student literacy?”

OSSLT:

1. “What school initiatives have you implemented to help with student success with the OSSLT?”
2. “How do you know these initiatives have contributed to the success?”
3. “What are your next steps?”

RESPONSE SHEET FOR ELEMENTARY ADMINISTRATOR INTERVIEW

School: _____
Participants: _____
Participants: _____
Participants: _____

Date: _____
Role: _____
Role: _____
Role: _____

Interviewer: _____

Identifying EQAO Successes in Elementary Schools:

What are the factors that contributed to EQAO successes?

1. “What school initiatives have you implemented to help with student success with the grade 3 and 6 EQAO Assessments?”
Prompts - staff meetings, school plan, research projects, extra funding initiatives, staff or individual involvement in Ministry, system or school initiatives, divisional focus

School: _____

2. “How do you know these initiatives have contributed to the success?”

Prompts - EQAO results, students’ report cards and other assessments, teacher feedback, parent feedback, student feedback, school culture changes

School: _____

3. “What are your next steps?”

Prompts - staff meetings, school plan, research projects, extra funding initiatives, staff or individual involvement in Ministry, system or school initiatives, divisional focus

LITERACY REVIEW INTERVIEW ASSIGNMENTS

ELEMENTARY

#	School	Principal	Facilitator
1	Banbury Heights School	Janice Muir	Lori Barkans Heather Knill-Griesser
2	Boston Public School	Dana Warriner	DebOpersko
3	Burford District Elementary School	Wayne Baker	DebOpersko
4	Courtland Public School	John Kinnear	Janie Senko
5	Dufferin Public School	Diana Kirsten	Sandra House
6	Fairview Public School, Brantford	Lori Buwalda	Lori Barkans Heather Knill-Griesser
7	Glen Morris Public School	Jan Finkelstein	Lori Barkans Heather Knill-Griesser
8	Jarvis Public School	Kathy Ricker	Chris Stewart
9	Langton Public School	Paula Rasokas	Janie Senko
10	Lynndale Heights Public School	Dirk Matthys	Janie Senko
11	Oneida Central Public School	Heather Gross	Chris Stewart
12	Port Dover C. S. Elementary	Sharon Fleguel	Chris Stewart
13	Port Rowan Public School	Kim Cottingham	DebOpersko
14	Seneca Unity Public School	Glen Fullerton	Chris Stewart
15	St. George-German Public School	June Ayrhart	Lori Barkans Heather Knill-Griesser
16	Teeterville Public School	Peter Rasokas	Janie Senko

The Primary Years Survey



Hi! My name is Heather Knill-Griesser and I am new at the role of Assistant Consultant - Primary Division for the Grand Erie District School Board. I am here to serve you the best way I possibly can. Could you please complete the following survey either individually or by division. Please enter your name and school at the bottom of the page. When your survey is returned you will be entered into a draw for a free gift package. Thanks for your comments. Please return the survey to Heather Knill-Griesser, Primary Consultant, Brantford School Support

C

Centre.

1. Are there areas of curriculum and assessment that you would like to share with others?

2. What areas of curriculum and assessment would you like support in?

3. How can I help you with your planning?

4. Additional Comments/Questions??

If you have any questions or concerns about this survey please call me at 519-754-1606 Ext. 226.

***Important Section: Draw Tickets

Name: School:	Name: School:	Name: School:
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