



Celebrating Linguistic Diversity



Annual Conference

When

Thursday, May 4, 2017
Friday, May 5, 2017

Where

Ontario Institute for Studies in Education
252 Bloor Street West (St. George subway station)
Toronto, Ontario, Canada

Keynote Speakers

Thursday, May 4, 2017

Ellen Bialystok, OC, PhD, FRSC Research Professor, York University

Friday, May 5, 2017

Diane Staehr Fenner, PhD, SupportEd, LLC

Thursday Dinner Symposium

Kristiina Montero, PhD, Wilfrid Laurier University

PLENARY SESSION for Thursday, May 4, 2017

Keynote Speaker: Dr. Ellen Bialystok, OC, FRSC

Bilingualism in Education: Implications for Bilingual Education and Minority Language Students

Location: Auditorium – Main Floor

The cognitive and linguistic consequences of bilingualism for children are now well documented. In brief, bilingual children tend to have smaller vocabularies in each language than comparable monolinguals but perform better than monolinguals on tasks demanding selective or controlled attention. What is less clear is how these effects might be different for bilingualism in the context of education. Some children become bilingual through instructional programs such as immersion education, some children enter school as bilingual and need to transition to a different school language, and some children come to school as bilingual with the intention of maintaining both languages, typically the home and community languages. Overriding all this are demographic realities, particularly in the US, in which bilingualism is often confounded with socioeconomic status and ethnicity. This talk will present evidence that evaluates the role of bilingualism in the development of attentional control for children in various types of education programs, including children at risk.

Ellen Bialystok is a Distinguished Research Professor of Psychology at York University and Associate Scientist at the Rotman Research Institute of the Baycrest Centre for Geriatric Care. Her research uses both behavioral and neuroimaging methods to examine the effect of bilingualism on language and cognitive processes across the lifespan. Participants in these studies include children, younger or older adults, and patients, in an attempt to identify the mechanism by which experience modifies cognitive systems. She has published extensively in the form of books, scientific articles, and book chapters. Dr. Bialystok is an Officer of the Order of Canada and a fellow of the Royal Society of Canada. Among her awards are the Canadian Society for Brain Behaviour and Cognitive Science Hebb Award (2011), Killam Prize for the Social Sciences (2010), York University President's Research Award of Merit (2009), and the Donald T. Stuss Award for Research Excellence at the Baycrest Geriatric Centre (2005).



SEATING IS LIMITED FOR ALL PLENARY SESSIONS. Please arrive *EARLY* to guarantee a seat of your choice.

Program Overview for Thursday, May 4, 2017

Time	Event
8:00 AM	Registration OISE Library – Main Floor
	Please arrive EARLY to ensure the seat of your choice in the auditorium.
9:00 AM	Keynote Speaker Auditorium - Main Floor Ellen Bialystok, OC, PhD, FRSC, York University
10:00 AM	Publishers' Display (2nd Floor) and Refreshment Break
10:45 AM	Morning Workshops: 1A – 21A
12:15 PM	Lunch Break: You may wish to visit one of the nearby restaurants on Bloor Street and surrounding area. The Publishers' Display will be open during the lunch break.
1:45 PM	Afternoon Workshops: 1P – 21P
3:15 – 4:00 PM	Publishers' Display Second Floor
4:00 – 7:30 PM	Dinner Symposium – TICKET REQUIRED Room 2-212 – 2nd Floor followed by dinner in the OISE Library



Hard copy conference programs will not be available at this year's conference. Please feel free to download the Conference Program to your personal device or print a hard copy and bring it to the conference.

CELEBRATING LINGUISTIC DIVERSITY – Workshop Descriptions

Thursday, May 4, 2017 (10:45 AM - 12:15 PM)				
Session #	Title	Audience	Presenter(s)	Description
1A	FSL and ESL Programs – A Dialogue Inspiring Each Other in the 21 st Century	Elementary	Karen Devonish-Mazzotta & Alice Te York University Faculty of Education & Toronto DSB	This workshop will be an interactive dialogue addressing current issues and changes in ESL and FSL programs in Ontario. How can these two language programs inspire one another to promote equitable practices, support student success and prepare learners for a future they and their educators cannot yet imagine?
2A	Supporting ELLs: A Collaborative Approach	Elementary	Susan Hind & Ellen Lee Toronto DSB	Come and see how we plan, implement, and assess a unit of study in collaboration with classroom teachers. Our goal is to make this session personal, individual, and ready to go! This session is ideal for ESL Resource teachers who support ELLs in their core classroom. You must bring a classroom teacher with you to the workshop. Maximum number of participants is 24 (12 ESL teachers with 12 classroom teachers).
3A	A Small Town Welcomes NEWCOMERS!	Elementary	Wilma Pettingill Limestone DSB	This presentation will reflect how a small community, a small school board, in conjunction with Immigration Kingston and the City of Kingston, created a model of welcoming newcomers in a cohesive, team-focused approach. The presenter will share the process from a family's arrival to school registration through to support for the newcomers' academic and overall wellbeing.
4A	Apps and English Language Learners	Elementary	Matthew Webbe & Salima Karim Toronto DSB	Do you want to maximize the power of iPad technology to reach your English Language Learners in meaningful ways? Yes, there are many types of iPad apps available, but selecting and using a limited variety will enhance student engagement for your ELLs. The session will cover strategies for integrating iPads in ELL classrooms. We will discuss and model effective apps which support classroom management, instructional practices, introduction of new content, independent practice, and bridging the language acquisition gap. Participants will have an opportunity to explore "app" stations.
5A	Addressing Islamophobia	Elementary	Caitlin Mcilveen Ottawa Carleton DSB & Dora Chams Thames Valley DSB	Islamophobia is prejudice against Islam or Muslims. This workshop builds awareness relating to issues of Islamophobia and critically examines personal and professional biases. It also explores resources to meet the diverse needs of schools, represent a multiplicity of perspectives, and encourage members to take further actions relating to inclusion within their classrooms, schools, families and communities. (Session sponsored by ETFO)

6A	Partnering With Non-English Speaking Families: Enriching Multilingual Pedagogy	Elementary	Dr. Roma Chumak-Horbatsch Ryerson University	This presentation will focus on the importance of developing and nurturing partnerships with non-English speaking families. Using the portraiture framework and the “funds of knowledge” approach, a language and literacy portrait of non-English speaking families will be presented. Guided by the question, <i>What is good here?</i> , the portrait describes the language and literacy richness of non-English speaking families and explains how their classroom participation can bring linguistic diversity to life. A new partnering framework is introduced and field-tested partnering strategies will be shared and discussed.
7A	Supporting Literacy Instruction Across the Curriculum for English Language Learners (Grades 3-8)	Elementary	Cristina Sánchez-López Illinois Resource Center	Participants in this session will: <ul style="list-style-type: none"> • Practice strategies and model lessons that promote oral academic language and vocabulary development for students at different stages of English language proficiency • View resources that help support multilingual students' home languages in the classroom • Examine reading comprehension strategies in various content areas • Review resources and strategies to promote writing
8A	Scaffolding for Success: Effective Program Planning for ELLs	Elementary	Sharon Seward & Diane Casello Calgary Catholic School District	How can you capitalize on the strengths of your students in order to enhance their English language development? This interactive session will focus on exploring the use of the Alberta <i>ESL Proficiency Benchmarks</i> as a planning tool to develop just the right tasks for ELLs. Practical, research-based strategies will be provided with a focus on effective scaffolding and use of formative assessment. Activating/building background knowledge, fostering oral language development, and the use of home language and culture in the classroom will also be explored as bridges to academic success.
9A	Using Graphic Texts for Inquiry Across Disciplines	Secondary	Mandi Gerland Toronto DSB	This practical workshop uses graphic novels to teach inquiry by helping students make connections between different subject areas and skill sets. It offers teachers scaffolding (materials/tools) for ELLs to learn to study a long format text, do close text analysis (visually and linguistically), and build an essay collaboratively making personal, inter-textual and real world connections among civics, art, film, history, English and media. Text exemplars include <i>Persepolis</i> and <i>The Invention of Hugo Cabret</i> .
10A	Small Group Guided Literacy Instruction for ELD Students	Secondary	Lara Shantz, Stephanie Ledger, Elizabeth Clarkson & Wajiha Bhatti Waterloo Region DSB	This workshop will include the rationale for the use of small group guided instruction for secondary students with limited or no prior schooling. Benefits of this instructional strategy will be discussed with respect to progress in literacy skills and oral language acquisition. Participants will be provided with information and strategies for how to implement and facilitate small group guided instruction for literacy or for content area instruction. Resource recommendations will also be shared.
11A	How to Have Fun Teaching Multilevel Classes	Secondary	Jo Nieuwkerk & Simona Gerstnerova Toronto DSB	This workshop highlights a variety of strategies for teaching ELLs in multilevel classes. It shows how ELLs – at a variety of English levels – became engaged in reading by participating in Book Clubs and how they can improve writing and speaking through Digital Stories. The differentiation of student assessment will also be discussed.

12A	Effective Strategies to Enhance Secondary School Students' Academic Writing: Using <i>Turnitin</i> – a plagiarism detection program – as an effective instruction tool	Secondary	Kevin Walchuk, Jia Li & Michael Owen University of Ontario Institute of Technology	In 2010, the Ontario Ministry of Education licensed <i>Turnitin</i> , a plagiarism detection program, for use in all publicly-funded and First Nations secondary schools. Given the use of <i>Turnitin</i> in Ontario's secondary classrooms, its effectiveness both as a tool meant to identify acts of plagiarism and to help improve students' academic writing, is worth examining. This workshop introduces instructional strategies for using <i>Turnitin</i> constructively and creatively in classroom settings to help students and, in particular ELLs, learn academic expository writing. We hope to assist educators in moving beyond the use of <i>Turnitin</i> as a simple punitive plagiarism check and towards its use as a formative and structural instrument meant to improve the overall quality of academic writing in secondary school classrooms across the province.
13A	The Short OSSLT Reading Prep Course	Secondary	Lorne Kulak Toronto DSB	Over 80% of ELLs who take this 10-hour course are successful on the OSSLT. The course, designed for ELLs, focuses on reading comprehension through an understanding of text structures. Workshop participants will learn how to score open response EQAO reading questions and provide descriptive feedback to students. Multiple choice answering skills are taught using think-aloud. All materials for the course will be provided.
14A	Creating Identity Texts in the Grade 7-10 Classroom	Secondary	Jill Robinson Peel DSB	In this session, participants will have opportunities to explore how the creation of identity texts (oral, written, media) can engage and empower ELLs. Participants will receive an Identity Text Toolbox created by a Peel DSB writing team. The toolbox includes lessons that promote equity and provide a voice for students through rich tasks which embed 21 st Century tools across the curriculum (ESL/ELD, English/Language, Arts/Drama, Geography, World Religions, History and Visual Arts courses).
15A	Welcome to the TDSB Newcomer Reception Centres!	Secondary Gr. 8-12	Janet Jundler, Emma Martin & Lori Rillie Toronto DSB	This is an interactive workshop describing the process of welcoming and assessing TDSB newcomer secondary school students as well as Grade 8 newcomers transitioning to high school.
16A	Using Effective Trauma Informed Strategies with Refugee Youth in an ELL Literacy Based Classroom	Secondary Gr. 7-12	Patti Trussler & Karen Vogel Calgary Board of Education	Situated in an urban high school setting, teachers have attempted to integrate specific strategies, using the ARC (Attachment, Regulation and Competency) Framework to support war-affected youth. Understanding how the pillars of "Attunement, Consistent response and Routines and Rituals" can guide our practice and assist students as they gain learning competency. Teachers address such challenges as: recognizing student triggers and helping students self-regulate.
17A	Finding Home: Personal Journeys and Visual Narratives	All	Vanessa Barnett & Elena Soni Ontario Arts Council Aga Khan Museum	<i>Finding Home: Personal Journeys and Visual Narratives</i> reflects how Canadian students of immigrant parents, newly arrived refugee students, and immigrant youth have interpreted their journeys of adjustment, creating individual structures that are metaphors for their ideas and emotions about the concept of "home." The interconnected structures are in conversation with one another, and a new community has been established through the universal language of art.

18A	ELLs with Learning Difficulties: Assessment, Identification and Instruction	All	Vicki Adelson Toronto DSB	This presentation will discuss ELLs who also may have special education needs and will cover evidence-based methods for assessment, identification and programming for this unique population. The presentation will refer to a recent manual about this topic that will be shared with attendees. The presentation will be led by a Special Education consultant in the TDSB.
19A	Key in To Digital Learning with ELLs	All	Clare Reid Durham Catholic DSB (retired) Christina Maschas-Hammond Peterborough Victoria Northumberland Clarington Catholic DSB	Technology is a powerful tool for engaging and supporting newcomers. Participants will explore a number of helpful digital resources for both teachers and students. Websites for vocabulary development, digital storytelling, and reading comprehension will be shared, along with a number of practical apps for all devices. Note: this session will take place in a computer lab.
20A	Volunteer Teaching in Dekpor, Ghana	All	Natalia Kostiw & Ziya Shah Toronto DSB	Enrich your life as well as the lives of others. Are you curious about teaching and travelling in a developing country? Meet two teachers who have recently taught in Dekpor, Ghana (Africa). We will present our teaching/living experiences in the rural village of Dekpor and its schools founded by a TDSB teacher.
21A	Using Twitter as a Professional Learning Network	All	Carrie Mage Waterloo Catholic DSB	For the inquisitive educator and for the educator who is always looking to expand her/his professional learning network (PLN), Twitter is the place to be! This session will support participants' understanding of Twitter as an opportunity to learn from and connect with educators from around the globe.

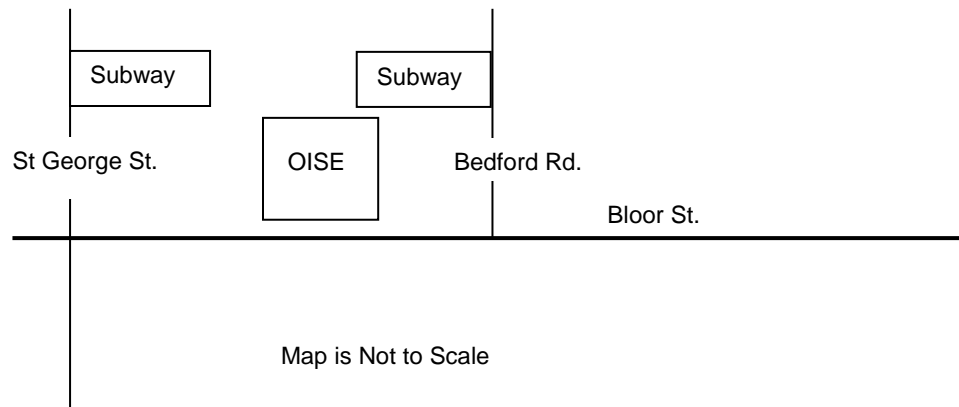


PARKING!

IMPORTANT NOTICE:

Limited public pay-parking is available in the OISE/UT underground parking garage. Please consider using public transit or car-pooling and parking off-site. OISE/UT is directly accessible from the St. George subway station.

For information about municipal and University of Toronto parking see www.greenp.com/tpa/index.jsp or www.fs.utoronto.ca/services/movers/parking.htm



CELEBRATING LINGUISTIC DIVERSITY – Workshop Descriptions

Thursday, May 4, 2017 (1:45 PM - 3:15 PM)				
Session #	Title	Audience	Presenter(s)	Description
1P	Modifying Curriculum Expectations in a SMART and Fun Way	Elementary	Shiry Keltz Toronto DSB	This workshop will explore ways to modify curriculum expectations in all subject areas for ELLs using the SMART way, as well as using students' Multiple Intelligences to create fun activities for all learners to <i>Show What They Know</i> .
2P	Using Technology to Improve Teaching & Learning of Mathematics (Prodigy, Google Apps)	Elementary	Suneeta Datta Toronto DSB	Using student profiles of our ELLs, we will explore <i>Prodigy</i> , the adaptive math game for Grades 1-7, that integrates Ontario math curriculum into a role-playing game. Assignments can be applied to all students allowing for differentiated instruction and EQAO practice. Students share their thoughts and understandings in the Google classroom to receive feedback from their teacher. Please bring your own device to use these programs and share ideas.
3P	Supporting New ESL/ELD Teachers	Elementary	Ann Weber Becker, Tim Keta & Angela McKenna Waterloo Region DSB	New elementary ESL Teachers find themselves in a complex role. In addition to offering quality instruction, teachers must quickly learn new assessment tools, collaborate with other educators and families, and connect with community resources. How can new ESL Teachers be supported? We will offer tools and experiences from our own journeys and reflect together on what else might be possible.
4P	English Language Learners and their Oral Language Development	Elementary	Lynn Farrugia Edmonton Public Schools	Why Oral Language? <i>Oral language is the foundation of literacy learning. Reading and writing are meaningful because they represent and extend the oral language system.</i> (Miriam P. Trehearne) I will share practical strategies to help your ELLs develop their oral language because ... "If they can't say it, they can't read or write it!"
5P	Scaffolding English as an Additional Language in Kindergarten Through Play-Based Learning - An Inquiry Stance	Elementary	Jackie Bradley Brown & Naomi Lawrence Ontario Ministry of Education	<i>[Early childhood is] a period of monstrous significance ... By the time this period is over, children will have formed conceptions of themselves as social beings, as thinkers, and as language users ...</i> (Donaldson, Grieve & Pratt, 1983) This experiential learning opportunity will encourage us to ponder some myths and misconceptions around supporting children learning English as an additional language in Kindergarten. We will uncover the opportunities and challenges play-based pedagogy provides ELLs, and will consider the role of the educators in designing intentional language scaffolds that might be necessary to maximize English language acquisition for our youngest students.

6P	The Best of All Worlds – Le meilleur monde imaginable	Elementary	Dr. Gina Valle Diversity Matters	<i>The Best of All Worlds – Le meilleur monde imaginable</i> is a unique multilingual book in 9 languages for children, their parents and grandparents, which Gina Valle worked on in collaboration with UNESCO. Gina will show you how to bring multilingual storytelling to life through interactive story time, theatre, and theme-based learning activities.
7P	Welcoming Home Languages into the Classroom	Elementary	Fern Westernoff Toronto DSB	Compelling reasons why home languages should be welcomed into the English classroom will be reviewed. Practical ways to invite home languages into the classroom even when you do not speak the language will be shared. How to promote partnerships with parents (including use of the <i>Home Oral Language Activities [HOLA]</i> program) will be highlighted.
8P	Teaching Language Through Content	Secondary	Nancy Bell Toronto DSB	Secondary ESL teachers often have to teach content-based courses to ELLs or provide support to colleagues who have ELLs in their classes. This workshop will review relevant theory and explore the practical reality of teaching language through content. Specific examples will be presented and participants will have the opportunity to develop a “language-focused” lesson in a content area.
9P	Research Skills for ELLs – Reboot!	Secondary	Martha Bazos & Danaca Barnes York Region DSB	Workshop Reboot! We will again be presenting our workshop about explicitly teaching the research process to ELLs. If you are frustrated with students copying and pasting from the Internet and then calling them “research notes”, then come and explore strategies and resources with us. We will share our lessons learned as we try to help students avoid plagiarism. Session will be presented by Teacher Librarian Dept. Head and ESL Dept. Head.
10P	Preparing your ELL Students for University	Secondary	Leora Freedman & Maggie Roberts University of Toronto	A Reading and Writing Specialist and an ELL Coordinator from University of Toronto will describe the support their campuses offer ELL students to encourage continued language learning. Together we will also examine some typical first-year university assignments. Through a group activity, we’ll analyze key aspects of the transition to university-level reading/writing, listening/speaking, and critical thinking.
11P	Interventions and Using Assistive Technology for ELLs with Learning Disorders	Secondary	Chana Boxer, Andrew Oosterhoff, Sylvia Halas & Sara Shyllit Toronto DSB	Our workshop will help participants learn how to recognize LDs among ELLs, which intervention strategies to try, and how assistive technology might support these at risk learners. It is highly recommended that participants bring their own devices for a more interactive experience.
12P	Making Secondary Mathematics Classrooms Accessible for Our English Language Learners	Secondary	Colleen Pollock Thames Valley DSB	Canada has welcomed many newcomers in the last few years and our new ELLs have a lot to offer our Math classrooms. Come learn how to support our ELLs to become part of a Math Community. We will start with an Initial Math Assessment and move to strategies that make Number Talks and Math activities more accessible.
13P	Supporting Newcomers Through School Counselling	Secondary	Susan Guarino Toronto DSB	Are you looking for ways to improve the effectiveness of School Counselling for newcomer students? This workshop reviews school guidance resources and best practices for newcomer students’ success. Enjoy exploring guidance strategies including Solution Focused Counselling techniques.

14P	Is “Extra Time” Enough? Cross-curricular Strategies to Support ELLs in Mainstream Classes	Secondary	Jennifer Meechan & Devinder Pooni-Gunderson Ottawa Carleton DSB	What does support look like for ELLs in mainstream classes? While “extra time” has become a standard practice for A&E, is it the most effective way to meet the needs of ELLs? We will explore strategies that help ELLs more effectively demonstrate their learning, show their thinking about learning, and optimize their exposure to and use of academic English.
15P	The -32°C Project : A Cross-Curricular Approach to STEP Assessment, Mental Health and Oral Language Skills	Secondary	Christine Syniura & Sadhana Hirdaramani Toronto DSB	Language, visual art and environmental education meld together in this collaborative teaching project, aimed at supporting positive ELL mental health outcomes and assessing oral language skills. This interactive workshop will provide practical suggestions for integrating language assessment with cross-curricular lesson planning. Learn how to do “faux” lino-printing in order to create a stunning quilt or art installation for display in your classroom.
16P	Creating Books – Changing Lives	All	Jeanette Voaden Waterloo Region DSB	Come and see how students and their parents created multi-language books using Google Slides and follow the step-by-step process to begin your own creations. Walk away with ideas that you can use at any level!
17P	<i>Des racines et des ailes</i> – A Web Documentary to Promote the Integration of Immigrant Students	All	Sonia Fréchette, Sonia Robitaille & Simon Collin Commission scolaire de Montréal & Université du Québec à Montréal	In Montreal, the immigrant students who need to learn French attend a welcoming class before continuing their regular studies. This interactive web documentary presents videos of good practices and tools to facilitate their social integration and their academic success, the results of an action research made with teachers of welcoming and regular classes.
18P	Guided Reading for Students with Limited Prior Schooling	All	Sharon Newmaster & Stephanie Ledger Waterloo Region DSB	Research has proven that guided reading is an effective and successful strategy for students with limited or no prior schooling. Come and see what it looks like in action as we view and discuss video clips of real students involved in guided reading. Learn new reading and vocabulary strategies you can use with your students.
19P	Pop-Up ESL	All	Coralee Mathews Avon Maitland DSB	Make your key visuals and assignments come alive with 3 dimensional guides and activity designs. If you love to add a little zest and surprise to your teaching, this workshop will show you some new tricks for your favourite content across the curriculum.
20P	The Social and Academic Integration of Syrian Refugees in Canadian Schools	All	Antoinette Gagné, Danielle Freitas, Melissa Beauregard, Zehra Palta, Liza Palander OISE/UT Clea Schmidt University of Manitoba	Presenters consider the educational integration of Syrian refugees in Canada from a standpoint of complex, nuanced, and intersecting factors (e.g., sponsorship status, SES, gender, language, prior educational background) that impact their success in schools, drawing on preliminary findings from a study with ESL teachers in Ontario and Manitoba.

21P	Immigration Trends – Who is coming to Canada?	All	Huma Nauman & Zohra Gillani Catholic Crosscultural Services	Newcomers to Canada reflect to some extent the changing political and economic environments around the world. This workshop will focus on recent immigration trends, changing demographics, newcomers in Toronto schools, issues, challenges, gaps, and changing requirements of schools and settlement support.
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REGISTER EARLY:

Space is very limited in a number of sessions due to room capacity. Early registration will help ensure you get your preferred session choices.

PLEASE indicate your three choices for each session on your Registration Form.

CLEARLY PRINT your email address on your Registration Form.

Thursday Dinner Symposium with Dr. Kristiina Montero

How Do Canadian Educators Stand #WithRefugees? Policies, Pedagogies, and Possibilities

At the end of 2015, UNHCR reported over 65 million displaced persons worldwide. In 2015-2016 Canada resettled over 35, 000 refugees with more than 50% being children and youth under the age of 18. When resettled, children and youth are quickly transitioned into schools where educators and school communities have the potential to stabilize these children's lives, provide them with safer and braver spaces in which to heal, and offer them rich learning opportunities. Close to 5000 refugee newcomers registered in Ontario schools in 2015-2016. Using a Human Rights lens, this symposium will explore how Ontario educators have responded to the rapid increase of refugee newcomers in schools and classrooms as a result of the Syrian humanitarian crisis. Policies/strategies and pedagogies will be examined as barriers to overcome or alliances to strengthen as educators search to find possibilities to help refugee newcomers realize academic, social emotional, and psychosocial wellbeing in resettlement.

M. Kristiina Montero is an associate professor in the Faculty of Education at Laurier. She received her PhD in Language and Literacy Education from The University of Georgia (Athens, GA) in 2004. Prior to her academic career, Dr. Montero was an FSL and ESL teacher in Ontario and Quebec. Dr. Montero's research and practice are framed in community-engaged scholarship that aims to use the space of research to engage with practical problems defined by community stakeholders whose solutions are of interest to a larger community. One of her overarching goals is to give voice to marginalized individuals and communities. Her most recent work examines the impact of early literacy instructional interventions on the English language and literacy development of low literacy adolescent refugees, commonly referred to as students with limited or interrupted formal education. To extend her work with adolescent refugee newcomers she completed the *Global Mental Health: Trauma and Recovery Certificate Program* through Harvard University (2015). Her research can be found in journals such as *TESOL Quarterly*, *The Journal of Adolescent and Adult Literacy*, *The Journal of Children's Literature*, *Middle School Journal*, and *Oral History Forum histoire orale*.



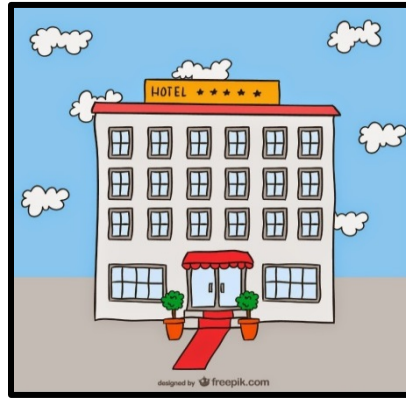
Where: Symposium - Room 2-212
Dinner - OISE Library

When: Thursday, May 4, 2017
Symposium: 4:00 PM
Dinner: 6:00 PM

BUFFET DINNER INCLUDED
Live Music and Cash Bar

Space is limited. Please register early!

The \$55.00 cost of this symposium is in addition to Thursday's regular registration fee. Cost includes speaker session and buffet dinner. Please indicate your attendance on the registration form and add \$55.00 to your total.



Hotels within *walking distance or near OISE, University of Toronto

- Bond Place Hotel, 65 Dundas St. E., Toronto, 416-362-6061
- *Comfort Hotel Downtown, 15 Charles Street East, Toronto, 416-924-1222
- Courtyard Toronto Downtown, 475 Yonge St., Toronto, 416-924-0611
- Double Tree by Hilton Hotel Downtown, 108 Chestnut St., Toronto, 416-977-5000
- Eaton Chelsea Hotel, 33 Gerrard St. W., Toronto, 1-800-243-5732
- *Four Seasons Hotel Toronto, 60 Yorkville Avenue, Toronto, 416-964-0411
- *Holiday Inn Bloor Yorkville, 280 Bloor Street West Toronto, 1-800-467-1538
- *Howard Johnson Hotel Yorkville, 89 Avenue Road, Toronto, 416-964-1220
- *InterContinental Toronto, 220 Bloor Street West, Toronto, 416-960-520

PLENARY SESSION for Friday, May 5, 2017

Keynote Speaker: Dr. Diane Staehr Fenner

Unlocking English Learners' Potential: Strategies and Leadership for ELs' Success

Location: Auditorium – Main Floor

Dr. Diane Staehr Fenner will share a new framework for supporting English learners' engagement with challenging content that includes a unique focus on leveraging teachers' leadership skills. Her presentation will highlight three instructional strategies you can use with ELs and action steps you can take to ensure all teachers support ELs in your context.

Diane Staehr Fenner, Ph.D. is the president of SupportEd, LLC (www.GetSupportEd.net), a woman owned small business based in the Washington, DC area that provides educators of English learners (ELs) the skills and resources they need to champion ELs' success within and beyond students' classrooms. At SupportEd, Diane serves as project lead for all the team's work providing EL professional development, programmatic support, and research to school districts, states, organizations, and the U.S. Department of Education. Diane is an author of four books, a blogger for the Colorín Colorado website, and a frequent keynote presenter on EL education at conferences across North America. Prior to forming SupportEd, Diane was a research associate at George Washington University's Center for Excellence and Equity in Education and spent a decade as an ESOL teacher, dual language assessment teacher, and ESOL assessment specialist in Fairfax County Public Schools, Virginia, the nation's tenth largest school district. She also taught English in Veracruz, Mexico and Berlin, Germany. Diane earned her Ph.D. in Multilingual/Multicultural Education with an emphasis in Literacy at George Mason University. She lives in Fairfax, Virginia, with her husband, three elementary age kids who are in a Spanish dual language program in their public school, a dog, a few fish, and an elderly hamster. Diane speaks fluent Spanish and German, grew up on a dairy farm in Central New York State, and is a first-generation college graduate. You can connect with her via email at Diane@GetSupportEd.net or on Twitter at @DStaehrFenner.



Seating in the Auditorium is limited to 500 people, please arrive early for the seat of your choice

Program Overview for Friday, May 5, 2017

Time	Event
8:00 AM	Registration OISE Library - Main Floor
9:00 AM	Please arrive EARLY to ensure the seat of your choice in the auditorium. Keynote Speaker: Auditorium - Main Floor Dr. Diane Staehr Fenner, SupportEd, LLC
10:15 AM	Publishers' Display (2nd Floor) and Refreshment Break
10:45 AM	Morning Workshops: 22A – 44A
12:15 PM	Lunch Break: You may wish to visit one of the nearby restaurants on Bloor Street and surrounding area. The Publishers' Display will be open during the lunch break and will close at 1:45 pm.
1:15 – 1:40 PM	Nai Syrian Children's Choir Auditorium - Main Floor (special performance, everyone welcome!) <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  </div> <div>  </div> </div>
1:45 PM	Afternoon Workshops: 22P – 34P

CELEBRATING LINGUISTIC DIVERSITY – Workshop Descriptions

Session #	Friday, May 5, 2017 (10:45 AM - 12:15 PM)			
	Title	Audience	Presenter(s)	Description
22A	Orientation to School Life	Elementary	Martha MacKenzie Ottawa Carleton DSB	This workshop will explore the keys to successfully welcome newcomer students and families. Participants will examine strategies that can assist in making the transition from life in a refugee camp to those first few weeks of school. Topics will include: <ul style="list-style-type: none"> • The First Welcome • Orientation to the School • Communication • Creating Welcoming Classrooms • Using Visual Supports
23A	Adapting Lessons for English Language Learners	Elementary	Salima Karim & Marshalin Paryani Toronto DSB	This workshop focuses on adapting lessons creatively and critically to meet the needs of our diverse and inclusive classroom of learners. We will explore activities that enhance learning in fun and interactive ways.
24A	Summer Learning and ELLs	Elementary	Denise Lepitre O'Drowsky Waterloo Region DSB	Come and see an overview of a 3 week Summer Learning Program promoting literacy and numeracy skills for primary ELLs (SK – Grade 2). Jam-packed unit plans will be shared with <i>Slip and Slither</i> , <i>Water</i> , and <i>How Things Move</i> themes. Game templates will be provided.
25A	It's Hard to Learn When You're Not at School	Elementary	Martha McGloin & Hajnalka Klein Toronto DSB	Some of our English language learners are frequently absent from school – making academic progress and social integration especially challenging. This workshop will highlight a variety of results stemming from partnerships and practices developed by teachers, settlement workers, social workers and administrators to address attendance issues.
26A	Promoting Linguistically Inclusive Learning Environments in the Kindergarten Classroom	Elementary	Margaret Da Silva & Shareen Young Toronto DSB	<i>"Valuing children's first language is an important way of affirming cultural identity, sense of self, and place in the broader community. It also facilitates second language acquisition."</i> <i>How Does Learning Happen, Ontario Ministry of Education, pg.42</i> In this session we will focus on ways educators have created learning environments in kindergarten that are culturally and linguistically inclusive of children's first languages while contributing positively to developing English language skills. We will highlight how these examples also reflect the pedagogy central to the four frames of learning in the new Kindergarten Program.
27A	Communication Disorders and the Emergent Bilingual Student: Key Indicators	Elementary	Fern Westernoff Toronto DSB	Descriptions of speech disorders (articulation, fluency, voice) and language disorders (comprehension and expression) will be presented. Observations regarding the communication of typically developing ELLs will be compared with ELLs who have communication difficulties. Guidelines suggesting the need to involve the speech-language pathologist will be included.

28A	Dancing A to Z: Language, Movement and Math	Elementary	Arpita Ghosal & Jeannie Chung Toronto DSB	<p>Movement goes with more than just music... it can integrate language and math programs! In this participatory workshop, you'll explore Rudolf Laban's 4 elements of movement (body, space, time, force) and experience a dynamic, memorable way to:</p> <ul style="list-style-type: none"> • Foster language acquisition • Enhance ESL/ELD instruction • Experience the "language" of math • Integrate the arts with language and math <p>All participants will receive a comprehensive resource to help them immediately implement the strategies explored in their classrooms.</p>
29A	Multilingual Resources to Support Diverse Learners	Elementary	Cristina Sánchez-López Illinois Resource Center Theresa Young Sound Communication	<p>In this session, the presenters will:</p> <ul style="list-style-type: none"> • Review key literacy and language learning principles for multilingual, multicultural learners • Summarize accumulating research demonstrating how home language supports English literacy development for bilingual speakers with or without exceptional needs • Employ strategic use of home language in literacy instruction and/or intervention to enhance learner identities as multilingual communicators, readers and writers • Showcase online and print samples of authentic multilingual literacy learning across grade levels
30A	What ESL/ELD Teachers Need to Know About Guidance Support, Course Selection, and Post-Secondary Pathways	Secondary	Kayla Akler & Florentino Gecolea Toronto DSB	<p>This workshop is intended to support ESL/ELD Teachers and Guidance Counsellors in the intermediate and secondary panels (Grades 8-12). Participants will leave the workshop with a solid understanding of: ESL/ELD programs, course pathways, course selection, post-secondary and career/life planning in secondary schools across Ontario.</p>
31A	Teaching Critical Thinking for Writing Paragraph Analysis	Secondary	Mandi Gerland Toronto DSB	<p>This practical workshop offers a scaffolded process for teaching critical thinking when writing paragraph analysis. Materials for different types of paragraphs are offered to guide students through a progression of skills and language forms. Materials include all forms of learning assessment: diagnostic tools/strategies (AfL), formative practice activities for class, group, teacher-student feedback (AaL) and assignments/summative evaluation tasks with rubrics (AoL).</p>
32A	Leveraging Technology in the ESL Classroom	Secondary	Jana Boglevsky Hamilton-Wentworth DSB	<p>The session will demonstrate how technology can increase student engagement and enhance the learning experience in an ESL classroom. Sample lessons will show how teachers can use their best practices while employing technology to reinforce collaboration and creativity during the lesson process. We are still doing the same great things ... just differently and with a 21st Century edge. The following tools will be highlighted: HUB, Google Drive, Docs, Notability, Explain Everything, Keynote, (any voice recording app), HWDSB Commons (WordPress). Participants are asked to bring their own devices (iPads, tablets, PDAs, laptops, Smartphones).</p>

33A	What matters to the effectiveness of text-based instruction on vocabulary acquisition? Learner's Behaviour & Perception	Secondary	Dr. Jia Li University of Ontario Institute of Technology	Text messaging has become enormously popular as a primary means of written communication among adolescents from different first language backgrounds. A growing body of research has reported on the positive effects of texting-based instruction on ELLs' vocabulary learning. This workshop introduces a 2 month texting-based vocabulary intervention that aims to teach academic and low frequency words in subject content areas to ELLs. Research results from the intervention study demonstrate the interaction of learners' behaviour with their perception of texting-based instruction for their vocabulary acquisition. The findings are discussed along with strategies for the intervention's implementation in the classroom.
34A	IELTS Language Skills	Secondary	Georgia Wilder English Testing Canada	IELTS is a high-stakes English proficiency test that secondary school ELLs use to qualify for university admission. This presentation explains the IELTS rubric and scoring system. We will consider how high-stakes testing tasks are transferrable to (and from) classroom activities and can become a bridge to expectations of post-secondary education. Materials will be provided.
35A	Working With Syrian Youth	Secondary	Manimolie Kanagasabapathy & Rakan Alkhatabi Catholic Crosscultural Services	The presentation will focus on the influx of Syrian youth and the unique settlement and educational challenges they face. The workshop will outline the issues and challenges that Syrian students face, their expectations, educational goals and how school staff and settlement workers are able to create a sense of community and belonging to support Syrian youth and address their concerns.
36A	Snowballs, Songs and Soup: Ways to get ELLs listening and speaking	Secondary	Nancy Soni Toronto DSB	This workshop will focus on practical and interactive speaking and listening activities that are easily implemented in the classroom to compliment ELLs' writing and grammar skills.
37A	Say It Without Words: Graphic Texts Galore!	All	Lorne Kulak Toronto DSB	This workshop will get you started using all kinds of graphic texts. Inquiry lessons will be modelled and shared on: (i) reading pictures, (ii) forms and features of informational graphic texts, and (iii) reading strategies for graphic novels. Several classroom anchor charts will be displayed as documentation of the on-going inquiry into making meaning of graphic texts.
38A	Supporting Muslim Students	All	Sukayna Dewji Toronto DSB	In this hands-on workshop, participants will familiarize themselves with some of the practices of Muslims, followed by working through school-related scenarios. There will be an opportunity to become familiar with various resources about Muslims/Islam.
39A	Between Two Cultures: "Contemporary immigrant and refugee children represented in children's literature"	All	Lynn Farrugia Edmonton PSB	The presenter will share numerous picture books and novels that she has found useful in her classroom. You will learn what to look for and what to avoid when choosing multicultural literature for your class. You will learn where to find these books and ways to use them in your class. A comprehensive book list will be provided.

40A	Rehearsal Space: A Stage Manager's Perspective for the ELD Classroom	All	Kristin Chan Toronto DSB	This workshop will use a drama perspective to introduce the classroom as a "Rehearsal Space" for students to prepare for experiences as an ELL in the real world. Using CODE's Creative Process as a jumping off point, we will explore a theatrical approach to language learning to guide students to gain proficiency, fluency, accuracy and creativity with the English language. http://code.on.ca/resource/creative-process-chart-ontario-curriculum
41A	Using STEP to Program for Students in an ELD Program	All	Gillian Hall Ontario Ministry of Education James Savelli Hamilton-Wentworth DSB	Have you ever wondered how STEP supports programming? Join us for an informative session where we will moderate a student sample and use the STEP ELD Continua to discuss programming choices for ELLs that require the support of an English Literacy Development program.
42A	Multiple Intelligences – New Horizon in LEAP Program	All	Qudsia Ahmad Toronto DSB	My classroom LEAP program adopts <i>Multiple Intelligences</i> as a departure from the notion of a fixed, single intelligence to solve problems. This approach refutes the idea that intelligence is merely something you are born with in a limited amount. This workshop will showcase the creativity and potential you can unleash in your LEAP classroom.
43A	The Gifts Syrians Have Given Us	All	Susan Bruyns, Kelly Corrin, Rifat Hussein, Jennifer Shields, Bozica Vladetic, Denise Taylor-Edwards, Emma Wilson, & Fadel Zabian Thames Valley DSB	This panel presentation will provide a reflection on how Thames Valley DSB's GENTLE Centre response to the recent influx of privately and government sponsored refugees benefitted the entire system in terms of unprecedented community and system-wide collaboration, innovation and cultural sensitivity in welcoming and adapting to newcomers. Particularly recommended for system leaders and reception centre staff.
44A	Math Success for Students with Limited Prior Schooling	All Gr. 4-12	Sharon Newmaster, Loretta Neufeld Vandesande & Kim Young Waterloo Region DSB	Come discover how two ELD program teachers are using Math Running Records and key "Look Fors" to better understand the mathematical knowledge of their students. They will also share how they use this information to create flexible and focused small group instruction and activities to support students' mathematical learning.

CELEBRATING LINGUISTIC DIVERSITY – Workshop Descriptions

Friday, May 5, 2017 (1:45 PM – 3:15 PM)				
Session #	Title	Audience	Presenter(s)	Description
22P	Returning to the ESL/ELD Classroom – What Really Works	Elementary	Sandra Mills-Fisher & Ann Woomert Toronto DSB	Two former ESL/ELD consultants who recently returned to the classroom share their fresh perspectives in this interactive workshop, which will be of particular interest to teachers who are new to the field of ESL / ELD. The presenters will showcase strategies and a variety of resources they find effective in addressing students' English language learning and literacy needs within the context of the TDSB STEP Continua. Participants will explore numerous examples of student work at different steps from Grades 1-8. They will also receive some learning tasks and a list of resources recommended by the presenters.
23P	Educating Newcomer Students with Limited Prior Schooling	Elementary	Katie Brubacher OISE/UT	More and more children are entering elementary school in the Junior and Intermediate divisions with little or no prior schooling. This session will examine some of the unique learning experiences that arise from this group of students, focusing on inclusion and adapting to schooling norms. Participants will have opportunities to network with colleagues and build on each other's knowledge.
24P	Supporting the Settlement Needs of Young Refugee Children	Elementary	Tricia Doyle & Heather Savazzi CMAS	This workshop will increase your knowledge, awareness and ability to support young immigrant and refugee children. Participants will have the opportunity to discuss the impact of culture shock and trauma on the child and family, learn about the research on children's core settlement needs, and take-away strategies to support refugee children and their parents.
25P	English Learners with Disabilities: Optimizing Your Students' Linguistic Resources	Elementary	Theresa Young Sound Communication	In this session, we will explore: <ul style="list-style-type: none"> • Home Language advantages in instruction and intervention • Accumulating evidence supporting home language use for exceptional learners • Example of multilingual interventions and resources for parental partnerships
26P	Integrating Technology in the ESL Classroom to Include Students and Their Parents	Elementary	Natalia Kostiw, Nichola Thompson & Yasmin Hasan Toronto DSB	The presenters will demonstrate how the use of technology in the ESL classroom, such as digital books, iMovies, iPads and a variety of ESL websites can be a springboard for involving newcomer parents to further support their child's use of technology at home (e.g., Storybird.com, IXL math, virtual library).
27P	Inquiry in the LEAP Classroom: Building Confidence, Literacy Skills and a Love for Learning Together	Elementary	Judith Arrowood & Sheila Pinto Toronto DSB	In this session, we will explore the use of inquiry in the LEAP classroom. Drawing on experience with our Grades 4, 5, and 6 students, we will present the successes, challenges and new understandings in our ongoing quest to promote students' higher order thinking. Participants will be invited to join in the discussion as we try activities, view student work and consider resources.

28P	Peer Tutors in the Classroom: Working with Refugee Newcomers	Secondary	Kristiina Montero & Bethany Dixon Wilfrid Laurier University Sharon Newmaster & Hasina Khatun Waterloo Region DSB	Learn how peer tutors engage with refugee newcomers to mentor them through academic as well as social aspects in a high school community. You will learn about the impact of the successes and learning barriers experienced by peer tutors, refugee newcomers and teachers, and understand how the peer tutor program has reciprocally impacted peer tutors and tutees.
29P	Demystifying Graphic Texts for the OSSLT	Secondary	Magda Kalinowska & Jennifer Freudenthal Toronto DSB	This session will focus on a unit of study geared towards preparation for the OSSLT. The stress will be on inference and connection questions related to graphic texts, as they are particularly challenging for ELLs. Tools for incorporating technology to promote student engagement and learning will be demonstrated and shared with participants. Please bring your own device to access Internet resources.
30P	YMCA Newcomer Youth Leadership Development Program	Secondary	Akua Anyemedu & Leora Sas YMCA of GTA	The newcomer Youth Leadership Development (NYLD) Program continues in the YMCA's long tradition of building healthy communities, celebrating diversity, and promoting youth leadership. NYLD offers a safe and collaborative space to facilitate the settlement and integration of newcomer youth into Canadian society. This workshop explores services provided by NYLD including <i>Learn and Lead</i> , after-school programs, and volunteer opportunities.
31P	SAILing into Summer: Academic Summer Opportunities for Students in ELD Programs	Secondary	Katie Ritter & Kristin Douglas Ottawa Carleton DSB	As a response to a significant influx of newcomer students at the end of 2016, a non-credit summer program was created, blending language and literacy instruction, numeracy, well-being, and experiential learning. Pillars of respect, learning, kindness, and community helped inform the design and implementation of the program, leading to a successful experience for all.
32P	Multilingual Collections and Library Settlement Partnerships	All	Susan Debenham & Patty Domski Toronto Public Library	Toronto Public Library offers a wide variety of multilingual materials in French and in 40 additional languages that are responsive to the needs of Toronto's diverse language and cultural communities. Toronto Public Library offers a solid collection of ESL materials for newcomers. Learn about the Library Settlement Partnership (LSP) and how this three-way partnership has successfully been supporting newcomers in Toronto.
33P	G+ Suite for English Language Learners	All	Iniyal Inparajah Hryhorczuk Toronto DSB	This is an introductory workshop for teachers who are interested in using Google Apps for Education (G+ Suite) in an ESL classroom. ELLs can use Google Apps to create, share and collaborate. Teachers can use it not only to give descriptive feedback but also to communicate with students and parents. Using GAFE students can learn anywhere, anytime with any device. Please bring a fully charged device to the workshop and be able to access G+ Suite Apps. We will be working on small tasks and sharing ideas. If you are bringing an iPad, please download the G+ Suite Apps (Google Docs, Google Slides, Google Form).

34P	Performance: <i>Crossing Borders</i>	All	Lynn Schulze Waterloo Region DSB	Breaking Down Barriers Through Story and the Arts: A multi-media student presentation about issues of being a newcomer and fitting in.
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Crossing Borders is a multi-media performance featuring a team of newcomer youth and their Canadian allies.

Through documentary, drama, song, spoken word and more, students pack a punch that inspires audiences to reconsider how they handle inclusion both personally and in their schools or organizations. The team shows how creating together increases empathy and breaks down barriers.

Registration Form Instructions

TDSB STAFF REGISTRATIONS:

1. Photocopy the TDSB Registration Form (Page 26)
2. Complete the form, printing clearly
3. Payment for all TDSB staff must be made **via journal entry**. Please fill in the box with your school/department's Cost Centre number for journal entry purposes.
4. Your principal **MUST** sign the form.
5. Return the form by board courier, or scan and email to:
Celebrating Linguistic Diversity Conference
ESL/ELD Department
Toronto District School Board
1 Civic Centre Court, Toronto, ON, M9C 2B3
Ph: 416-394-7262 Email: lidija.biro@tdsb.on.ca

NON-TDSB REGISTRATIONS: (Registrants from all other jurisdictions)

1. Photocopy the Registration Form (Page 27)
2. Complete the form, printing clearly
3. Make CHEQUE or MONEY ORDER payable to: The Toronto District School Board (see Fee Structure below) and mail to:
Celebrating Linguistic Diversity Conference
ESL/ELD Department
Toronto District School Board
1 Civic Centre Court, Toronto, ON, M9C 2B3
Ph: 416-394-7262
(Payment for the conference must be made in Canadian Dollars)

PLEASE NOTE THE FOLLOWING

- a. Conference fees are **NON-REFUNDABLE**
- b. Location of the Conference is at OISE, University of Toronto **NOT** at the Toronto District School Board. The conference address is:
Ontario Institute for Studies in Education (OISE)
University of Toronto
252 Bloor Street West (St. George Subway Station)
Toronto, Ontario, Canada
- c. The Thursday Dinner Symposium has an additional cost of **\$55.00** and registration is limited.

FEE STRUCTURE:

Non-TDSB Staff Conference Fee:	\$65.00 (1 day)	\$125.00 (2 days)
TDSB Staff and full-time Students other than OISE:	\$45.00 per day	
OISE/UT full-time Students:	\$30.00 per day	
Thursday Dinner Symposium:	\$55.00 Additional Fee	

Examples:

TDSB staff attendee: 2-Day Conference Including Dinner Symposium: \$45 + \$45 + \$55 = \$145.00

Non-TDSB attendee: 2-Day Conference Including Dinner Symposium: \$125 + \$55 = \$180.00

Celebrating Linguistic Diversity Annual Conference
May 4 – May 5, 2017

TDSB Staff
Registration Form

FEES are Non-refundable

Courier or scan and email to: ➡

DO NOT SEND CASH or CHEQUES

Celebrating Linguistic Diversity Conference
ESL/ELD Department
Toronto District School Board
1 Civic Centre Court, Toronto, ON M9C 2B3
Phone: 416-394-7262 Email: lidija.biro@tdsb.on.ca

PLEASE PRINT CLEARLY

Participant: _____
Last Name First Name

Email Address: (Required) _____

TDSB School/Department: _____

Cost Centre: _____ GL: 31500

Principal's Signature: _____

Telephone School /Home or cell: _____
School Phone # Home and/or Cell Phone #

Please Indicate by Workshop # your 1st, 2nd, and 3rd choices for each session.
(Refer to attached Workshop Description List for Workshop #)
YOUR CONFIRMATION will be sent by email and serves as your RECEIPT.

<i>Thursday, May 4, 2017</i>	1 st choice	2 nd choice	3 rd choice
Session # (AM)			
Session # (PM)			
Dinner Symposium	Yes <input type="checkbox"/>	Vegetarian <input type="checkbox"/>	Gluten Free <input type="checkbox"/>
<i>Friday, May 5, 2017</i>	1 st choice	2 nd choice	3 rd choice
Session # (AM)			
Session # (PM)			

Completed Registration Form including payment with Cost Centre number must arrive at our office by Friday, April 14, 2017.

OFFICE USE ONLY:

Registration & CC received (DATE): _____ Amount: _____

May 4th Workshops: AM _____ PM _____ Dinner Symposium: _____ May 5th Workshops: AM _____ PM _____

Celebrating Linguistic Diversity Annual Conference
May 4 – May 5, 2017

**Non-TDSB Staff
Registration Form**

Courier or mail to:

DO NOT SEND CASH

Celebrating Linguistic Diversity Conference
ESL/ELD Department
Toronto District School Board
1 Civic Centre Court, Toronto, ON M9C 2B3
Phone: 416-394-7262 Email: lidija.biro@tdsb.on.ca

PLEASE PRINT CLEARLY

Participant: _____
Last Name First Name

Email Address: (Required): _____

School / Board / Organization: _____

Contact Address: _____ City: _____ PC: _____

Telephone School /Home: _____
School Phone # Home and/or Cell Phone #

Please Indicate by Workshop # your 1st, 2nd, and 3rd choices for each session.
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Dinner Symposium	Yes <input type="checkbox"/>	Vegetarian <input type="checkbox"/>	Gluten Free <input type="checkbox"/>
<i>Friday, May 5, 2017</i>	1 st choice	2 nd choice	3 rd choice
Session # (AM)			
Session # (PM)			

Non-TDSB registrants, please include with this form your cheque made payable to the TORONTO DISTRICT SCHOOL BOARD. Completed Registration Form including payment must arrive at our office by Friday, April 14, 2017.

OFFICE USE ONLY:

Registration & Cheque received (DATE): _____ **Amount:** _____

May 4th Workshops: AM _____ PM _____ Dinner Symposium: _____ May 5th Workshops: AM _____ PM _____