

Reading Recovery® & Early Literacy 5th Atlantic Conference



Changing futures...one child at a time!
Changer l'avenir...un enfant à la fois!

Friday, May 7, 2010, 9:00am – 4:00pm
Saturday, May 8, 2010, 9:00am – 3:45pm
Seton Academic Center, Mount Saint Vincent University
Bedford, Nova Scotia

Reading Recovery® and Early Literacy

This conference offers keynote and breakout sessions focused on literacy and language development with learners from diverse backgrounds. Sessions will be of interest to **Reading Recovery** teachers, **English and French Second Language Early Literacy** teachers, **Learning Center/Resource** teachers, **Consultants** and **Administrators**. The conference is organized by the Canadian Institute of Reading Recovery Atlantic Division, a non-profit organization dedicated to ensuring that all children learn to read and write.

Publishers' Displays

Major publishers will provide displays of current publications available for purchase and/or order.

Keynote Speakers

Betsy Kaye

Betsy Kaye is a trainer of Reading Recovery teacher leaders at Texas Woman's University and a faculty member in the Department of Reading. She has been involved in Reading Recovery since she trained as a teacher in 1988-89. Betsy has also worked as a special education teacher and a classroom teacher. She has a recent article about taking words apart in the *Journal of Reading Recovery* and has collaborated with trainer colleagues to produce the *Sensitive Observation of Reading Behavior Running Record Professional Learning Package*. She currently serves on the Executive Board of the Reading Recovery Council of North America and the Executive Committee of the North American Trainer Group.

Pat Johnson

Pat Johnson has supported both students and teachers as an elementary reading teacher for 25 years. Most of her career has been in schools with diverse populations in Fairfax County, Virginia. She is a Reading Recovery trained teacher and was also an adjunct faculty member for George Mason University. Presently, as a literacy consultant, Pat provides staff development for various school districts nationwide and has presented at state and national conferences. She is the author of *One Child at a Time: Making the Most of Your Time with Struggling Readers, K-6* (Stenhouse, 2006) and co-author of *Catching Readers Before They Fall* (Stenhouse, February, 2010.)

Speakers

Lorna Ansems	Reading Recovery Teacher Leader, Charlottetown, PE
Sylvie Arseneau	Enseignante formatrice en Intervention preventive en lecture-écriture, NB
Natalie Barnes	Classroom Teacher, Yarmouth, NS
Janet Bright	Student Services Consultant, Department of Education, NS
Barb Brown	Reading Recovery Teacher Leader, Truro, NS
Barb Cochrane	Consultant for Program Planning, SSRSB, Bridgewater, NS
Joy Cookson	Reading Recovery Teacher Leader, Sydney, NS
Paul Cousineau	Reading Recovery Teacher Leader, Toronto, ON
Francesca Crowther	Reading Recovery Teacher Leader, Annapolis Valley, NS
Trish Elcombe	Reading Recovery Teacher Leader, London, ON
Gerald Felix	Acting Director, French Second Language Program Services, NS DOE
Owen Ferguson	Teacher, 6 th grade, Trenton, NS
Céleste Fois-Lahey	Teacher, 6 th grade Intensive French/Mentor, Cape Breton, NS
Gretchen Gerhardt	Reading Recovery Teacher Leader, Lunenburg, NS
Jennifer Gillingham	Reading Recovery Teacher Leader, Toronto, ON
Nicole Godin	Enseignante formatrice en Intervention preventive en lecture-écriture, NB
Tammy Harrison	Teacher, Primary, Amherst, NS
Barbara Hill	Consultant, Literacy Designs Canada, Langley, BC
Cindy Hiseler	Reading Recovery Teacher Leader, Annapolis Valley, NS
Janice Inkpen	Teacher, Primary/1 st Grade/Reading Recovery, Dartmouth, NS
Dianne Jacquard	Reading Recovery Teacher Leader, Yarmouth, NS
Heather Janes Pedersen	Reading Recovery Trainer/Coordinator, CIRR Atlantic Division, NS
Judy Kennedy	Teacher, 1 st grade, Truro, NS
Anita Kingdon	Assistive Technology Facilitator, SSRSB, Lunenburg, NS
Joanne Lacey	Reading Recovery Teacher Leader, Truro, NS
Dawn MacDonald	Teacher, Primary, Dartmouth, NS
Karen MacDonald	Reading Recovery Teacher Leader, Miramichi, NB
Susan MacDonald	Reading Recovery Teacher Leader, Antigonish, NS
Susan MacDonald	Reading Recovery Teacher Leader, Sydney, NS
Susan Martin-O'Brien	Literacy Coordinator, NS Department of Education
Ray McDermid	Reading Recovery Teacher Leader, Charlottetown, PE
Myrna Noddin Bona	Reading Recovery Teacher Leader, Truro, NS
Ann Power	Director of Resource & Assessment Services, APSEA, Halifax, NS
Yvonne Rafuse	Coordinator of Student Development Elementary, SSRSB, Bridgewater, NS
Stephanie Reashore	Classroom teacher, Barrington, NS
Sheila Ross	Classroom teacher, Barrington, NS
Angele Saulnier-Nicholson	Early Lit. Consultant/Reading Recovery Teacher Leader, Truro, NS
Dale Severyn	Reading Recovery Teacher Leader/Consultant, Heinemann, Winnipeg, MB
Marcia Smith	Reading Recovery Teacher, Miramichi, NB
Dianne Stuart	Reading Recovery Trainer/Coordinator, CIRR Mountain Pacific Division, Vancouver, BC
Jackie Sweeney	Reading Recovery Teacher Leader, London, ON
Nancy Taylor	Early Learning Coordinator, Nova Scotia Department of Education
Janice Van Dyke	Reading Recovery Trainer/Coordinator, CIRR Central Division, ON
Barb Welsford	Manager of Assistive Technology Centre, SSRSB, Lunenburg, NS

Conference Overview

Thursday, May 6, 2010

5:00 – 7:30 pm – Registration – Seton Hall

Friday, May 7, 2010

7:30 am: Registration/Continental Breakfast
8:00 am: Publishers' Displays Open
8:45 am: Conference opening/Welcome
9:00 am: Keynote Speaker – Elizabeth Kaye
10:15 am: BREAK
10:45 am: Reading Recovery, Early Literacy, French Literacy, and Administrators' Breakout Sessions
12:00 pm: LUNCH (*Please Join us for cake to celebrate the 25th Anniversary of Reading Recovery in North America*)
1:15 pm: Reading Recovery, Early Literacy, French Literacy, and Administrators' Breakout Sessions
2:30 pm: BREAK
2:45 pm: Reading Recovery, Early Literacy and Administrators' Breakout Sessions
4:00 pm: Sessions Conclude/Publishers' Displays Close

Saturday, May 8, 2010

7:30 am: Registration/Continental Breakfast
8:00 am: Publishers' Displays Open
8:45 am: Conference Opening/Welcome
9:00 am: Keynote Speaker – Pat Johnson
10:15 am: BREAK
10:45 am: Reading Recovery, Early Literacy, and French Literacy Breakout Sessions
12:00 pm: LUNCH
1:00 pm: Reading Recovery, Early Literacy, and French Literacy Breakout Sessions
2:15 pm: BREAK
2:30 pm: Reading Recovery, Early Literacy and French Literacy Breakout Sessions
3:45 pm: Sessions Conclude/Publishers' Displays Close

Conference Sessions

Strand	Conf. Code	Session
All Strands	Keynote (Friday)	<p>Betsy Kaye</p> <p><i>You Can't Make a Flower Grow By Pulling on It</i> What are the "optimal conditions" for cultivating young readers and writers? Explore the challenges and joys of guiding children as they begin their literacy journeys.</p>
All Strands	Keynote (Saturday)	<p>Pat Johnson</p> <p><i>Making the Most of Your Time with Struggling Readers</i> All teachers have at least one if not several struggling readers in their classrooms. Pat will address how best to understand what is going on with struggling readers in order to best meet their specific needs.</p>
Reading Recovery	RR-1 (Featured)	<p>Betsy Kaye</p> <p><i>Taking Words "A-Part, Ap-art, Apar-t" While Reading</i> Accomplished readers display a myriad of ways to flexibly work with letters and letter groups while reading continuous text. This session draws upon the presenter's work with proficient young readers, <i>Literacy Lessons</i>, and data from Reading Recovery lessons to explore ways to foster visual analysis in continuous text.</p>
	RR-2	<p>Janice Van Dyke</p> <p><i>Teaching Decisions: What does it mean to be helpful?</i> This session will focus on the relationship between teacher observations, actions and language in selecting crucial next learning if the goal is to develop the beginnings of a self-extending system from the first lesson.</p>
	RR-3	<p>Trish Elcombe, Jackie Sweeney & Barb Brown</p> <p><i>Say that again...Examining the Importance of Oral Language</i> Exploring children's use of their own language structures to support and facilitate the use of 'new' structures effectively on text.</p>
	RR-4	<p>Ray McDearmid & Lorna Ansems</p> <p><i>Active From the Start</i> Clay states, "The first weeks of lessons lay the foundation for subsequent success." This session will focus on Roaming around the Known and effectively moving into instruction so children are active problem-solvers from the start.</p>
	RR-5	<p>Susan MacDonald & Joy Cookson</p> <p><i>Ways of Solving Words in Writing: Fostering Flexibility</i> In order to ensure progress in writing, children need to develop a variety of ways to solve new words. For discussion purposes, session participants are asked to bring the lesson records, writing book and writing vocabulary for one of their Reading Recovery students.</p>

Early Literacy	RR-6	<p>Heather Janes Pedersen</p> <p><i>Does it REALLY sound good?</i></p> <p>Using audio/video recordings this session will explore how the sound of a child's reading provides a window into his/her processing and can tell us where our teaching needs to go next. Participants will be encouraged to reflect objectively on what constitutes reading that <i>sounds good</i>.</p>
	RR-7	<p>Gretchen Gerhardt</p> <p><i>Getting the Brain's Attention: Helping children become more aware and active.</i></p> <p>Some children would need a lifetime of immersion if we waited for them to "discover" the reading process. Whether our teaching helps or hinders children depends on our understanding of literacy processing. Further develop your understanding of this complex process and how to examine records as a way to inform teaching decisions and specific prompting when children are reading texts.</p>
	RR-8	<p>Paul Cousineau & Jennifer Gillingham</p> <p><i>Assembling Cut-Up Stories...More Than Just a Puzzle!</i></p> <p>The power of this puzzle-like activity provides children with opportunities to relate reading to writing, writing to speaking, and reading to speaking. The interrelationships of these three language activities provide opportunities to strengthen children's working systems with print.</p>
	RR-9	<p>Dianne Stuart</p> <p><i>An Untapped Power: The Reciprocity of Reading and Writing</i></p> <p>"A better understanding about reciprocity could lead to more effective teacher interactions" (Clay, 2001). This session will explore the common ground between reading and writing and discuss how Reading Recovery teachers can use this knowledge to build the foundations for a self-extending system.</p>
	RR-10	<p>Joanne Lacey & Myrna Noddin Bona</p> <p><i>Extending Writing Through Conversation</i></p> <p>Conversations feeling like interrogations? Participants will explore aspects of good conversation prior to writing, analyse videotaped conversations, and reflect on the impact that authentic conversation has on children's writing.</p>
	EL-1 (Featured)	<p>Pat Johnson</p> <p><i>Inferring: The Heartbeat of Comprehension</i></p> <p>How do we teach students, from the very earliest grades, to dig deeper and get beyond the literal level of texts? Pat will address ways to spotlight the teaching of inferring without having the teaching become heavy-handed.</p>
	EL-2	<p>Dale Severyn</p> <p><i>When Readers Struggle: Teaching that Works</i></p> <p>We have seen what individual tutoring, the most effective level of intervention can do. Supplementary small group instruction has a place in a well-coordinated literacy program. This will be explored in this session.</p>
	EL-3	<p>Dawn MacDonald & Janice Inkpen</p> <p><i>The Reciprocal Properties of Reading and Writing</i></p> <p>This session will look at samples of student writing from Primary and Grade 1 showing progression from September to May to understand the important links and connections children make between their writing and reading. It will explore the very strong connection between the development of oral language and the composing of children's small moment stories.</p>

EL-4	<p>Yvonne Rafuse & Barb Cochrane</p> <p><i>The Reading Journey...A Few Bumps in the Road?</i></p> <p>This session will address the Program Planning Process for all students who are recommended for support beyond the classroom. Discussion will focus on research based practice including the <i>Pyramid of Intervention Model</i> and <i>Assessment for Learning</i> as a safety net required by all students on the reading journey. Presenters will share their board's assessment protocols called <i>Supporting Early Literacy Learners</i> (SELL) and share the role of the Program Planning Process to address struggling readers through a continuum of supports.</p>
EL-5	<p>Barb Welsford & Anita Kingdon</p> <p><i>Assistive Technology: Access to Literacy</i></p> <p>Assistive technology can provide access to information for students with learning disabilities. Through the use of various software titles students can expand and rehearse literacy development strategies taught in the class or Reading Recovery. This session will provide examples and demonstrations of various literacy based AT, its use and application in our school systems. IT will utilize Keynote (PPT), video, Q & A in case study format and include a discussion of the process of identifying appropriate AT to match the user.</p>
EL-6	<p>Cindy Hiseler</p> <p><i>Writing Memoir with our Youngest Students</i></p> <p>We'll investigate memoir using mentor texts and our own memories and then examine effective ways of supporting our students as they write about treasured memories of events, people and places.</p>
EL-7	<p>Owen Ferguson & Judy Kennedy</p> <p><i>Motivating Students to Write – A Shared Writing Opportunity</i></p> <p>A key component in the development of writing skills is motivation. Strategies to maintain motivation and encourage self-assessment will be provided through a fast-paced activity filled workshop.</p>
EL-8	<p>Nancy Taylor & Susan Martin O'Brien</p> <p><i>Primary Education: Learning at Play</i></p> <p>Play has been described as "the material of literacy". In this workshop, participants will explore how play – in a developmentally appropriate and culturally relevant environment – paired with intentional literacy experiences increases both language and literacy expectations for students.</p>
EL-9	<p>Tammy Harrison</p> <p><i>"I Can Write!!" Helping students find their voice and develop a love of writing.</i></p> <p>This interactive session will demonstrate the importance of writing from day one. Tammy will draw on her own experience as a Primary teacher to demonstrate how to build a community of writers and develop writing fluency through meaningful, continuous exposure to the writing process. Using real student writing samples, this session will help you to breathe new life into your classroom writing program.</p>
EL-10	<p>Barbara Hill</p> <p><i>Getting it Good! – Using the message to drive the reading process</i></p> <p>Reading is about getting the message! Learning right from the start how to use meaning to drive the process can foster phrased, fluent and expressive reading. This session will look at ways to do that and to accelerate the progress of early learners.</p>

French Literacy	EL-11	<p>Natalie Barnes & Dianne Jacquard</p> <p><i>Organizing Classroom Literacy Assessment P-3</i> This session is planned with P-3 classroom teachers in mind. An elementary classroom/Reading Recovery teacher will share a simple yet powerful way of organizing the evidence of learning in her classroom. The approach is simple and includes both the student and the parent in the process. Session participants will leave with three concrete ideas that can be used immediately.</p>
	EL-12	<p>Sheila Ross & Stephanie Reashore</p> <p><i>Creating Connections</i> This session will examine the vitally important relationship between the classroom teacher and the Reading Recovery teacher in maximizing the learning for all students. Participants will view literacy from a developmental perspective by discussing best practices of literacy instruction in both an early elementary classroom and a grade three classroom.</p>
	FR-1	<p>Angele Saulnier-Nicholson</p> <p><i>Mes premiers pas envers la littérature</i> Cet atelier vise à appuyer le développement d'un processus efficace de lecture/écriture à l'intérieur d'un programme de littérature équilibré.</p>
	FR-2	<p>Sylvie Arseneau & Nicole Godin</p> <p><i>Une conversation...un simple détour, quelques minutes...grands résultats !</i> Un détour conscient vers la conversation peut avoir un impact direct et important dans l'apprentissage de la lecture et de l'écriture. Pourquoi et comment avoir des conversations avec les jeunes apprenants.</p>
	FR-3	<p>Susan MacDonald</p> <p><i>Intégrer la production orale, la lecture et l'écriture en langue seconde</i> Cette session vise à aider les enseignants à développer un enseignement stratégique en littérature afin d'intégrer et de promouvoir la production orale, la lecture et la production écrite dans l'apprentissage d'une langue seconde.</p>
	FR-4	<p>Gerald Felix & Céleste Fois-Lahey</p> <p><i>La littérature en classe de Français langue seconde</i> Cette session propose le partage de l'encadrement provincial de la littérature dans le contexte du Français langue seconde. Également, quelques stratégies de littérature seront modélisées et les participants auront l'occasion d'en pratiquer leur emploi lors de la session.</p>
Administrators	FR-5	<p>Francesca Crowther</p> <p><i>Un programme d'intervention pour les élèves à risque (M-1, immersion)</i> Cet atelier pratique explique un nouveau programme d'intervention en littérature pour les petits groupes d'élèves à risque dans les classes de maternelle et 1^e année immersion à AVRSB.</p>
	AD-1	<p>Janet Bright & Ann Power</p> <p><i>Supporting Literacy Success for All Students</i> This session provides an overview of the provincial implementation of Reading Recovery in Nova Scotia and the use of data to initiate the implementation and document its success. Data on students progress in Reading Recovery, on the Grade 3 provincial literacy assessment and Grade 4 literacy pilots provide evidence that support the effectiveness of Reading Recovery in Nova Scotia. Possible future directions for research and collaboration related to early literacy and students with sensory impairments will also be discussed.</p>

	AD-2	<p>Marcia Smith & Karen MacDonald</p> <p><i>Making a Difference for Each One: Sharing one district's successes.</i> This session will look at how New Brunswick District 16 uses a three-tier approach to enhance literacy learning from Pre-K to grade two. Come and see how our programs and interventions have helped make a difference for each one.</p>
	AD-3	<p>Dianne Stuart</p> <p><i>Strengthening the Implementation: Building Understanding and Ownership</i> The power of Reading Recovery within a system is based on an understanding of the rationales. This session will explore some of the major principles which support achieving the best possible results.</p>

FRIDAY, MAY 7, 2010	9:00 AM – 10:15 AM	BETSY KAYE – GENERAL KEYNOTE SESSION – <i>You Can't Make a Flower Grow By Pulling On It</i>									
	SESSION 1 10:45 AM – 12:00 PM →	RR-2 Janice Van Dyke	RR-3 Trish Elcombe, Jackie Sweeney & Barb Brown	RR-4 Lorna Ansems & Ray McDearmid	RR-5 Joy Cookson & Susan MacDonald	EL-2 Dale Severyn	EL-3 Dawn MacDonald & Janice Inkpen	EL-8 Nancy Taylor & Susan Martin-O'Brien	FR-1 Angele Saulnier-Nicholson	FR-2 Sylvie Arseneau & Nicole Godin	AD-3 Dianne Stuart
	SESSION 2 1:15 PM – 2:30 PM →	RR-6 Heather Janes Pedersen	RR-8 Paul Cousineau & Jennifer Gillingham	RR-10 Joanne Lacey & Myrna Noddin Bona	EL-5 Barb Welsford & Anita Kingdon	EL-7 Owen Ferguson & Judy Kennedy	EL-12 Sheila Ross & Stephanie Reashore	EL-9 Tammy Harrison	FR-3 Susan MacDonald	FR-5 Francesca Crowther	AD-1 Janet Bright & Ann Power
	SESSION 3 2:45 PM – 4:00 PM →	RR-7 Gretchen Gerhardt	RR-9 Dianne Stuart	RR-5 Joy Cookson & Susan MacDonald	EL-11 Natalie Barnes & Dianne Jacquard	EL-6 Cindy Hiseler	EL-4 Yvonne Rafuse & Barb Cochrane	EL-10 Barbara Hill	AD-2 Karen MacDonald & Marcia Smith		
SATURDAY, MAY 8, 2010	9:00 AM – 10:15 AM	PAT JOHNSON – GENERAL KEYNOTE SESSION – <i>Making the Most of Your Time with Struggling Readers</i>									
	SESSION 1 10:45 AM – 12:00 PM →	RR-6 Heather Janes Pedersen	RR-3 Trish Elcombe, Jackie Sweeney & Barb Brown	RR-8 Paul Cousineau & Jennifer Gillingham	RR-9 Dianne Stuart	EL-4 Yvonne Rafuse & Barb Cochrane	EL-6 Cindy Hiseler	EL-9 Tammy Harrison	EL-2 Dale Severyn	FR-4 Gerald Felix & Celeste Foisy-Lahey	FR-5 Francesca Crowther
	SESSION 2 1:00 PM – 2:15PM →	RR-1 Betsy Kaye				EL-7 Owen Ferguson & Judy Kennedy	EL-3 Dawn MacDonald & Janice Inkpen	EL-8 Nancy Taylor & Susan Martin-O'Brien	FR-1 Angele Saulnier-Nicholson		
	SESSION 3 2:30 PM – 3:45 PM →	RR-2 Janice Van Dyke	RR-7 Gretchen Gerhardt	RR-10 Joanne Lacey & Myrna Noddin Bona	RR-4 Lorna Ansems & Ray McDearmid	EL-1 Pat Johnson				FR-2 Sylvie Arseneau & Nicole Godin	FR-3 Susan MacDonald

[Registration Information](#)

Registrations can be made by mail or email or through PayPal. Confirmation will be mailed or e-mailed upon receipt of your completed registration form and payment by either cheque or by Paypal (recipient address for payment is cirr@rogers.com). **There will be no on-site registration.** All cheques made payable to: **Canadian Institute of Reading Recovery. ALL REGISTRATIONS MUST BE RECEIVED BY FRIDAY, APRIL 23, 2010.**

Refunds, less a service charge of \$50, will be issued with a written cancellation before **April 16, 2010.**
SUBSTITUTIONS ARE WELCOME

[Accommodation Options](#)

Mount Saint Vincent University, Bedford Highway

MSVU provides accommodations at the most affordable rates. Accommodation can be arranged directly with Mount Saint Vincent University (902-457-6364) or by email at reservations@msvu.ca. Rates start at \$41.63 for a traditional single room. Double, suite, and apartment-style accommodations are also available at an increased rate. When making reservations by phone indicate you are attending the Reading Recovery/Early Literacy Conference in order to be placed in a common area with other attendees.

Delta Barrington, 1875 Barrington St., 902-474-5150 or 1-888-423-3582

Delta Halifax, 1990 Barrington St., 902-474-5150 or 1-888-423-3582

Future Inns, 30 Fairfax Dr., 902-443-4333 or 1-800-565-0700

*Other hotels are available. Provided is a sampling of those in the area.

[Directions to MSVU](#) (Particularly on Friday, please account for rush hour traffic)

From downtown Halifax:

From Barrington Street, proceed north towards the Bedford Highway #2 (heading to Bedford). Continue north on the Bedford Highway. The MSVU Campus is located on the west side of the Highway, about an 8 minute drive from downtown Halifax.

From Dartmouth:

Cross the Macdonald Bridge or the MacKay Bridge towards Barrington Street in Halifax. Continue north on Barrington Street, towards the Bedford Highway #2. Continue north on the Bedford Highway. The MSVU Campus is located on the west side of the Highway, about a 5 to 8 minute drive from the Dartmouth bridges.

From the Halifax International Airport:

At the airport, take Highway #102 south to Halifax. Continue on Highway #102 until Exit 2. Go east on Exit 2 (Kearney Lake Road) towards the Bedford Highway #2. Go south on the Bedford Highway. The MSVU Campus is located on the west side of the Highway, about a 20 minute drive from the airport.

[MSVU Parking](#)

All sessions will take place in Seton Academic Center. Parking is included in the cost of registration.

Registration Form

Registration may be made by mail **by cheque** or through **PayPal**. Fax registrations are **not** accepted. There will be no on-site registration. **ALL REGISTRATIONS MUST BE RECEIVED BY FRIDAY, APRIL 23, 2010.** Participants will receive an electronic confirmation but will need to pick up a nametag and information package at the on-site registration desk on the day of the conference.

▶ **One registration per form. ▶ Type or print clearly. ▶ Make a copy of the registration form for your records.**

Name: _____ **Street Address:** _____
City: _____ **Province:** _____ **Postal Code:** _____
Home Phone: _____ **Work Phone:** _____
Fax: _____ **Email (required):** _____
 Reading Recovery Classroom Administrator Consultant Other

Fees (Please check)

- \$300 Full Reading Recovery & Early Literacy Conference (Friday & Saturday). Includes two continental breakfasts and two box lunches.
- \$175 One day only (either day). Includes one continental breakfast and one box lunch. Indicate day:
 Friday
 Saturday

Return completed form and cheque to: (Please make cheques payable to: Canadian Institute of Reading Recovery)

Lisa Wong
 70 Ainsdale Road
 Scarborough, ON M1R 3Z2
 Email: lisapodaraswong@rogers.com

<p>Office use only: Date Rec'd: _____ Cheque #: _____ Date Confirm Sent: _____ Receipt #: _____ Issued by: _____</p>
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Pay Directly Through PayPal (press control and click on link below and use cirr@rogers.com as recipient address) [Send Money - PayPal](#) or www.paypal.com.

Please check box if have made payment through PayPal.
 Registration form must still be sent to address above.

Session Selections

Please indicate top 3 session preferences in each timeframe using the session codes included in the conference session outline. Expressing your preferences on this form does not guarantee your selection. Choices are granted on a first come, first serve basis. Registrations without session preferences will be returned.

Friday, May 7, 2010

9:00 – 10:15 Betsy Kaye, Keynote

10:45 - 12:00 Choice 1 _____
 Choice 2 _____
 Choice 3 _____

1:15 – 2:30 Choice 1 _____
 Choice 2 _____
 Choice 3 _____

2:45 – 4:00 Choice 1 _____
 Choice 2 _____
 Choice 3 _____

Saturday, May 8, 2010

9:00 – 10:15 Pat Johnson, Keynote

10:45 - 12:00 Choice 1 _____
 Choice 2 _____
 Choice 3 _____

1:00 – 2:15 Choice 1 _____
 Choice 2 _____
 Choice 3 _____

2:30 – 3:45 Choice 1 _____
 Choice 2 _____
 Choice 3 _____

<p>Office use only: Friday Sessions</p>	<p>Saturday Sessions</p>
10:45 _____	_____
1:15 _____	_____
2:45 _____	_____



- ① Seton Academic Centre
- ② E. Margaret Fulton Communications Centre
- ③ Rosaria Student Centre
- ④ Assisi Hall
- ⑤ Evaristus Hall
- ⑥ The Birches

- ⑦ New Residence * **Westwood Residence**
- ⑧ The Meadows
- ⑨ Child Study Centre
- ⑩ Seton Annex
- ⑪ Nova Scotia Centre on Aging
- ⑫ Institute for the Study of Women



Excellence • Innovation • Discovery