

# Vision

# Diversity Conference

*Creating a Vision of Equity, Creativity &  
Social/Emotional Competence*

**Early Childhood Education &  
Teachers of Tomorrow**

*28<sup>th</sup> Annual Diversity Conference*

**One Day  
Conference**

**June 1, 2019**

**8:30-3:30**

**5 STARS Hours**



Green River College

Auburn, Washington

Student Affairs Building (SA)

Check-in – 8:30-8:45am

12401 SE 320<sup>th</sup> Street  
Auburn, WA. 98092

(253) 833-9111 ext 2729 - [dholz@greenriver.edu](mailto:dholz@greenriver.edu)



*Opening Welcome Address*  
*Diana Mamerto Holz 8:50am*

This conference is supported in part by the following organizations

The Teachers of Tomorrow Club (TOT)

Green River Early Childhood & Education Program

The Center of Excellence for Careers in Education



*Mindfulness in the ECE Classroom*  
*Presented by Leslie Kessler*  
**9:00-10:00 am**

As early learning educators, we see children every day who appear stressed, overwhelmed, and anxious. When we teach mindfulness to young children, we are sharing with them skillful ways of relating to life's uncomfortable and challenging moments. Mindfulness practice can create a feeling of calmness in the classroom, and help children learn to self-regulate their behaviors. Mindfulness is beneficial for teachers as well and can enhance our physical, social, and mental well-being. Incorporating mindfulness into your daily life can reduce stress and improve your teaching and your students' learning experience. This interactive hour offers inspiration and wellness activities to begin our conference sessions!

*About the Presenter*

**Leslie Kessler** is a full-time faculty member in the ECE Department and Director for Green River's newly-created BAS Degree Program in Infant and Child Mental Health. In addition, she is the Instructional Council Chair at Green River College, where she has worked since 1985. Leslie holds a Master's Degree in Curriculum and Instruction and a Master's Degree in Mental Health Counseling. She completed the Infant-Parent Mental Health Postgraduate Fellowship/Certificate Program at the University of Massachusetts Boston and continues to travel frequently to Boston to visit her new grandson. Leslie also has a daughter who lives in the local area along with two granddaughters.

She is a frequent guest speaker at local conferences and schools, sharing her interest and expertise in the areas of brain development, mental health, and early learning.

## ***SESSION 1 CHOICES – 10:15-11:15***

### **10:15-11:15 Session 1: JOANNE GARROTT *Developing Socially and Emotionally Successful Preschoolers***

Do you have students who melt down easily, have trouble interacting positively with peers or who demonstrate other challenging behaviors? Learn guidance strategies that will support your students' social-emotional growth from a Green River instructor who also has years of experience in the preschool trenches! We will begin by discussing the importance of a foundation of Developmentally Appropriate Practice and how to increase compassion in your classroom by using active listening. Specific ideas for teaching children about social-emotional vocabulary, reading nonverbal cues, building friendship skills and relaxation techniques to help children self-regulate will also be covered. (*Interactions*)

### **10:15-11:15 Session 2: CLAUDIA QUINN *Using Sign Language to Teach Emotional Regulation***

Through language, young children are able to label and express emotions, thoughts, and intentions. Teaching infants and toddlers sign language supports emotion regulation in children too young to verbalize how they feel and what they need. Attend this session and learn some basic signs that support communication and social/emotional learning. (*Child Growth & Development*)

### **10:15-11:15 Session 3: KELLY SEVERSON-KUNZ *Music, Movement & Dance***

Picture a room full of smiling teachers – singing and chanting, marching and dancing, tossing beanbags and swirling scarves. As teachers we know that children naturally love music! During this workshop, students/teachers will sing traditional children's songs and learn many new ones. They will have the opportunity to play with a large variety of simple instruments including tambourines, cymbals, maracas, triangles and different types of drums. Students will also interact with puppets, use rhythm sticks, bean bags and streamers. (*Curriculum & Learning Environment*)

### **10:15-11:15 Session 4: LORI FIETZ *Early Achievers & the Montessori Classroom***

How can Montessori Schools meet the expectation of Early Achievers (and the ECER's Rating Scale) without compromising the integrity of the Montessori philosophy and method? This session will provide a glimpse into an EA-rated Montessori program and will offer some great tips to prepare for or maintain a quality rating, reflecting cultural richness and anti-bias practices. (*Program Planning & Development*)

### **10:15-11:15 Session 5: ROBERTA KIM *Positive Self-Talk: Developing it in Ourselves and in Young Children***

Children who develop self-regulation skills become resilient and can more successfully deal with challenges they face at school, home and in the community. One way to develop self-regulation and resilience is through the use of positive self-talk. What we say to ourselves is often the result of the messages we have heard from parents, teachers and peers. These subtle messages shape how we view ourselves and become a self-fulfilling prophecy. In this session, you will learn that what we say to young children has a significant impact on their attitudes, beliefs, and emotional responses. Instead of replaying old phrases such as, "Sticks and stones can break your bones, but words can never hurt you," you will recognize the harm that is caused when negative words and messages are used. You will learn how to re-frame frustrating situations, use specific feedback to facilitate a growth mindset, and learn strategies to foster positive self-talk in young children to increase resilience that will allow them to persist through the challenges they face so they can grow and succeed. (*Interactions*)

## **SESSION 1 CHOICES – 10:15-11:15**

### **10:15-11:15 Session 6: THERESA LEE *Nature Connections***

The Pacific Northwest is famous for its natural beauty but how is that beauty reflected in our classrooms? Do you provide nature experiences for your children? Is it important? Does nature affect brain development? Social/emotional development? Cognitive development? In this session, we will explore these questions and look at ways that children can become more connected to nature. (*Child Growth & Development*)

### **10:15-11:15 Session 7: ANDEE CHURCH *Knowing the Signs: Using Developmental Screening Effectively***

This training is designed to help early childhood educators and care providers increase knowledge of developmental milestones and warning signs, understand the importance of monitoring and tracking development, build knowledge of tools and resources to support tracking milestones, and increase confidence in discussing development and concerns with parents. (*Ongoing Measurement of Child Progress*)

### **10:15-11:15 Session 8: ANISSA ANDERSEN *Documenting Learning***

Documentation can inform our teaching in the early childhood classroom and reflect the rich way of looking at the world as children see it. It can be an effective tool to share all of the exciting learning that emerges over time. Attend this session and come away with renewed energy and ideas for documenting the things that are happening in your classroom every day. (*Curriculum & Learning Environments*)

### **10:15-11:15 Session 9: NATASSAH WILLIAMS *Simply Breathe: Helping Children Work Through Challenges with Yoga***

Practicing yoga with children, gives children coping mechanisms they can use anytime to deal with challenges. Yoga teaches children self-control by teaching them to control their breath; it enables them to become in tune with their central nervous system by “exercising” the corpus callosum (the link between the right and left hemispheres of the brain) and provides a fun way for children to build strength and flexibility. In this workshop you will learn various breathing techniques to calm children, yoga poses that relax the body and energize the mind, and how yoga enhances learning. Wear comfortable clothes and be prepared to actively participate. (*Curriculum & Learning Environments*)



"The human mind always makes progress, but it is a progress made in spirals." ~Madame de Stael

## **SESSION 2 CHOICES – 11:30-12:30**

### **11:30-12:30 Session 10: LESLIE KESSLER *Introduction to Infant/Child Mental Health***

Increasingly, early care and education providers are encountering young children with emotional challenges. The typical child care environment may not be sufficiently prepared to deal with the complex needs of these children. In this workshop we will define and discuss infant mental health and identify specific ways that teachers can incorporate principles of ICMH into the early childhood classroom. (*Professional Development & Leadership*)

### **11:30-12:30 Session 11: LORI FIETZ *Early Achiever Practices in the Montessori Classroom***

How can Montessori Schools meet the expectation of Early Achievers (and the ECER's Rating Scale) without compromising the integrity of the Montessori philosophy and method? This session will provide a glimpse into an EA-rated Montessori program and will offer some great tips to prepare for or maintain a quality rating, reflecting cultural richness and anti-bias practices. (*Program Planning & Development*)

### **11:30-12:30 Session 13: ROBERTA KIM *Positive Self Talk: Developing it in Ourselves and in Young Children***

Children who develop self-regulation skills become resilient and can more successfully deal with challenges they face at school, home and in the community. One way to develop self-regulation and resilience is through the use of positive self-talk. What we say to ourselves is often the result of the messages we have heard from parents, teachers and peers. These subtle messages shape how we view ourselves and become a self-fulfilling prophecy. In this session, you will learn that what we say to young children has a significant impact on their attitudes, beliefs, and emotional responses. Instead of replaying old phrases such as, "Sticks and stones can break your bones, but words can never hurt you," you will recognize the harm that is caused when negative words and messages are used. You will learn how to re-frame frustrating situations, use specific feedback to facilitate a growth mindset, and learn strategies to foster positive self-talk in young children to increase resilience that will allow them to persist through the challenges they face so they can grow and succeed. (*Interactions*)

### **11:30-12:30 Session 14: CLAUDIA QUINN *Using Sign Language to Teach Emotional Regulation***

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### **11:30-12:30 Session 15: JOANNE GARROTT *Developing Socially and Emotionally Successful Preschoolers***

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## **SESSION 2 CHOICES – 11:30-12:30**

### **11:30-12:30 Session 16: ANDEE CHURCH *Knowing the Signs: Using Developmental Screening Effectively***

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### **11:30-12:30 Session 17: ANISSA ANDERSEN *Documenting Learning***

Documentation can inform our teaching in the early childhood classroom and reflect the rich way of looking at the world as children see it. It can be an effective tool to share all of the exciting learning that emerges over time. Attend this session and come away with renewed energy and ideas for documenting the things that are happening in your classroom every day. (*Curriculum & Learning Environments*)

### **11:30-12:30 Session 18: THERESA LEE *Nature Connections***

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### **11:30-12:30 Session 19: NATASSAH WILLIAMS *Simply Breathe: Helping Children Work Through Challenges With Yoga***

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### **11:30-12:30 Session 20: KELLY SEVERSON-KUNZ *Music, Movement & Dance***

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**Lunch in Student Affairs Building 12:30-1:30**

***Join us in the main dining room for lunch, Vendors & Displays!***

## **SESSION 3 CHOICES 1:30-3:00**

### **PM Session 1: LESLIE KESSLER** *Strategies for Creating a Trauma-Sensitive Classroom*

Many early childhood classrooms have been touched by trauma. Research tells us that trauma can have severe immediate and long-term consequences on children's cognitive, social, and emotional development. Children who have experienced trauma are more likely to have trouble regulating their emotions, focusing, and interacting with peers. Attend this workshop and learn about trauma, its effect on children, and strategies to help you create a trauma-sensitive classroom! (*Curriculum & Learning Environments*)

### **PM Session 2: KATHY LUKENBILL** *Building Identity and a Sense of Belonging" for Educators and Parents of Preschoolers*

Children develop an identity, a sense of self through their life experiences, knowledge, and environment. This Educator and Parent Learning session provides an introduction to the concept of self and how identity is developed in adults and children. You will reflect on your experiences, relationships and perceptions that shaped your own sense of self and understand how this affects our children's identity and identify ways culture and early experiences influence a sense of self for children and their families. (*Child Growth & Development/Interactions*)

### **PM Session 3: JOCELYN MANZANAREZ** *Unleashing the Power of Music and Movement at Circle Time*

Circle times can be a dreaded part of the day for many providers. Enter the great equalizer, music and movement! From transitions to lesson pacing, participants will learn 10 brain-based strategies along with 10 songs they can use immediately to keep circle times fresh, fun and full of learning. (*Curriculum & Learning Environment*)

### **PM Session 4: MARIOLA KULAWIEC** *Young Children Discover the World: Science Integration in Preschool Curriculum*

Research shows that among strong predictors of later academic success is the understanding of the world that preschoolers express. Why? When preschoolers practice science early, they develop a positive attitude toward sciences since it engages them in those content areas in new hands-on, minds-on ways. As a result, before even entering the elementary school, they have a chance to develop scientific inquiry habits of asking questions, making observations, identifying problems, sharing solutions, and using scientific vocabulary to take it all together into the next education level. The technology revolution that we are witnessing nowadays has made it critical for all children to understand STEM; thus, we need to make them start it early! This presentation includes hands-on activities that support STEM discipline integration. (*Curriculum & Learning Environment*)

### **PM Session 5: HEATHER KINDEM** *From Anger to Connection: The Happening Mat*

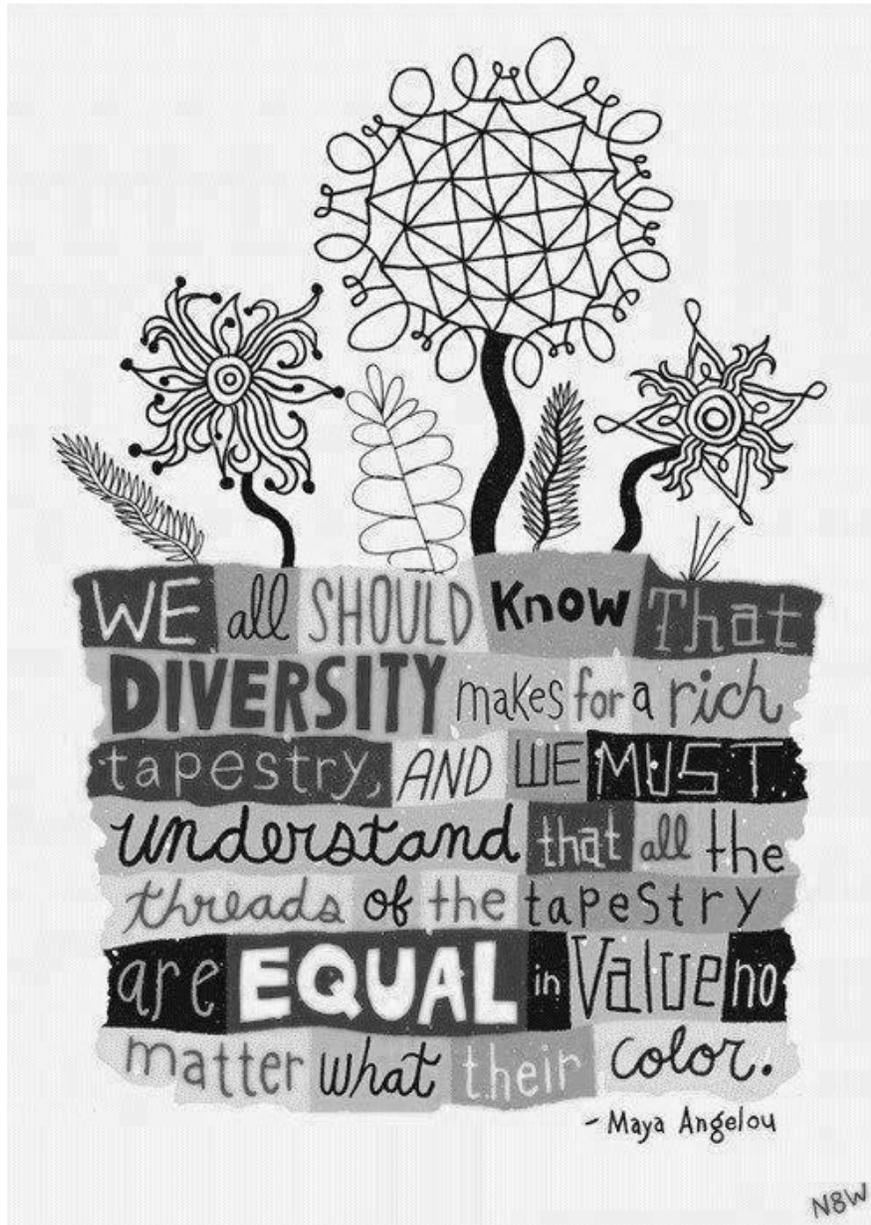
What can you do when a child pushes another child at the slide? What can you do when two children don't want to play with another child? What to do when you are losing your patience? These scenarios happen every day when working with young children. What to do? *The Happenings Mat* is a tool for socio-emotional learning that helps children to breathe, identify their feelings and needs, be heard and brainstorm possibilities. It can be used with individual children or with two children having a disagreement. And, most importantly, it is a voluntary process. (*Curriculum & Learning Environment/Interactions*)

### **PM Session 6: LINDA FRANK** *Empowering Children to Self-Regulate with Reflexology*

Educators and other caregivers will learn some simple hand reflexology techniques that they can teach children to use to help themselves gain relaxation, focus, and sometimes ease from mental and/or physical distress. Most commonly administered by a trained professional, reflexology was created by physiotherapist Eunice Ingham to also serve as a powerful self-help tool. Attendees can apply the reflexology to their own benefit as well as learning to put it into children's hands. (*Child Growth & Development/Interactions*)

**CLOSING SESSION 3:00-3:30 – Diana Mamerto Holz**

Please join us back in the Main Dining Room of the Student Affairs (SA) Building for our closing address. Turn in your name badges for a chance to win a prize! Certificates will be distributed upon departure.



## About Our Presenters and Conference Planners

**Anissa Andersen** earned a B.S. Home- Early Childhood option from Keene State College in her home state of NH before moving to Pullman, WA and earning a M.A. Human Development from Washington State University. She has 15 years of experience working with infants through Pre-K children and an additional 10 years of experience as a Paraeducator in the Kent School District. This is her first year with Green River College.

**Andee Church** is a state certified K-8 teacher with a secondary major in Early Childhood Education. In addition, she holds a Master's Degree in Montessori Education and has worked with children for over 18 years. She currently is a classroom coach Childcare Resources Early Achievers Program and an adjunct instructor for Green River College.

**Lori Fietz** is an adjunct faculty member at Green River College and program supervisor/teacher at Green River Montessori School. She earned her Montessori Certification from Spring Valley Montessori in conjunction with the University of Puget Sound. A Liberal Arts from The Evergreen State College followed. Lori has delivered Montessori lectures in South Africa and in China.

**Linda Frank** is a state and national board-certified reflexologist and a Certified Practitioner and Instructor of Gentle Touch Reflexology for Babies & Children©. The lead trainer for the Reflexology Certification Program at Bellevue Massage School, Linda has also taught reflexology at Bastyr University. Linda writes a reflexology column for a national health publication and educates the public about reflexology on tv and radio, in print, and through conference and community presentations. Linda is the owner of Head to Heel Reflexology for Better Health, LLC with offices in Tacoma & Fircrest.

**Joanne Garrott** is an adjunct faculty member at Green River. She earned a Master's Degree in Education from the University of Puget Sound and has taught in both early elementary and preschool classrooms for more than 20 years. Joanne is committed to both using Developmentally Appropriate Practice in her preschool classroom and teaching adults about its importance.

**Heather Kindem** is a WA State Certificated Teacher, K – 8 with a Master's Degree in Curriculum and Instructional Systems. Additional training includes Public Health Education (MPH), Mindfulness-Based Stress Reduction (MBSR) with Jon Kabat Zinn and Creating a Compassionate Classroom Training with Sura Hart and Jean Morrison. She is a Needs Specialist in Breathing/Feeling and the owner of Arcadia Montessori in Tacoma.

**Mariola Kulawiec**, PhD. is the founder of Witty Scientists. Before discovering her passion for STEM education, she was a scientist at the Fred Hutchinson Cancer Research Center in Seattle. Currently, she develops preschool and afterschool science and STEM curricula and shares the joys of experimenting with children by opening their minds to scientific and engineering concepts and practices.

**Kathy Lukenbill** has vast knowledge and experience in birth-to-five programs within Early and Head Start and ECEAP systems development and implementation of services through collaboration between agency, stakeholders, staff and families. She has worked in early child development for 15 years where she developed comprehensive skills and capabilities in anti-bias preschool curriculum, school readiness assessment, developing programs, goals, objectives, and operational plans for organizations to assure that long-range strategies achieve their mission. She has an advanced degree with experience in adult learning theory leadership training, community partnerships to support early childhood program operations. She is an Early Childhood Mental Health & Education Specialist holding the following credentials: B.A., M.S., D.T., Psy.D.

**Roberta Kim** is an adjunct instructor at Green River. She has a Master's Degree in Education and is also a Pediatric Occupational Therapist. Roberta has worked in a variety of pediatric settings including home based early intervention with infants and toddlers, early childhood special education preschool, elementary education, clinic and community settings. In addition to teaching at the college, she currently works in the school setting and in a private clinic as well. Roberta works with children who have a wide range of physical, cognitive, social-emotional, sensory processing and behavior challenges. She combines educational and therapeutic approaches when planning and implementing multisensory interventions to target literacy, self-regulation and sensory-motor development.

**Theresa Lee** has a Master of Arts in Human Development with a specialty in Early Childhood Education. She is an experienced early childhood classroom teacher with 15 years in preschool and toddler classrooms. She has been teaching at the college level for 14 years. Theresa is Montessori trained and currently teaches Learning Environments and Observation & Assessment at Green River College. Theresa has traveled in Europe and the Middle East and enjoys seeing how young children learn in different environments.

**Diana Mamerto Holz (Conference Planner)** is the Program Coordinator/Director for Early Childhood Education at Green River College and club advisor for the Teachers of Tomorrow Club. She is one of the original members of the Culturally Relevant/Anti-Bias Leadership Group, Seattle and has presented diversity training both locally and internationally. Diana has been honored for 25 years of activism for Race and Social Justice and for helping to launch Seattle's first institutionalized approach to addressing racism in Early Learning.

**Jocelyn Manzanarez**, a Montana native is on a passionate mission to share the power of music and movement with early childhood educators. Jocelyn is the owner of Musically Minded. Founded in 2003, her Seattle-based company provides music and movement classes for children ages birth-5 in childcare centers, in-home daycares and preschools. She believes every child deserves meaningful experiences with music beginning at birth. She not only strives to reach as many children through her company's weekly music and movement classes, but by also educating classroom teachers and parents on the benefits of integrating these uniquely human experiences into the lives of children. She has written and recorded 100s of children's songs as well as created a curriculum, Circle Time Success, designed for classroom teachers to use at circle time. Both are used in childcare settings throughout the United States with great success. She is a certified K-12 music educator in Washington state, a Washington state Department of Early Learning trainer and an adjunct Professor at Green River College. Jocelyn received her BA from the University of Montana in Music Education and her MA in Music Education from the University of Washington in 2005. Jocelyn and her husband, Eric, live in Maple Valley with their Budding Beethovens, Maciella and Natia.

**Claudia Quinn** has a Master's Degree in Education and was a Head Start Mentor Teacher for Puget Sound Educational Service District. She began her career in education more than 30 years ago, starting out as an elementary school teacher and later entering the field of early childhood education. She has worked with children who have been abused and neglected, served as guardian ad litem, trained guide dogs for the blind and since 1993 has taught a variety of classes for Green River.

**Kelly Severson-Kunz** has been working in the Early Childhood Education field in some capacity or another for over 30 years. She is Head of School at Dancing Pines Montessori School. She has an AA with an emphasis in music. She went to Highline Community College on a music scholarship and was also offered a music scholarship to Central Washington University. She has played in youth symphonies and professional symphonies for most of her adult life as a double-bassist. She played in the Seattle Youth Symphony, Renton Youth Symphony, Northwest Symphony Orchestra, Bellevue Philharmonic, Sammamish Symphony, Cascade Symphony, and has played in various pit orchestras for the ballet and theater. For movement she was a gymnast and runner in school. She learned how to teach gymnastics at age 16, and continued teaching gymnastics to preschoolers through Kent Parks & Rec., Diaz School of Gymnastics, and Gymnastics on the Run. Kelly's undergraduate degree is in Early Childhood Education and Elementary Education. Her Master's degree is in Literacy Education. She also has a Washington State Teaching Certificate as well as two Montessori teaching certificates. She is certified to teach Montessori from ages 2.5 through age 12. She has three grown children, two of whom received degrees in music. She is married to Kelly Kunz, a professional studio musician, performer, and music educator. Her hobbies include reading, yoga, walking, and hanging out with her husband and family.

**Natassah Williams** is a yoga instructor and an ECE adjunct professor at Green River College. She received her Montessori certification for infants and toddlers through the Montessori Institute of America (MIA) and served on their board of directors. Her career includes delivering training in CPR and first-aid certification to early childhood education providers, teaching Basic STARS training, and taking an active role in raising two sons!

# Registration Form

All workshops are filled on a first-come, first-served basis. Confirmation letters WILL NOT be sent out; you will receive your schedule the day of the conference. Check-in takes place at the Student Affairs (SA) Building from 8:30-8:50. No refunds will be issued.

### Workshop Choices

Please indicate 1<sup>st</sup> and 2<sup>nd</sup> choices

(Please note that a session *may* be canceled due to lack of enrollment)

1 <sup>st</sup> Choice - List Workshop Session Number/Presenter	2 <sup>nd</sup> Choice - List Workshop Session Number/Presenter
10:15-11:15	10:15-11:15
11:30-12:30	11:30-12:30
1:30-3:00	1:30-3:00

RETURN THIS FORM TO: GREEN RIVER COLLEGE

[dholtz@greenriver.edu](mailto:dholtz@greenriver.edu)

12401 SE 320<sup>TH</sup> ST. MS-CH AUBURN, WA 98092-3699 **ATTN: DIANA HOLZ**

Name \_\_\_\_\_

Employed By: \_\_\_\_\_

Position: \_\_\_\_\_

Your Address: \_\_\_\_\_  
\_\_\_\_\_

City, Zip: \_\_\_\_\_

Phone (w): \_\_\_\_\_ (h): \_\_\_\_\_

Email Address: \_\_\_\_\_

### PAYMENT INFORMATION:

\_\_\_\_\_ \$100.00

Approved for a scholarship:(\$40.00)

\_\_\_\_\_ Teachers of Tomorrow

\_\_\_\_\_ GRC Faculty Member

\_\_\_\_\_ GRC ECE Student, enrolled in

\_\_\_\_\_ Other (please specify)

I have enclosed \$ \_\_\_\_\_

### CONFERENCE COST

Registration postmarked before May 20, 2019 \$100 - includes lunch

Scholarships approved and received before May 15th \$40.00 – includes lunch

For Credit Card Payment, email

Diana Holz for instructions

[dholtz@greenriver.edu](mailto:dholtz@greenriver.edu)

**Lunch is not guaranteed for registrations received after May 20, 2019**

Payment or purchase order must be included with registration.

### Payable to Green River College

- ❖ Registration begins at 8:30. The Vision Conference starts at 8:50am and ends at 3:30pm.
- ❖ STARS hours will be available with STARS ID number.
- ❖ Registration received by **May 20, 2019** to be guaranteed lunch
- ❖ **No refunds will be issued**; please feel free to send another person in your place.
- ❖ If paying with Purchase Order, please include PO with registration.
- ❖ A \$25 additional charge will be applied if your payment does not clear for any reason (any form of payment).
- ❖ **For conference or registration information, contact Early Childhood offices at: (253) 833-9111 ext. 2729 or [dholtz@greenriver.edu](mailto:dholtz@greenriver.edu)**
- ❖ **Directions for Making Workshop Choices:**  
Register early; some workshops have class size limits. All workshops are filled on a first-come, first-served basis. A session *may* be cancelled due to lack of enrollment. **Confirmation letters WILL NOT be sent out; you will receive your schedule the day of the conference.**

### Office Use Only

Date Received \_\_\_\_\_

Amount \_\_\_\_\_

Method of Payment:

\_\_\_\_\_ Cash

\_\_\_\_\_ Check

Check # \_\_\_\_\_

Credit Card \_\_\_\_\_

Entered in computer by \_\_\_\_\_