

MOTION NO. 9008

A MOTION authorizing the County Executive to pursue an Environmental Education grant from the Environmental Protection Agency to conduct a workshop for teachers based on the Sensitive Areas Ordinance.

WHEREAS, King County is interested in protecting sensitive areas, and

WHEREAS, the King County council signed the Sensitive Areas Ordinance (Ordinance 9614) on September 10, 1990, and

WHEREAS, education on the types and locations of sensitive areas in King County and the Sensitive Areas Ordinance will further the effort to protect sensitive areas;

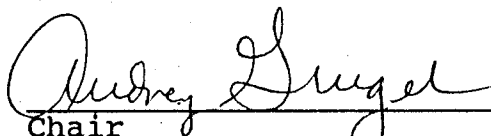
NOW, THEREFORE BE IT MOVED by the Council of King County:

A. The King County executive is hereby authorized to pursue 1993 Environmental Education grant monies from the Environmental Protection Agency to conduct workshops for teachers based on the Sensitive Areas Ordinance.

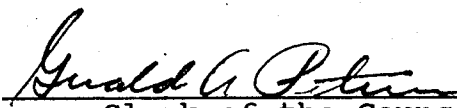
B. The requested funds will not exceed five thousand dollars and matching funds will be based on existing supplies and materials and in-kind services.

PASSED this 24th day of May, 1993.

KING COUNTY COUNCIL
KING COUNTY, WASHINGTON


Chair

ATTEST:


Clerk of the Council

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**PROPOSAL FOR A TEACHER'S TRAINING WORKSHOP
BASED ON THE KING COUNTY SENSITIVE AREAS ORDINANCE**

A pre-application for an
Environmental Education Grant
awarded under Section 6 of the NEEA

January 15, 1993

Proposal submitted by:

Claire Dyckman and Ken Carrasco
Environmental Education Section
Environmental Division
King County Department of Development and Environmental Services
3600 136th Place Southeast, 4th Floor
Bellevue, Washington 98006

Ms. Dyckman: (206) 296-7279
Mr. Carrasco: (206) 296-7270



9008

**King County
Environmental Division**

Department of
Parks, Planning and Resources
3600 - 136th Place Southeast
Bellevue, WA 98006-1400
(206) 296-6602

January 15, 1993


**Ms. Sally Hanft, Environmental Education Coordinator
U.S. Environmental Protection Agency
Environmental Education Grants
Public Information Center (SO-143)
1200 Sixth Avenue
Seattle, WA 98101**

Dear Ms. Hanft:

Attached is our response to the Environmental Education Grant Solicitation Notice dated October 16, 1992. Our proposal is titled, "Proposal for a Teacher's Training Workshop Based on the King County Sensitive Areas Ordinance." We are enclosing one original and two photocopies.

Thank you for your consideration of our proposal. If you have any questions, please do not hesitate to contact me at 296-7270.

Sincerely,


Kenneth R. Carrasco
Environmental Educator

OMB Approval No. 0348-0043

APPLICATION FOR FEDERAL ASSISTANCE

1. TYPE OF SUBMISSION: Application <input type="checkbox"/> Construction <input type="checkbox"/> Non-Construction	Pre-application <input type="checkbox"/> Construction	2. DATE SUBMITTED January 15, 1993	Applicant Identifier
	<input checked="" type="checkbox"/> Non-Construction	3. DATE RECEIVED BY STATE	State Application Identifier
	<input checked="" type="checkbox"/> Non-Construction	4. DATE RECEIVED BY FEDERAL AGENCY	Federal Identifier

B. APPLICANT INFORMATION

Legal Name: Environmental Education Section	Organizational Unit: King County Department of Development and Environment Services
Address (give city, county, state, and zip code): 3600 - 136th Place S.E., Suite C Bellevue, King County, WA 98006-1400	Name and telephone number of the person to be contacted on matters involving this application (give area code): Ken Carrasco, Environmental Educator (206) 296-7270

C. EMPLOYER IDENTIFICATION NUMBER (EIN):

91 - 6001327

D. TYPE OF APPLICATION:

New Continuation Revision

If Revision, enter appropriate letter(s) in boxes:

A Increase Award B Decrease Award C Increase Duration
D Decrease Duration Other (specify):

7. TYPE OF APPLICANT: (enter appropriate letter in box)

- B
- A State
- B County
- C Municipal
- D Township
- E Interstate
- F Intermunicipal
- G Special District
- H Independent School Dist.
- I State Controlled Institution of Higher Learning
- J Private University
- K Indian Tribe
- L Individual
- M Profit Organization
- N Other (Specify) _____

9. NAME OF FEDERAL AGENCY:

U.S. Environmental Protection Agency

10. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:

6 6 - 9 5 1

TITLE Environmental Educational Grants

11. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT:

Training of teachers while providing specific environmental information about their community

12. AREAS AFFECTED BY PROJECT (cities, counties, states, etc.):

King County

13. PROPOSED PROJECT

Start Date: March '93
Ending Date: August '94

14. CONGRESSIONAL DISTRICTS OF

a Applicant: 8
b Project: 1, 7, 8, 9

15. ESTIMATED FUNDING:

a Federal	\$ 4,420.00
b Applicant	\$ 5,417.89
c State	\$.00
d Local	\$.00
e Other	\$.00
f Program Income	\$.00
g TOTAL	\$ 9,837.89

16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?

- a YES THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON DATE _____
- b NO PROGRAM IS NOT COVERED BY E.O. 12372
- OR PROGRAM HAS NOT BEEN SELECTED BY STATE FOR REVIEW

17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?

- Yes If "Yes," attach an explanation.
- No

18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT. THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED

a Typed Name of Authorized Representative David Masters	b Title Assistant Manager	c Telephone number (206) 296-7254
d Signature of Authorized Representative <i>David Masters</i>	e Date Signed 1/15/93	

Previous Editions Not Usable

Standard Form 424 (REV. 8-85)
Prescribed by OMB Circular A-102

INTRODUCTION

This pre-application is submitted by the Environmental Education Section of the King County Environmental Division. We are funded by development permits, and our primary mission is to educate landowners, the construction and development industry, and the general public about the causes and solutions of many environmental problems in unincorporated King County.

We are proposing a teacher's training workshop which will be the basis of a model program. This program will establish the value of a partnership between King County and educators, create a new tool for teaching about critical areas from an appropriate environmental regulation, and develop a mechanism to provide teachers with specific environmental information about their community.

The King County Sensitive Areas Ordinance will prove useful for teaching environmental education because it can provide an effective framework for instruction about the environment. This ordinance addresses wetlands; streams; and erosion, flood, steep slope, volcanic, seismic, and historic coal mining hazard areas. To complement this framework, our in-house scientific expertise, our staff's local knowledge, and resources such as the Geographic Information System can provide the participants with specific information and materials about their home turf for subsequent classroom use. This approach will help the teachers motivate students to learn about environmental problems because lessons can be tailored to the school's locality rather than remain as abstract concepts. As an adjunct objective, we will give a broad overview of land use regulation so students can be taught that the public actually has input into development decisions.

Two permanent results can be expected from our program. First, this program will result in written materials for use by other educational institutions within the Puget Sound region. Second, we will have blazed a trail in King County for subsequent access to useful information about environmental features which teachers in unincorporated King County can utilize for field trips or lessons. To make sure that we meet these objectives, an evaluation committee of educators will be formed before the workshop to evaluate our approach, and the workshop participants will be asked to provide evaluations after utilizing this approach in the classroom so that we may "fine-tune" this program.

Specifically, our proposal is for a pilot program of two 3-day workshops in July for 50 people. A mixed format is anticipated: morning lectures using specialists in particular areas, and afternoon field trips to particular environmental features. Teachers of grades 7-12, community college teachers, and advanced students will be most interested in the workshops. The participants will be provided 20 clock hours or 2 college credits. This project will also serve to support the schools in meeting the state's environmental education mandate of 1990.

PROJECT DESCRIPTION

Response to Question F.1 regarding the EPA Objectives

Because of its very nature, our project will answer all 3 objectives identified in this question; we will enhance the environmental teaching skills of classroom teachers, build a local partnership between the King County government and the educational institutions, and motivate the public via the teachers to be more aware of their environment.

Environmental teaching skills will be enhanced because this project will:

1. Provide a novel, but already existent, frame of reference for the presentation of environmental sciences by classroom teachers.
2. Encourage the treatment of environmental features and problems as real, known entities within the everyday landscape of the teachers and their students rather than as abstract, textbook concepts.
3. Use these known features to stimulate student's interest in sciences such as wetlands biology, geology, meteorology, and water quality--how scientists approach the questions and problems which will become apparent to the students. Those of us within our section who have science backgrounds particularly value this multidisciplinary aspect because it is closer to "real life" work than is the academic rote learning of science.
4. Help stimulate student's interest in land use policies and expose the participants to both sides of controversial issues.

Communication, information exchange, and partnership is a major goal of this project, particularly between ourselves--King County--and local educational institutions in unincorporated King County. An immediate benefit for the participants will be access to the variety of resource specialists within our local government who will present information about their fields. In addition, we intend to invite a member of the development industry to present their thoughts on the Sensitive Areas Ordinance and its economic impact.

A major benefit from this project will be of lasting importance. Despite King County's interest in the promotion of education, the reality of coping with development pressures on a daily basis has prevented repackaging useful material for access by teachers. With the funding of this program, a mechanism for the dissemination of the wealth of information within our building to educational institutions will be created. Because of ongoing budget restraints, this would be virtually impossible without grant assistance.

Our program will help motivate the public to be more conscious of the issues and will result in better decisions about the environment.

Again, we strongly believe that our emphasis on the local environment will inspire people to see environmental problems as

having an actual effect on their lives. One of the most serious attitude changes during the 20th century has been the loss of "sense of place." The inhabitants of an area who become accustomed to using, say, shopping malls as their local point of reference, rather than natural features, will not recognize nor value the environment around their community. Our emphasis on natural features in the participants backyard will be a step in providing a remedy for this situation.

Another advantage to our program is the presentation of an overview of county and state land use policies. Our treatment would not be exhaustive, but we can inform the participants of the mechanisms which the public can use to influence growth and development. Our intention is to demystify this area and to give the participants and their students a sense of enfranchisement. They will also know who to contact if they are confronted with development which they want to better understand or affect.

Response to Question F.2 regarding environmental education practice, methods, and techniques

Our project will meet all 3 criteria listed under this question.

Our approach is new because, to our knowledge, no other local government in our region has utilized this type of existing information as a resource for the classroom teacher. Either because of the pressing demands of the agency's primary mission, or because no one has previously thought of the value of this approach, these channels of communication have never been opened; yet, the value of this specific environmental information around the schools is beyond question. Our recent needs assessment indicates that teachers really want access to this information. Although there are currently other resources available to teachers about streams and wetlands in this region, there is nothing about such sensitive areas such as steep slopes or other hazard areas which produce significant pollution.

Our approach will have wide application because it can serve as a model program for many other locations, particularly within the Puget Sound region. This is true for 4 reasons:

1. Many other counties are initiating ordinances very similar to King County's Sensitive Areas Ordinance because of a mandate in our state's Growth Management Act of 1990.
2. The material we will generate will be of use throughout Puget Sound because of environmental similarities.
3. As the most populous county in the state (King County has nearly a third of the entire population of Washington), this program can serve as an example for the rest of the state to build a partnership between local government and the educational community.

4. The schools in our region are moving toward a site-based decision process. Our approach, tailored for the environment around each school, will greatly enhance the education community's ability to incorporate environmental education into this process.

Our project will address very important environmental issues in the King County region by the very nature of the Sensitive Areas Ordinance. These areas have been determined to be the most susceptible to harm by development pressures or, conversely, would have the most potential to harm people or property as a consequence of uncontrolled development.

To illustrate our approach to environmental education, we are including three examples of our anticipated format:

1. The intense development pressures on the semi-rural and rural regions of King County have caused serious problems to wetlands and streams because of the erosion of soil from cleared and graded land. Our program will familiarize the participants with some wetlands and streams in their own backyard, acquaint them with a sense of what happens to them from development pressures, and teach the effects of erosion on water quality and habitat. During the discussion about the specific wetlands, we will discuss the tangible values of wetlands; for instance, how they trap toxic materials and prevent them from entering streams.

2. During our session on flood hazard areas we may point out that the Snoqualmie River actually flowed *backwards* for a time during the November 1990 floods: this is a (documented) fact that truly astonishes most King County residents. We would capitalize on this interest and discuss topics such as floodplains, floodways, flood fringes, the meteorology and hydrology underlying this phenomenon, and the consequences of people developing floodplains.

3. During a discussion about the Sensitive Areas Ordinance, a member of the development industry will be invited to present their view of this very controversial subject. We want to avoid the tendency of many environmental programs to present only one side of a subject; we will communicate the idea that persons involved in an environmental controversy cannot be cleanly split into "good" or "bad", but that much can be gained by listening. This will be a step to teaching how to more constructively address controversies.

Response to Question F.3

Funding of our program will inherently increase King County's ability to develop and deliver EE programs because otherwise we would not be able to serve the educational community. We simply don't have the funds to expend for anything beyond our mandate. Again, this program will result in an immediate benefit to the participants, but also will create a lasting mechanism for providing information useful to the educational community from within King County government.

Our program will close a big gap among existing environmental education programs because we will be mobilizing the resources of local government to help school teachers. Finally, a wealth of heretofore unavailable information will be accessible for use in the classroom.

Our program will intrinsically teach risk reduction, pollution prevention, and geographic protection as defined in the Solicitation Notice:

1. The mechanics of the public input process into development actions involves risk reduction because many factors have to be taken into account before a permit is approved. For example, will the runoff from impervious surfaces significantly degrade the water quality and habitat below the site? What are the downstream effects of a development on a floodplain? Upstream?
2. Pollution prevention will be discussed, to use another example, in terms of a) the origins of soil movement from erosion areas or steep slopes, and b) the consequences of degraded water quality and habitat in wetlands and streams from this soil/toxic material movement.
3. An extremely strong point of our project is the geographic protection aspect because of our capability to tailor information to the teacher's specific community for their later use with students. The inspectors within our Department have indicated to us the capability to pinpoint many environmental features for because of their extensive work in the field, and we will be supplying each participant with a map from the Geographic Information System of their own local environment.

CONCLUSION - DISCUSSION OF OUR EVALUATION PROCESS

Besides the usual evaluation of the workshop which will be completed by the participants at the close of the two workshops, we are also planning both a pre-workshop guidance process and a mechanism for long-term feedback.

We have contacted several teachers in unincorporated King County and have requested they serve on an ad hoc advisement committee while we create the materials for the workshop; 3 letters of committment are attached in an appendix to this pre-application. Conferring with the teachers during the design of the workshop will assure that our project will actually help the teachers to teach environmental education.

At specific intervals after the workshop--we anticipate 6 months and 1 year--we would like to give the participants a stipend to give us feedback about how the materials and technique were actually used in the classroom. We desire feedback both during the school year while teachers typically struggle with logistics, and after the school year because the teachers can look at the value of our workshop in retrospect and how it helped their students assimilate the lessons.

APPENDIX I

Budget, Matching Funds, and Project MilestonesBUDGET

	<u>Requested</u>	<u>Inkind</u>
TEACHER STIPENDS		
\$50 per teacher to evaluate inservice model, classroom materials, and site-based education six months and one year after the workshop.		
\$50 X 50 teachers	2,500.00	
MATERIALS		
<u>Maps:</u>		
\$20/1 36" X 48" 4-color mylar overlay of <u>hydrologic</u> feature of school district (wetlands, streams, flood plains)		
\$20/1 36" X 48" 4-color mylar overlay of <u>geologic</u> feature of school district (landslide, seismic, erosion control and coal mine hazard areas) (2 maps) X \$40 X 15 school buildings	600.00	
<u>Slides:</u>		
10 - 12 sensitive area slides X 50 teachers		216.00
TRANSPORTATION:		
Field-based education		
Two vans (currently \$96/day) for six days, plus tax	1,104.00	
TOTAL	4,420.00	

MATCHING FUNDS**POSTAGE:**

Mailing flyer announcing the workshops:		
.29 X 106 schools		31.00
Evaluation/follow-up		18.00

ADVERTISING:

Printing flyer announcing the workshops:		
.04 X 106 schools		5.00

PERSONNEL:Ken Carrasco:

Two weeks for preparation time,
actual workshop time, six days,
one week for post-workshop organization
of materials for future use by our-
selves and others:

140 hours X 18.85/hour

2,639.00

Claire Dyckman:

Three days for preparation time,
actual workshop time, six days,
three days for post-workshop organization:

84 hours X 22.15/hour

1,860.00

Overhead:

25% X Total Staff Salaries =

5417.89

EXISTING MATERIALSColor Posters:

"Value of A Tree" (.60 each)

"Agriculture Practices for Wildlife"

60.00

Packet:

Sensitive Areas Map Folio,
five brochures, SAO Fact Sheets
10 handouts

\$5 per packet X 50 packets

250.00

Manual:

Sensitive Areas Manual (\$4 each)

60.00

TOTAL

9837.89

Project Milestones

ASAP after award of grant (within 2 weeks) - Advertisement of workshop to be distributed to teachers, school districts, and private schools

July 1993: Workshop to be held 1st and 3rd weeks of the month, Monday through Wednesday

December 1993: First round of in-service evaluation of workshop by teachers

June 1994: Second round of in-service evaluation of workshop by teachers

August 1994: Advertisement of, and dissemination of, materials to schools and/or school districts which would like to utilize this method.

Professional Experience:

- 1991/Now King County Environmental Education Section, Chief
- 1991 Washington State Energy Extension Service, Energy Education Specialist
- 1990/91 Huxley College of Environmental Studies, Environmental Education, Faculty
- 1985/90 Puget Sound Water Quality Authority, Community Liaison/ Environmental Planner
- 1981/85 Seattle City Light, Environmental Analyst
- 1983/85 Seattle City Light, Project Manager, Superfund Site
- 1977/90 August Ninth Consulting: Environmental Education and Curriculum Writing, Principal
- 1977/78 UNESCO Environmental Transactions Project, Washington State Coordinator
- 1972/76 Huxley College of Environmental Studies, Environmental Education, Faculty
- 1974/76 Goals for Bellingham - Long Range Cities Planning and Program, Co-Director
- 1973/74 "Ethical Perspectives on Land Use", National Endowment For The Humanities, Grant Author and Coordinator
- 1970/72 Teacher Corps: Indian Education Programs, Teacher - 4th and 6th Grades
- 1967/69 Peace Corps Rural Health Education Program, Tchad, Volunteer

Publications in Environmental Education:

Energy, Food and You, update of K-12 curriculum, Washington State Office of Environmental Education, 1991. Coordinator and Co-Author.

Energy, Air and Water, learning activities for KIRO-TV, EarthSchool program, 1991. Coordinator and Co-Author.

Wildlife, Habitat and Human Effects, learning activities for KIRO-TV, EarthSchool program, 1991. Coordinator and Co-Author.

"Educational and Public Involvement Strategies for Managing Nonpoint Pollution," Proceedings of the Nonpoint Pollution Management Conference, National Association of Conservation Districts, 1987. Co-Author.

Puget Sound Management Plan - 1985, 1987, 1991. Puget Sound Water Quality Authority, Co-Author. (Education and Public Involvement, Household Hazardous Waste, Nonpoint, Pesticides, and Stormwater Chapter.)

S.L.E.U.T.H. - Strategies and Lessons to Eliminate Unused Toxicants: A Curriculum on Household Hazardous Wastes, METRO, 1982. Coordinator and Co-Author.

Coastal Zone Management Curriculum for Junior High Schools, Washington State Conservation Commission, 1982. Coordinator and Co-Author.

Coastal Zone Management Curriculum for High Schools, Washington State Conservation Commission, 1981. Coordinator and Co-Author.

Clean Water, Streams and Fish: A Holistic View of Watersheds, 1981 secondary curriculum for the Superintendent of Public Instruction, Washington State Department of Fisheries, and Municipality of Metropolitan Seattle. Co-Author.

Clean Water, Streams and Fish: A Holistic View of Watersheds, elementary curriculum, (as above), 1980. Coordinator and Co-Author.

Demonstration Farm and Environmental Learning Center, Feasibility Study for King County and the Washington State Office of Environmental Education, 1980. Co-Author.

"Energy Education in the Schools", paper, Proceedings of the International Conference on Energy Use Management, Pergamon Press, London, 1979. Co-Author.

Small Streams and Salmonids: A Handbook for Water Quality Studies, UNESCO, 1977. Co-Editor.

Fuel Conservation in Transportation, curriculum for Traffic Safety Educators, statewide, Washington State Energy Office, 1977. Author.

"A Citizens Guide to the Future", A Summary and Analysis of Goals for Bellingham, The Office of Community Development, State of Washington, 1976. Co-Author.

Education:

Masters in Education, 1972, Western Washington University
Bachelor of Arts, Government, Education, 1967, Smith
College

Awards:

Environmentalist of the Year Award, Seattle Audubon, 1988.

Roderick Haig-Brown Award: "Hand in hand with protection of the fisheries must go the proper education of the public." North Pacific International Chapter of the Western Division of the American Fisheries Society, 1982 - 1984.

Education:

Humboldt State University, B.A., Zoology, 1978
University of Washington, M.S., Fisheries, 1987
University of Washington, 1987-1990, part-time coursework
in toxicology, fisheries, and pathology

Professional Experience:

- * King County Environmental Education Section
Environmental Education Planner II, 1992 - Current
- * Northwest Indian Fisheries Commission
North Puget Sound Regional Biologist, 1991-1992
- * NOAA/Nat'l Marine Fisheries Service, Environmental
Conservation Division, Northwest Fisheries Center
Zoologist (histopathologist), 1987-1991
- * Northwest Association of Marine and Aquatic Educators (NAME)
Director, Washington Division, 1988/89 school year
- * BioSonics, Inc., Seattle, WA
Project Scientist, temporary, 1987
- * Washington Department of Fisheries, Seattle, WA
Fisheries Biologist, temporary project, 1986
- * University of Washington
Research Assistant, 1983-1985; Dungeness crab biology
- * University of Washington
Teaching Assistant, 1982, Animal Development & Physiology
- * Alaska Department of Fish and Game, Cordova & Kodiak, Alaska
Biologist, 1978-1982
- * Kodiak Community College, Kodiak, Alaska
Instructor, Human Anatomy and Physiology, 1981
- * United States Coast Guard
Hospital Corpsman 2nd Class, 1970-1974

Publication:

Carrasco, K.R., K.L. Tilbury, and M.S. Myers. 1990. Assessment
of the Piscine Micronucleus Test as an in situ Biological
Indicator of Chemical Contamination. *Canadian Journal of
Fisheries and Aquatic Sciences* 47:2123-2136.



SPI

JUDITH A. BILLINGS

Superintendent of Public Instruction

January 13, 1992

Ken Carrasco
Environmental Education Section
King County Environmental Division
3600 136th. Pl. SE
Bellevue, WA 98006

Dear Mr. Carrasco:

I would like you to know that we are very supportive of your project efforts which would utilize sensitive areas as locations and subjects for teacher training. We feel that such utilization is an efficient way to assist schools in meeting the mandate for making environmental education part of basic education.

Furthermore, we would wish to participate in the evaluation of this program and review those materials produced. I think your results will provide some excellent models for other county offices to consider as they work with schools.

Yours Sincerely,

Tony Angell
State Supervisor: Environmental Education



TOLT HIGH SCHOOL

3740 Tolt Ave. • Carnation, WA 98014
(206) 333-4131 • (206) 861-5601

9008

January 15, 1993

Ken Carrasco
Environmental Education Section
Environmental Division
Department of Development and Environmental Services
3600 136th Place SE
Bellevue WA 98006

Dear Ken:

We are looking forward to working with you on the environmental education workshop modeled after the Sensitive Areas Ordinance. We believe this type of support will help increase the relevance of the environmental issues we deal with in our biology curriculum. We will be glad to review the materials and attend any pre-workshop meetings to discuss, from the perspective of the classroom teacher, the applicability of the approach and techniques developed by your agency.

Sincerely,

Judy Pierce & Tim Krell

Biology , Tolt High School

ENUMCLAW SENIOR HIGH SCHOOL



Dr. James R. Barchek
Superintendent

Terry W. Parker
Principal

226 Semanski Street South
Enumclaw, Washington 98022
(206) 825-2585

Alex Wasisco
Vice Principal

Joseph Kristof
Vice Principal

Date: 1-13-93

To: Ken Carrasco
Environmental Education Section
Environmental Division
Development and Environmental Services Dept.
3600 136th PL SE
Bellevue, WA 98006

Phone: 206-296-7270 FAX 206-296-6604

From: Gary Parkert
Enumclaw High School
226 Semanski St. S.
Enumclaw, WA 98022

Phone: 206-825-2585 FAX 206-825-2438

Dear Ken,

I was very interested to hear of your project to develop a workshop that could be offered to educators concerning Environmental Education based on the Sensitive Materials Ordinance. I feel that it would be very useful to educators in our area to have access to materials and information that could be used to educate students about environmental issues.

I am looking forward to having the opportunity to assist in evaluating the materials that would be used in the project. Please let me know when you plan to meet so that I can put it on my calendar.

Sincerely,

Gary Parkert