



# Tenth Annual NW JUSTICE FORUM

**Bridging the Divide**  
*Schools, Juvenile Justice, and Community*

Central Washington University  
Ellensburg, WA

## Pre-Forum Training

**“Restorative Responses to Education’s Castaways”**

[Click Here for More Information](#) **June 17, 2014**

## FEATURING

**Plenary, Workshops and Keynote Dinner**

**June 18-19, 2014**



**Judge Steven C. Teske**  
Chief Judge  
Juvenile Court of Clayton County, GA

[Click Here for Bio](#)

WSB CLE, Washington  
Education CEU, & OR CH.  
NASW CEU Credit Pending

Pre-registration required.

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“The NW Justice Forum fosters the gathering of individuals committed to, or interested in learning about, the principles and values of Restorative Justice. We gather to increase understanding, share practical application, ensure cultural inclusion, and explore theoretical implications of living and working restoratively in the Northwest.”

# 2014 NORTHWEST JUSTICE FORUM

## PRE-FORUM TRAINING

### **Restorative Responses to Educations Castaways**

Tuesday, June 17th, 8:30 am - 3:30 pm: CWU - Student Union

Whether it is the School to Prison Pipeline, No Tolerance Policies, DMC, or School Dropout Rates, more and more attention is being placed on finding new and effective strategies for maintaining a safe environment in our schools. In this training, participants will visit such a strategy through the lens of restorative justice. Participants will explore what this strategy looks like, how to empower community to be part of the solution, how to utilize circle processes in the classroom, what questions to ask when responding to misbehavior, policy issues, and truancy/suspension issues.

## KEYNOTE DINNER - JUDGE STEVEN C. TESKE

### **Community Bridge Builders: The Judiciary as Conveners of Change**

Wednesday, June 18th @ 6:00 pm (Reception 5:00 pm - 6:00 pm): CWU - Student Union

Collaboration and commitment from schools, the juvenile justice system and the broader community are critical in creating effective approaches interventions for at-risk youth. These youth need support to become healthy productive citizens, and do not need to be labeled as juvenile offenders. Judges have the influence to take on the key role of bringing stakeholders together, providing both the expectation and the leadership for needed changes.

## MORNING PLENARY SESSIONS

### **Bridging the Divide: Schools, Juvenile Justice, and Community**

Judge Steven C. Teske

Wednesday, June 18th, 8:30 am - 10:00 am: CWU - Student Union

With the best of intentions - to ensure safe, healthy communities - throughout the United States, communities have unintentionally created a pipeline for an alarming number of youth to be excluded from their schools and placed into the criminal justice system. Judge Stephen C. Teske, Chief Judge of the Juvenile Court of Clayton County, Georgia has provided the leadership for his community to go down a different pathway, and is now a case study in how a community worked collaboratively to reduce school arrests, develop a system of care to assess and treat chronically disruptive students while improving graduation rates and community safety. Clayton County's success, under Judge Teske's leadership, offers a proven strategy for community stakeholders to work together to create a healthy future for their youth.

### **Bridging the Divide: Exploring Restorative Responses for Today's Challenges** **Panel Presentation - Q&A**

Thursday, June 18th, 1:00 pm - 2:30 pm: CWU - Student Union

In the Thursday Plenary, Forum facilitators will be eliciting questions that have emerged from what participants have heard from Judge Teske and our Forum workshops. Specifically, what are the challenges and opportunities Restorative Justice has in addressing the issues facing our schools, justice system, and communities? Participants' questions will then be directed to and addressed by a panel of experienced stakeholders representing schools, the judiciary, law enforcement, community partners, victim services, and corrections.

**WSB CLE, Washington Education CEU,  
and OR CH NASW CEUS  
Credits Pending**

Pre-registration required.

**REGISTER NOW**

**Wednesday, June 18, 2014**

**Registration & Breakfast: 8:00-8:30 a.m.**

**Plenary Session: 8:30-10:00 a.m.**

**Session 1: 10:15 a.m. - 11:45 p.m.**

**A) Restorative Practices in Southern Idaho Schools:** Pro Active Behavioral Health is committed to spreading the message of Restorative Practices and has found unique ways to implement these ideas as we work with multiple counties and their respective school districts and juvenile probation departments in Southern Idaho. Training of our school based staff and development of programs to work with at-risk youth outside of schools has strengthened our relationships with community stakeholders while providing unexpected opportunities to utilize Restorative Practices in all interactions with youth and their families. This presentation will demonstrate how we work with youth, families, schools, and probation to deliver meaningful services across the continuum of Restorative Practices. **Dr. Ryan Fenderson and Brandon Knight, Proactive Behavioral Health**

**B) Shame: Is it destructive? Is it motivating? Is that a cultural question?:** This workshop will explore academic theories around shame and culture and provide an opportunity for participants to reflect on your own experiences with shame, personally and in your work as a restorative practitioner. **Christina Albo, Resolutions NW & Sidney Morgan, Multnomah County Juvenile Services Division.**

**C) Integrating Restorative Justice in the Context of Formal Adjudications:** "FROM THE CROSSROADS TO THE HIGH

ROAD Restorative Justice in Idaho" © 2014 is a memorable video of a restorative conference recently conducted in Shoshone, Idaho in a case of attempted murder. Using "From the Crossroads" as a case study, this workshop will outline this area's use of both diversion/pre-adjudication and post-adjudication restorative justice processes. We will give particular attention to the importance of "reverse Miranda" guarantees of immunity for participants. We will look at how the agreement resulting from a pre-adjudicatory restorative conference can be strongly influential on both the plea bargain (level of offense) and the ultimate disposition reached in the court case. **Wade F. Hyder, Twin Falls County Public Defenders Office.**

**D) Introduction to Restorative Circles – An Experiential and Skill-Building Workshop Using Dominic Barter's Restorative Circles:** Restorative Justice Systems using Restorative Circles (RC) enable groups to embrace conflict in a way that deepens connections, meets underlying needs and addresses harms, empowers individuals and communities, and builds strength of relationship by harnessing the generative wisdom and shared power of community. Developed in Brazil by Dominic Barter, this Restorative Circles practice is used in organizations, schools, court systems, communities, workplaces, and families in Seattle and around the world and provides an empowering and needs-based alternative to the criminal justice and punitive disciplinary systems. In this experiential and interactive session, participants will learn about the principles, stages, and



elements of the Restorative Circles practice, engage in skill building through the reflective dialogue process at the core of the practice, and observe a semi-simulated Restorative Circle. **Andrea Brenneke, City of Seattle & Guests.**

**E) Innovate! Flex!: Reaching New Ground in our Restorative Practices:** As restorative justice practitioners we invite participants to see things in new ways and to engage with life and community in ways that often require them to stretch beyond what they currently know and practice. How often do we take the time to stretch our own practice in these ways, and how might the field of restorative justice advance and transform with an increased focus on innovation and flexibility? Let's find out in this interactive workshop exploring new approaches and possibilities in the RJ field. **Caitlin Hendrickson & Tom Ross, University of Oregon.**

**F) Bridging the Divide: Replicating the Work of Clayton County, Georgia:** Judge Teske will expand on his keynote address, providing more in-depth discussion of the dynamics that existed in Clayton County prior to the community's work to move to a less punitive and more effective intervention focus regarding the problems facing the county's youth. This workshop will provide the opportunity for Judge Teske to enter into more of a dialogue with participants, responding to questions about his work in Clayton County, and addressing how he sees this work being something that can be replicated in other communities. **Judge Steven C. Teske, Clayton County Juvenile Court, GA.**

Pre-registration required.

**REGISTER NOW**

## Session 2: 1:00 p.m. - 2:30 p.m.

**A) Within the Margins: Creating a Broader Sense of Community for Gang Affected Youth:** Three years ago a group of people recognized an alarming trend of local schools expelling gang affected youth with no recourse for these youth to continue their education. They went on to develop a program fostering re-engagement with education and broadening a sense of community for marginalized youth. This workshop outlines successes, lessons learned, areas of growth, and what we could do in a perfect world. **Kellie Henderson, Clark County Juvenile Court & Partners.**

**B) Restorative Justice is a Policy Tool:** Restorative Justice is a policy solution to the problem of disproportionality of discipline given to students in our schools. Suspensions are more often given to African American, Asian, and Hispanic youth, and these suspensions correlate strongly (across broad academic research) to youth dropping out of school and further negative post-secondary outcomes like crime and incarceration. Across the state and nation, as we begin to take this problem seriously, many tools and programs have been implemented in our schools to address this untenable state of affairs. Restorative Justice is the only solution that addresses the systemic forces youth of color experience in academic settings. Restorative Justice can be used to address cultural barriers to strong relationships and the systemic pressures on youth of color to drop out of school. **Nicholas Bradford, Restorative Justice Center of the NorthWest.**

**C) Providing Victims the Opportunity to be Heard, Participate and Make a Difference (Part 1 of 2, See 3C).** In the morning session this workshop describes the holistic inclusion of crime victims into the juvenile justice system in Clark County WA. An overview will be given of this court's current comprehensive strategies that create or provide the opportunity for victim voices to be heard and valued throughout the juvenile justice process. A case study will be presented to provide a concrete example for how this work is carried out. In the afternoon session participants will be broken into groups with real life scenarios and asked to identify within each scenario the specific needs of the victims, how those needs were met within each case, and then finally to challenge participants to reflect on ways of implementation within their own community. **Jeff Olsen, Eric Gilman, LaQuinta Daniels & Christine Simonsmeier, Clark County Juvenile Court.**

**D) When is it Conflict and When is it Injustice? Discerning Conflict Resolution from Restorative justice in Schools and Organizations:** As restorative justice reaches beyond the criminal justice system, we are faced with important new questions. One central problem is how schools and organizations should decide which situations require a conflict resolution approach and which require a justice or discipline response. Despite their similarities, these fields have important differences in their basic assumptions, language, and goals. Through presentation and dialogue, we will explore: What are the hidden implications of conflict resolution versus restorative justice approaches? What

are the practical risks of mixing up these terms? Are conflict resolution and restorative justice together on a spectrum, or should they be viewed as entirely separate processes? How can we determine which approach best suits a given situation when no laws have been broken? **Aaron Lyons, Community Justice Initiatives.**

**E) Restorative Peer Court Circle Process Model:** Currently in the second year of a three year pilot project, The Restorative Peer Court in Eugene, OR has had unprecedented success. Based on New Zealand family circle processes and Native American processes, this workshop will present the model of the Restorative Peer Court and share data from the first two years of the project. **Tim McCabe & Chip Coker, Center for Dialogue and Resolution.**

**F) The Importance of Information Sharing:** This workshop is designed to improve communication by providing a better understanding of what information may be shared by participants in juvenile dependency, juvenile justice, education, mental health and substance abuse treatment systems. This workshop is intended to help eliminate the confusion about what can be shared, who you can share it with, or eliminate the intimidation of legal obligations to protect confidentiality. In some circumstances, Washington law and federal law actually allow and support the exchange of information between systems much more readily than is generally understood. **Marcus Stubblefield, Uniting for Youth King County.**

### Session 3: 3:00 p.m. - 4:30 p.m.

**A) Community Restorative Justice – Building a whole-community Restorative System using Restorative Circles and other Restorative Practices:** In this interactive panel discussion and dialogue, learn about Seattle's Community Restorative Justice Pilot Project -- a collaborative partnership of community and neighborhood groups, local governments, schools, justice systems, businesses, and service providers cultivating a whole-community and systemic approach to transforming conflict and crime into community connection and collective action. The initial focus of the pilot project is to serve youth 24 and under in Central Seattle and reverse the school to prison pipeline through a diversion program, alternatives to school discipline and suspension, as well as open community access to engage a continuum of Restorative Practices to meet needs through meaningful and early intervention that prevents escalation of conflict and violence without the need to engage police or justice systems. **Andrea Brenneke, City of Seattle.**

**B) Developing Community Support Systems for Juvenile Justice Youth in Transition from Correctional Confinement:** Individuals that are released back into the community after confinement will need support in: setting appropriate goals; creating structure in their lives; making healthy decisions; staying away from risky situations and people; and, learning to ask for help and then accepting the help that is provided. Support Networks assist in reconnecting youth to the community and may provide them with community services opportunities, job placement, assistance in creating means for positive struc-

ture in their lives, and provide means for improving the reputation of these juveniles. Through this workshop participants will learn about Idaho Department of Juvenile Correction- Lewiston's (IDJC-L) Support Network Reintegration Project. Since 2006 IDJC-L has had this project evaluated on a bi-annual basis, which has yielded many changes in how the department addresses transitional needs of youth returning to communities. **Melinda Sonnen CDAC, Idaho Department of Juvenile Corrections.**

**C) Providing Victims the Opportunity to be Heard, Participate and Make a Difference (Part 2 of 2 - See 2C):** In the afternoon session participants will be broken into groups with real life scenarios and asked to identify within each scenario the specific needs of the victim's, how those needs were met within each case, and then finally to challenge participants to reflect on ways of implementation within their own community. **Jeff Olsen, Eric Gilman, LaQuinta Daniels & Christine Simonsmeier, Clark County Juvenile Court.**

**D) Improving Outcomes for Youth and Stemming the Flow Through the Pipeline by Defense Advocacy:** Juvenile defenders and court personnel will understand the need for multi-systemic, multi-disciplinary representation of youth to address root causes of delinquency. They will

recognize the need for creative planning to advance the strategic rehabilitative goals of juvenile court proceedings. Through an interactive exercise and demonstrations of some basic advocacy skills needed to represent youth at school proceedings, (particularly when the delinquency and disciplinary proceedings arise out of the same alleged school-based conduct) defenders and advocates will be better equipped to divert students away from the school-to-prison-pipeline. **George Yeannakis & Hillary Behrman, TeamChild.**

**E) Black, Brown & Blue: Youth/Men of Color & The Juvenile/Criminal Justice System:** This workshop focuses on racial and inequitable policies & practices that disproportionately target & introduce black & brown youth/men into the juvenile/criminal justice system, it points to mass incarceration as being an institutionalized, racialized system of control. This workshop is for those who seek to learn about efforts and strategies that are underway to reform the criminal justice system. **Gregory Taylor, Community Connection Consulting.**

**F) Buddhist Teachings Meet Restorative Practices: Awakening a Fresh Perspective:** The word Buddhi means 'to wake up', and as restorative justice practitioners we often find ourselves witnessing participants 'waking up' as a result of engaging in a restorative process. In this engaging workshop blending philosophy with practical tools, we will explore how Buddhist teachings can correspond with, inspire, and enrich our work in restorative justice. **Tom Ross & Caitlin Hendrickson, University of Oregon.**



**Thursday, June 19**

**Registration & Breakfast: 7:30-8:00 a.m.**

**Plenary Session: 1:00 p.m. - 2:30 p.m.**

**Session 4: 8:00 - 9:30 a.m.**

**A) Integrating Restorative Practices into a Schoolwide Positive Behavior Support Framework:**

This workshop will present preliminary results from a pilot research project conducted in a Eugene 4J High School over the course of the 2013-14 school year. The Schoolwide Positive Restorative Discipline (SWPRD) project was an interdisciplinary collaboration between the UO College of Education, School of Law, and local nonprofit Center for Dialogue and Resolution. The research team developed and implemented a training curriculum for high school staff that integrates restorative practices within existing Positive Behavioral Interventions and Supports (PBIS) frameworks. The team will share aspects of the program, lessons learned, and discuss implications for future research, policy, and practice. **John English, University of Oregon.**

**B) Restorative Justice of Oregon (RJCO): A Model for Statewide Collaboration and Mobilization:**

Join representatives from the Restorative Justice Coalition of Oregon (RJCO) to learn about a model of statewide organizing and regional representation that has been created in Oregon to “promote and support the implementation and practice of restorative justice principles and models in Oregon’s justice, law enforcement, educational and other community institutions”. In this workshop presenters will share the history and vision of RJCO; offer a template for statewide collaboration; and discuss learning and challenges of this group’s evolutionary process in hopes to support others interested in pursuing greater collaboration and organization in their own state. **Kevin**

**Grant, Neighbor-to-Neighbor Mediation, Matthew Hartman, Clackamas County Juvenile Department & Cara Walsh, Mediation Works.**

**C) Small Police Agency Perspective on Bridging the Divide:**

This workshop will describe a small police agency’s journey and challenges in meaningfully addressing issues of drug and alcohol abuse, teen suicide, and criminal behavior. We will explore how our agency is moving towards restorative justice concepts including the training of officers, modification of policies, etc. Included in this presentation will be an outline of our work with the Battle Ground School District and our School Resource Officer. This workshop will demonstrate the importance, as Chief of Police, to facilitate community collaboration between the police, juvenile probation, juvenile court, public health and community groups to coordinate creative responses and provide resources to bridge the divide. **Chief Bob Richardson, Battleground Police Department.**

**D) The Science of Healing and Resiliency: What Works and Why (Part 1 of 2 - See 5D).**

This presentation will use the WA State Compassionate Schools Guide “The Heart of Learning and Teaching” to review trauma-sensitive interventions and cross system strategies for working with children exposed to trauma. Understand why trauma-informed Restorative Justice is a best practice approach for juvenile courts, the schools and all child serving agencies. Learn how using trauma-informed approaches improve outcomes for youth while reducing compassion fatigue in staff. Understand how a restorative trauma-informed approach rewires children brains and builds emotional and behavioral self regulation, social skills and competencies. Understand

why this is the key building supportive school discipline and community partnerships that work. **David Benedicktus, WildBrain WildMind.com & Corrine Anderson-Ketchmark, Eastern Washington University.**

**E) Community Collaboration - Bringing Community Resources Together to Serve Our Youth:**

During this session you will hear first hand how a county juvenile dept, a community college and a local non-profit have combined their resources to develop a program that serves not only the youth involved, but the entire community. And while doing this they are able to access many additional resources including volunteers, funding, education, and more. **Russ Hall, Wilderness International, Inc.**

**F) Victim/Offender Dialogue: An Unexpected Journey to Healing:**

In January 1999, the Coalition of Oregon Victim Offender Mediation Programs (COVOMP) decided to explore the possibility of providing serious and violent crime dialogue in Oregon. For the next several years, a group of mediators, victim advocates, educators, criminal justice employees and others developed a process unique to Oregon. This workshop covers how the process has evolved into what it is today and what it can mean to both crime victim/survivors and offenders. A victim/survivor will share her personal dialogue experience with the man who killed her son. **Karen Roddy, Oregon Department of Corrections & Kristi Finney-Dunn, Victim/Survivor.**

Pre-registration required.

**REGISTER NOW**

## Session 5: 10:00 a.m. - 11:30 a.m.

**A) Restorative Community Service for Juveniles in Rural Settings:** Two years ago Yakima County Juvenile Court established Restorative Justice Principles as a component to helping court-involved youth complete their community service hours by adapting the Clark County model. Through intensive engagement of the community, we were able to expand opportunities for service throughout the Yakima County. Participants will learn the process we employed in educating the community on Restorative Justice and our process of providing adult supervisors for projects. All this was done in light of the following goals: to provide youth with concrete, meaningful opportunities to give something back to the community as a way to make right the harm they have done; and, to provide the community an opportunity to help the youth become integrated into the community in positive, healthy ways. **Frank Murray, Dan Behler, Bella Kirby & Jonathan Umana, Yakima County Juvenile Court.**

**B) Offender Victim Awareness Competency Development:** Workshop participants will learn about Idaho Department of Juvenile Corrections Victim Awareness Offender Competency Development Curriculum. One essential component of rehabilitation is for juveniles to understand the effects their behaviors and choices have on others, and then to care enough about those effects to alter their behavior. Without victim awareness, we find that adjusting behavior for juveniles is difficult and short lived. As part of the Victim Empathy Curriculum at JCC-L, juveniles are required to complete the Idaho Department of Juvenile Corrections – Victim Awareness Journal (created for Idaho Department of Juvenile Corrections by The Change Company). Juveniles at JCC-L also participate in the “Victim Impact Listen and Learn” curriculum from U.S. Department of Justice Office of Justice Programs. Each workshop

participant will leave the workshop with a complimentary copy of IDJC Victim Awareness Interactive Journal®. **Melinda Sonnen CDAC, Idaho Department of Juvenile Corrections.**

**C) Honor Totem - Public Art, Film and Peacemaking Circles for Justice and Healing:** The film "Honor Totem" depicts the public art project and carving of a totem pole to honor John T. Williams, the First Nations wood carver shot by a Seattle Police Officer in 2010. Participants will view the film, join a discussion about the Restorative Circle two weeks after the shooting, observe how the JTW Totem Pole Project provided an open and public opportunity for community healing and dialogue, and learn how this film will be used as another opportunity for community dialogue, action, healing, and peacemaking. **Andrea Brenneke, City of Seattle.**

**D) The Science of Healing and Resiliency: What Works and Why (Part 1 of 2 - See 5D).** See Session 5, Workshop D for Description. **David Benedicktus, WildBrain WildMind.com & Corrine Anderson-Ketchmark, Eastern Washington University.**

**E) Implementing Juvenile Detention Alternatives with a Restorative Approach:** While they can be compatible, Restorative Justice practices and detention alternatives are not automatically the same. It takes a deliberate, intentional approach to create detention alternatives with a restorative focus. In 2012, Clark County joined the national Juvenile Detention Alternatives Initiative. Three commonly practiced detention alternatives were re-designed to incorporate restorative principles. This workshop

will look at one of those established detention alternatives, Weekend Reporting, and how it has integrated restorative elements: a community partnership with the local Boys & Girls Clubs and a focus on harm to victims. This alternative has been operating for eight months and has served over 200 youth. We will also look at two additional re-designed alternatives with restorative elements that are ready for implementation: Evening Reporting and Community Monitoring. **Jodi Martin, Clark County Juvenile Court.**

**F) Excluding Exclusion: Keeping our Youth in School and Engaged with their Education:** A nationwide movement to limit exclusionary discipline in schools is underway, sparked by research showing that exclusion is disproportionately used against our most vulnerable groups of students and that its use tends to lower school-wide test scores and graduation rates. In this workshop aimed at participants who advocate for youth in schools, we will share the Team-Child model that incorporates restorative justice principles. We will use simulations of a school reengagement meeting to discuss and demonstrate how restorative principles can be incorporated into school settings where they may not currently be commonly utilized. Participants will have the opportunity to role play in the context of a number of different school scenarios in order to brainstorm how to best achieve the use of more restorative principles in schools. **Rosemarie Thurman & Daniel Ophardt, TeamChild.**

**Lunch Start: 11:30 am**

**Regional RJ Awards: 12 - 12:45 pm**

**Click Here for More Information**

**Plenary Session: 1 - 2:30 pm**

**Final Raffle: 2:30 - 2:45 pm**

**Forum Closing: 2:45 - 3:00 pm**

**Restorative Justice** is a community response to crime that focuses on addressing the harms done to victims and communities by holding offenders meaningfully accountable for their offenses. The goal of restorative justice is to create safe, healthy communities by providing opportunities for victims to have their needs addressed and integrating offenders into the community as positive contributing citizens.

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## **2014 Registration Fees**

### **Early Registration (Register before June 2nd, 2014)**

|   |      |
|---|------|
| Pre-Forum Training_____                         | \$50 |
| Keynote Dinner_____                             | \$35 |
| Both Days Plenary and Workshops_____            | \$90 |
| Both Days Plenary and Workshops (Student*)_____ | \$65 |
| One Day Plenary and Workshops_____              | \$50 |
| One Day Plenary and Workshops (Student*)_____   | \$35 |

\*Must show student ID at check-in.

**Cancellation Policy:** Full refund if cancellation occurs before 6/6/2014. No refunds if cancellation occurs on or after 6/7/2014.

**Registration will close on June 12th, 2014 at 5:00 p.m.**

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We would like to thank our **sponsors** who include: Center for Dialogue and Resolution, Central Washington University - Dept. of Law and Justice, Clackamas County Juvenile Department, Clark County Juvenile Court, Idaho Dept. of Juvenile Correction, Latah County Probation and Youth Services, Mediation Works, Multnomah County Juvenile Services Division, Resolutions Northwest, and RJCO (Restorative Justice Coalition of Oregon).

## **Reduced-Rate Accommodations**

**Limited availability, reserve your room by May 26th!**

### **Central Washington University**

4-Bedroom Suite: \$68.00/night  
\$78/night if reserved after April 30th  
400 E. University Way, Ellensburg, WA 98926  
(800) 752-4379  
(509) 963-7285 (Fax)

RESERVATION FORM

E-mail [mhartman@clackamas.us](mailto:mhartman@clackamas.us) to be connected with others who wish to share a suite.

### **Hampton Inn Ellensburg**

King or Double Queen Suite: \$83-93.00  
2705 Triple L Loop, Ellensburg, WA 98926  
(509) 933-1600  
(509) 933-1606 (Fax)

RESERVATION PAGE

## **Logistics**

### **Forum Location**

Central Washington University  
Student Union  
400 E. University Way  
Ellensburg, WA 98926-7452  
Info Desk: 509-963-3488

MAP



Pre-registration required.

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