



SEATTLE CITY COUNCIL

Neighborhoods, Education, Civil Rights, and Culture Committee

Agenda

Friday, July 8, 2022

9:30 AM

Council Chamber, City Hall
600 4th Avenue
Seattle, WA 98104

Tammy J. Morales, Chair
Kshama Sawant, Vice-Chair
Andrew J. Lewis, Member
Sara Nelson, Member
Dan Strauss, Member

Chair Info: 206-684-8802; Tammy.Morales@seattle.gov

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Culture Committee
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July 8, 2022 - 9:30 AM

Meeting Location:

Council Chamber, City Hall, 600 4th Avenue, Seattle, WA 98104

Committee Website:

<https://www.seattle.gov/council/committees/neighborhoods-education-civil-rights-and-culture>

This meeting also constitutes a meeting of the City Council, provided that the meeting shall be conducted as a committee meeting under the Council Rules and Procedures, and Council action shall be limited to committee business.

Members of the public may register for remote or in-person Public Comment to address the Council. Details on how to provide Public Comment are listed below:

Remote Public Comment - Register online to speak during the Public Comment period at the meeting at <http://www.seattle.gov/council/committees/public-comment>. Online registration to speak will begin two hours before the meeting start time, and registration will end at the conclusion of the Public Comment period during the meeting. Speakers must be registered in order to be recognized by the Chair.

In-Person Public Comment - Register to speak on the Public Comment sign-up sheet located inside Council Chambers at least 15 minutes prior to the meeting start time. Registration will end at the conclusion of the Public Comment period during the meeting. Speakers must be registered in order to be recognized by the Chair.

Submit written comments to Councilmember Tammy J. Morales at tammy.morales@seattle.gov.

Please Note: Times listed are estimated

A. Call To Order

B. Approval of the Agenda

C. Public Comment

D. Items of Business

1. Second Annual Report of the Families, Education, Preschool, and Promise Levy

Supporting
Documents:

[Data Appendix](#)

[Annual Results Report](#)

[Public Annual Report](#)

[Annual Report Presentation](#)

Briefing and Discussion (40 minutes)

Presenters: Dr. Dwane Chappelle, Director, Chris Alejano, and Leilani Dela Cruz, Department of Education and Early Learning (DEEL); Dr. Keisha Scarlett and Dr. Rosie Rimando-Chareunsap, Seattle Public Schools; Katrina Cannon, Northwest Kids

2. [CB 120335](#) AN ORDINANCE relating to service animals; conforming the definition of “service animal” to federal and state law; establishing a uniform definition for “service animal” by removing similar terms and including the definition in the Parks Code; making technical corrections; and amending Sections 6.310.465, 9.25.023, 9.25.082, 11.40.180, 14.04.030, 14.06.020, 14.06.030, 14.08.015, 14.08.020, 14.08.045, 14.08.070, 14.08.190, 18.12.030, and 18.12.080 of the Seattle Municipal Code.

Supporting
Documents:

[Summary and Fiscal Note](#)

Briefing, Discussion, and Possible Vote (20 minutes)

Presenter: Caedmon Cahill, Office for Civil Rights

Landmarks Presentations

3. [CB 120360](#) **AN ORDINANCE** relating to historic preservation; imposing controls upon the Original Van Asselt School, a landmark designated by the Landmarks Preservation Board under Chapter 25.12 of the Seattle Municipal Code, and adding it to the Table of Historical Landmarks contained in Chapter 25.32 of the Seattle Municipal Code.

Attachments: [Att A - Original Van Asselt School Overall Site Plan - Existing](#)
[Att B - Original Van Asselt School Designated Site Plan - Existing](#)

Supporting

Documents:

[Summary and Fiscal Note](#)

[Summary Ex A - Vicinity Map of Original Van Asselt School](#)

[Landmarks Preservation Board Report](#)

[Photos](#)

[Landmarks Presentation](#)

Briefing, Discussion, and Possible Vote (15 minutes)

Presenter: Erin Doherty, Department of Neighborhoods

4. [CB 120361](#) **AN ORDINANCE** relating to historic preservation; imposing controls upon the Loyal Heights Elementary School, a landmark designated by the Landmarks Preservation Board under Chapter 25.12 of the Seattle Municipal Code, and adding it to the Table of Historical Landmarks contained in Chapter 25.32 of the Seattle Municipal Code.

Attachments: [Att A - Architectural Site Plan for Loyal Heights ES](#)

Supporting

Documents: [Summary and Fiscal Note](#)

[Summary Ex A - Vicinity Map of Loyal Heights ES](#)

[Landmarks Preservation Board Report](#)

[Photos](#)

[Landmarks Presentation](#)

Briefing, Discussion, and Possible Vote (15 minutes)

Presenter: Erin Doherty, Department of Neighborhoods

5. [CB 120362](#) **AN ORDINANCE** relating to historic preservation; imposing controls upon Ingraham High School, a landmark designated by the Landmarks Preservation Board under Chapter 25.12 of the Seattle Municipal Code, and adding it to the Table of Historical Landmarks contained in Chapter 25.32 of the Seattle Municipal Code.

Supporting

Documents: [Summary and Fiscal Note](#)

[Summary Ex A - Vicinity Map of Ingraham High School](#)

[Landmarks Preservation Board Report](#)

[Photos](#)

[Landmarks Presentation](#)

Briefing, Discussion, and Possible Vote (15 minutes)

Presenter: Erin Doherty, Department of Neighborhoods

Appointments

8. [Appt 02253](#) **Reappointment of William H. Southern Jr. as member, Community Involvement Commission, for a term to May 31, 2024.**

Attachments: [Appointment Packet](#)

Briefing, Discussion, and Possible Vote (5 minutes)

Presenter: Alvin Edwards, Department of Neighborhoods

9. [Appt 02254](#) **Appointment of Marcus White as member, Community Involvement Commission, for a term to May 31, 2023.**

Attachments: [Appointment Packet](#)

Briefing, Discussion, and Possible Vote (5 minutes)

Presenter: Alvin Edwards, Department of Neighborhoods

E. Adjournment



Legislation Text

File #: Inf 2079, **Version:** 1

Second Annual Report of the Families, Education, Preschool, and Promise Levy



Families, Education, Preschool and Promise Levy

School Year 2020-2021 Annual Report -- Data Appendix

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Purpose

This document serves as a companion to the Department of Education and Early Learning's (DEEL) Families, Education, Preschool and Promise (FEPP) Levy annual report presentation to the FEPP Levy Oversight Committee and City of Seattle, City Council Governance and Education Committee. Content included in this data appendix are intended to serve the reporting requirements of [ORD 125604](#) and [ORD 125807](#).

COVID-19 Adaptations & Response

In the second year of FEPP Levy implementation, investments continued to adapt in response to the COVID-19 pandemic and recommended public health guidance. During the 2020-21 school year, Ordinance 126259¹ temporarily amended the FEPP Plan in response to COVID-19. The legislation was sponsored by Mayor Durkan, passed with unanimous support of City Council, and endorsed by the FEPP Levy Oversight Committee.

ORD 126259 made two specific policy changes related to FEPP investments and gave DEEL broader flexibility to respond to the pandemic:

- 1. Preschool:** The Seattle Preschool Program (SPP) was adapted to offer in-person, hybrid, and remote or family-direct services. Provider reimbursement rates and family tuition rates were also adjusted in accordance with service delivery model. This legislation also made possible the innovation to pilot a SPP Summer Extension program in summer 2021.
- 2. Promise:** The Seattle Promise program policy related to duration of eligibility was modified. The Plan specifies that eligibility for Promise ends after two-years, or 90 credits, whichever comes first. This legislation adjusted that policy to allow Promise scholars to enroll part-time or defer enrollment, thereby waiving the two-year restriction on participation in Promise.
- 3. Adapting service delivery:** The Plan did not contemplate the need for remote service delivery when passed in 2018. This amendment gave DEEL the authority to modify contracts to allow for social distancing, reduced staff-to-student ratios, and remote learning.
- 4. Expanding FEPP strategies:** Community needs not specified in the 2018 Plan came to light during the pandemic. This amendment gave DEEL the authority to allow FEPP resources to be used to fund things like technology hardware and software for providers or students, health and safety equipment like personal protective equipment, and other stabilizing measures for providers and families such as nutrition, housing relief, or flexible dollars for our non-profit partners to use to maintain their organizations during these challenging times.

Access and impact data resulting from these policy shifts is described below.

Procurement Processes

In the second year of FEPP Levy implementation, DEEL conducted three funding processes to invest FEPP funds.

¹ <https://seattle.legistar.com/LegislationDetail.aspx?ID=4711027&GUID=3382E445-B814-4BF2-83B1-BA872260C4B3&Options=Text%7c&Search=fepp>

Table 1. 2020-2021 School Year FEPP Levy Funding Process Updates				
Funding Opportunity	Type of Funding Process	Funding Process Release	Awardees Announced	Recurrence Schedule
Preschool and Early Learning				
SPP Provider Facilities Fund	RFI	Jun 2021	November 2019	Annual
SPP and other preschool providers	RFI	Nov 2020	Feb 2021	Annual
K-12 School and Community-Based				
Summer Learning ²	RFI	April 2021	June 2021	One-time, or based on need

Access to Services

Seattle Preschool Program

In the second year of FEPP implementation, Seattle Preschool Program (SPP) served 1,672 children across 74 program sites. Over half of SPP program sites (59%) were located in City Council Districts 2 and 5. Seventy-seven percent (N=1,284) of SPP children were BIPOC, the largest share of which were Black/African American. A 6% drop in enrollment was unevenly distributed across geography; however the proportion of students in each demographic group remained fairly consistent. DEEL expanded sites in Council District 2 and saw the enrollment proportion increase there as well.

Almost half (49%) of children enrolled in SPP came from families with incomes below 185% of the federal poverty line (the federal threshold determining free and reduced lunch eligibility) and an additional 25% were between 185 and 349% of the federal poverty line (FPL). All families below 350% of the poverty line (74% of SPP families in 2020-2021) qualified for free SPP tuition. More than one-third (40%) of SPP students were from immigrant and refugee families, and 3% of SPP children served (N=49) were homeless.

The COVID-19 pandemic continued to significantly impact SPP service delivery during SY 20-21. At the start of the 2020-2021 school year, SPP providers were given the flexibility to offer three different programming models in response to COVID-19: 100% in-person, 100% family-directed remote learning, or a hybrid model with both in-person and remote learning. Seattle Public Schools, SPP's largest provider agency, offered 100% remote services for its 29 classrooms between September 2020 and March 2021, in alignment with the school district's K-12 programming. For community-based SPP providers, the majority (21 out of 23 providers) opted to provide either 100% in-person programming or a hybrid combination of both in-person and family-directed in-home instruction. SPP providers were also given the option to extend programming through the summer months to further support kindergarten readiness for preschoolers. In total, 20 providers provided extended summer programming. SPP tuition was free for families in 100% remote programming and reduced by 50% for families in hybrid or in-person learning.

SPP enrollment by programming type was as follows: 523 children (33% of enrolled SPP participants) were enrolled in 100% in-person programming, 474 (30%) in hybrid programming, 507 (32%) in family-directed/remote learning from September through March, and 81 children (5%) in family-

² The Summer Learning RFI is a new funding opportunity developed in response to COVID-19, and the need for access to extended learning and accelerated learning opportunities for students in the summer.

directed/remote learning for the full school year. For extended summer programming, 791 students continued their school-year participation in SPP through the summer months, and 87 new enrollments were added for the summer period only.

Table 2. Seattle Preschool Program: Access to Services by Council District						
Council District	Children Served Year 1	Children Served Year 2	Change in Proportion	Seattle Preschool Program Sites Year 1	Seattle Preschool Program Sites Year 2	Change in SPP Sites Year 1-Year 2
1	333 (19%)	316 (19%)	0%	11 (18%)	11 (15%)	0 (-1%)
2	524 (30%)	561 (34%)	+4%	24 (36%)	30 (41%)	+6 (+5%)
3	197 (11%)	168 (10%)	-1%	10 (15%)	10 (14%)	0 (-1%)
4	145 (8%)	118 (7%)	-1%	4 (6%)	4 (5%)	0 (-1%)
5	373 (21%)	324 (19%)	-2%	13 (19%)	13 (18%)	-1 (-1%)**
6	75 (4%)	94 (6%)	+2%	2 (3%)	3 (4%)	+1 (+1%)
7	53 (3%)	48 (3%)	0%	2 (3%)	2 (3%)	0 (0%)
Other*	71 (4%)	43 (3%)	-1%	1 (1%)	1 (1%)	0 (0%)
Total	1,771	1,672	-99	67	74	+7

*Includes confidential addresses and private pay, and sites outside City limits

**One site that participated in 19-20 closed in 20-21.

Data source: Department of Education and Early Learning

Table 3. Seattle Preschool Program: Access to Services by Child/Family Characteristics			
	Number of Children Served (%) - Year 1	Number of Children Served (%) - Year 2	Change in Proportion
Race/Ethnicity			
Black/ African-American	488 (28%)	482 (29%)	+1%
White	386 (22%)	368 (22%)	0%
Asian	350 (20%)	311 (19%)	-1%
Hispanic/Latino	233 (13%)	245 (15%)	+2%
Two or more races	241 (14%)	217 (13%)	-1%
Unknown Race	35 (2%)	20 (1%)	-1%
North African/ Middle Eastern	19 (1%)	15 (1%)	0%

American Indian/ Alaskan Native	11 (1%)	<10 (<1%)	-<1%
Native Hawaiian/ Other Pacific Islander	<10 (<1%)	<10 (<1%)	0%
Child Gender			
Male	899 (51%)	817 (49%)	-2%
Female	865 (49%)	847 (51%)	+2%
Unknown or Non-Binary	<10 (<1%)	<10 (<1%)	---
Family Income*			
<185% FPL	882 (50%)	827 (49%)	-1%
185-349% FPL	475 (27%)	417 (25%)	-2%
350%+ FPL	422 (24%)	434 (26%)	+2%
Other Characteristics			
Homeless	84 (5%)	49 (3%)	-2%
Immigrant and Refugee Families	663 (37%)	676 (40%)	+3%

Data source: Department of Education and Early Learning

*In October 2021, DEEL started utilizing State Median Income (SMI) to determine the SPP tuition scale. As an equivalence, 185% FPL is roughly 48% SMI and 350% FPL is roughly 94% SMI.

Table 4. Seattle Preschool Program: Enrollment by Service Delivery Type		
Model Type	Enrolled	Tuition Reduction (for 350%+ FPL Families)**
In-Person	523 (33%)	50%
Hybrid	474 (30%)	50%
Family-directed until April, then Hybrid (SPS)	507 (32%)	100% until April, then 50%
Family-Directed	81 (5%)	100%
Summer Only	87 (5%)	50%
TOTAL*	1672	

*Total is greater than unique child count because children changed programs during the year, and are therefore double counted in some instances.

In total, 878 children received summer services. 791 were continuing from the school year.

** Tuition calculated on a sliding scale, then reduced according to model type.

K-12 School and Community-Based

K-12 School and Community-Based investments served almost 17,000 students citywide. SY 2020-21 was the first year of FEPP Levy awarded School Based Investment and Opportunities & Access grantees. The transition to FEPP investment strategies – rebid of School-Based Investment partners and introduction of the Opportunities & Access strategy – allowed DEEL to direct investments toward students farthest from educational justice, and on college and career readiness programs that foster postsecondary pathways to the Seattle Promise program.

Over half (56%) of students served attended school in Council District 2. The majority of students served by K-12 school and community-based investments identified as BIPOC (13,640, 82%), and 31% identified as Black/African American. K-12 investments served a similar share of male- and female-identified students (52% and 48% respectively). Among students served, 37% were from immigrant and refugee families, 24% English Language Learners, 16% receiving special education services, and 7% experienced homelessness.

DEEL began working with school and community partners in spring of 2020 to adapt programming and workplans to a remote learning model and support access to academic, enrichment, and college and career readiness activities for students furthest from educational justice. Schools modified their instructional delivery plans, incorporated more small-group work, set up synchronous (live) and asynchronous (self-directed) learning experiences, and expanded case management support to ensure students had access to necessary technology and connections to caring adults and peers. Community partners selected during 2020 RFI processes also submitted plans for COVID-19 adaptations and received supports for preparing to serve students in remote contexts.

As part of the FEPP Levy’s Family Support Services investments within the Wraparound Services strategy 762 students and their families benefited from meal distribution, technology resources and support, food, clothing, and housing assistance options, as well as case management and care coordination. Family support service investments are designed to remove barriers to student learning and connect families to financial resources and support services. Family Support Services were concentrated in 15 elementary schools, Rainier Beach High School, and SPS’s Native American Program, all selected based on levels of student need.

DEEL also issued a new \$1M funding opportunity for community-based organizations to expand or enhance summer programming in 2021 in response to students’ extended time in remote learning environments and the expressed needs of students and families for support over the summer. Seventeen organizations were awarded funds to provide more than 600 students with academic, health and wellness, and college/career readiness enrichment activities June through August.

Table 5. K-12 School and Community: Access to Services by Council District

Council District	Students Served* Year 1	Students Served* Year 2	Change in Proportion	Levy-funded Schools Year 1	Levy-funded Schools Year 2	Change in Proportion
District 1	4,853 (21%)	3131 (19%)	-2%	9 (22%)	5 (17%)	-5%
District 2	8,075 (34%)	9343 (56%)	+22%	14 (34%)	16 (53%)	+19%
District 3	1,874 (8%)	2287 (14%)	+6%	4 (10%)	5 (17%)	+7%

District 4	2,476 (11%)	258 (2%)	-9%	3 (7%)	1 (3%)	-4%
District 5	4,221 (18%)	1650 (10%)	-8%	7 (17%)	3 (10%)	-7%
District 6	1,291 (6%)	<10 (<1%)	-<5%	3 (7%)	0	-7%
District 7*	630 (3%)	11 (<1%)	-<2%	1 (2%)	0	-2%
Total	23,430	16,681	-6,749	41	30	-11

Data source: Seattle Public Schools; Analyzed by DEEL *Includes students served by community-based organizations and through SPS schools/programs that could be match to SPS student enrollment records

*Council District 7 has only one high school (an option school) physically within its boundaries. Students who attend Ballard or Lincoln may live in Council District 7, but would appear in District 4 or 6 where the schools are located.

Table 6. K-12 School and Community: Access to Services by Student/Family Characteristics			
Student/Family Characteristics	Students Served Year 1	Students Served Year 2	Change in Percent
Student Race/Ethnicity			
White	8011 (34%)	3,039 (18%)	-16%
Black or African American	4995 (21%)	5,129 (31%)	+10%
Hispanic/ Latino	3663 (16%)	3,052 (18%)	+2%
Asian	3854 (16%)	3,572 (21%)	+5%
Two or More Races	2633 (11%)	1,655 (10%)	-1%
Native Hawaiian or Other Pacific Islander	13 (1%)	134 (1%)	0%
American Indian/ Alaskan Native	135 (1%)	98 (1%)	0%
Student Gender			
Male	12076 (52%)	8,593 (52%)	0%
Female	11326 (48%)	8,048 (48%)	0%
Non Binary	28 (<1%)	40 (<1%)	0%
Other Characteristics			
Family Income <185% FPL (Levy-funded Schools Only)	10036 (46%)	9,197 (61%)	+15%
Immigrant and Refugee Families	6968 (30%)	6,243 (37%)	+7%
English Language Learner	4253 (18%)	3,960 (24%)	+6%
Special Education	3467 (15%)	2,666 (16%)	+1%
Homeless	1406 (6%)	1,233 (7%)	+1%

Data source: Seattle Public Schools; Analyzed by DEEL.

K-12 School Health

During the 2020-2021 school year, School Health investments served 6,787 students through the work of 29 School Based Health Centers, including one new SBHC at Nova High School. Following a summer 2020 Request for Application process conducted by Public Health-Seattle & King County to rebid elementary school sites and ensure funds were being directed to schools with greatest need, two healthcare sponsors (Odessa Brown Children’s Clinic and Neighborcare Health) were awarded funding to operate Elementary School Based Health Centers at eight elementary schools, and Odessa Brown moved its Madrona SBHC to Lowell Elementary.

City Council Districts 1, 2, and 3 contained the highest concentration of SBHCs and 72% of students served by school-based health centers lived in Districts 1-3. There were no SBHCs in District 7, though 1% of students served attended school in District 7. Sixty-eight percent (N=4,486) of students served by school-based health centers or school nurses were BIPOC, and 22% identified as Black/African American. Fifty-one percent of students served identified as female. Students from immigrant and refugee families represented 30% of students served, while 28% were English Language Learners, 22% received special education services, and 10% experienced homelessness.

Table 7. K-12 School Health: Access to Services by Council District						
Council District	Students Served* Year 1	Students Served* Year 2	Change in Percent	SBHC Year 1	SBHC Year 2	Change in Percent
District 1	1,980 (21%)	1533 (23%)	+2%	7 (25%)	7 (24%)	-1%
District 2	2,911 (31%)	1896 (28%)	-3%	9 (32%)	9 (31%)	-1%
District 3	1,507 (16%)	1394 (21%)	+5%	6 (21%)	7 (24%)	+3%
District 4	929 (10%)	597 (9%)	-1%	2 (7%)	2 (7%)	0%
District 5	1,284 (14%)	732 (11%)	-3%	3 (11%)	3 (10%)	-1%
District 6	580 (6%)	397 (6%)	0%	1 (4%)	1 (3%)	-1%
District 7	49 (1%)	35 (1%)	0%	0 (0%)	0 (0%)	0%
Unknown (no SPS match)	158 (2%)	203 (3%)	+1%	n/a	n/a	n/a
Total	9,398	6,787	-2,611	28	29	+1**

Data source: Seattle Public Schools; analyzed by DEEL.

*Includes unique students served by school based health centers or school nurses, based on location of their enrolled school. Not included in this total are students receiving portable oral health services (N = 493 in 19-20, 240 in 20-21) because DEEL receives aggregate data and cannot determine if they have also received SBHC or school nurse services.

**A SBHC at Nova High School was added; one SBHC moved from Madrona Elementary to Lowell Elementary.

Table 8. K-12 School Health: Access to Services by Student/Family Characteristics

Student/Family Characteristics	Number of Students Served Year 1	Number of Students Served Year 2	Change in Proportion
Student Race/Ethnicity			
White	2907 (31%)	2098 (32%)	+1%
Black or African American	2159 (23%)	1454 (22%)	-1%
Asian	1559 (17%)	985 (15%)	-2%
Hispanic/ Latino	1610 (17%)	1,296 (20%)	+3%
Two or More Races	878 (10%)	646 (10%)	0%
Native Hawaiian or Other Pacific Islander	63 (1%)	54 (1%)	0%
American Indian/ Alaskan Native	64 (1%)	51 (1%)	0%
Student Gender			
Female	5043 (55%)	3,370 (51%)	-4%
Male	4179 (45%)	3181 (48%)	+3%
Non Binary	18 (<1%)	33 (1%)	0%
Other Characteristics			
Immigrant and Refugee Families	2972 (32%)	1,959 (30%)	-2%
English Language Learner	1831 (20%)	904 (28%)	+8%
Special Education	1432 (15%)	1449 (22%)	+7%
Homeless	657 (7%)	630 (10%)	+3%

Data source: Seattle Public Schools; Analyzed by DEEL.

Table 9. K-12 School Health: Services Received by Grade

Service Type	Elementary	Middle	High	No SPS Match**	Unique Students*
SBHC Medical	282	520	1,812	111	2,725
SBHC Mental Health	60	226	689	47	1,022
SBHC Dental	64	66	85	17	232
SBHC Other	13	8	486	10	517
School Nurse	786	925	2,208	40	3,959
Unknown Service	8	4	24	7	43
Unique Students*	1,066	1,439	4,079	203	6,787

*Students may receive more than one service, so sums of services will be greater than counts of unique students

***No SPS match means that PHSKC reported students served but with an inaccurate SPS id that couldn't be matched to other SPS records.*

Seattle Promise

In fall 2020, a total of 837 students participated in the Seattle Promise; this number includes the 2019 Cohort continuing into their second year (148) and the 2020 Cohort starting their first year of college (689). While Seattle Colleges are located in Council District 1, 3, and 5, Promise scholars attended high school in various Council Districts. Starting with the 2020 Cohort, graduates from all seventeen SPS high schools were eligible for Promise, an expansion from six eligible high schools for 2019 graduates. The newly eligible high schools' students differ economically, racially, and geographically from the original high schools, so large demographic shifts are evident from FEPP Year 1 to Year 2.

Sixty-seven percent of Seattle Promise participants enrolled in fall 2020 were BIPOC (N=560), and an almost equal number identified as male and female. Using Seattle Public School (SPS) data, over a third of Seattle Promise participants (40%) came from immigrant and refugee families and nearly one fifth (18%) of scholars were English language learners. Five percent of Seattle Promise scholars (N=32) experienced homelessness during their time at SPS.

Seattle Promise programming was offered almost fully remote for the full school year. This included Summer Bridge, academic classes, and outreach, support, and referral services. Seattle Colleges provided webinars and virtual supports for students and families that included Promise application and FAFSA/WAFSA application supports for high school seniors, class registration supports for new Promise scholars, and Zoom meetings with Retention Specialists for all Promise scholars enrolled at Seattle Colleges. The 2021 cohort had an opportunity to choose to attend one of three Readiness Academy events that were held in person during spring 2021 (13 were held virtually).

In December 2020, legislation was passed providing flexibility to Promise scholars affected by the pandemic (2019 and 2020 cohorts) that temporarily waived the two-year enrollment limit and allowed part-time or deferred enrollment. (Impacts from this legislation will be reported in the 2021-2022 FEPP Levy report.) In March 2021, new federal funding under the American Rescue Plan Act was approved by City Council to support a roll-out of equity enhancements for Seattle Promise, including new re-entry pathways to the program, increasing eligibility and amounts for Equity scholarships, new preparation and persistence supports, and a transfer partnership with the University of Washington.

Table 10. Seattle Promise: Access by Council District

Council District	By Former High School FEPP Year 1	By Former High School FEPP Year 2	Change in Proportion	By Seattle College FEPP Year 1	By Seattle College FEPP Year 2	Change in Proportion
District 1	112 (29%)	146 (17%)	-12%	226 (58%)	220 (26%)	-32%
District 2	102 (26%)	237 (28%)	+2%	-	-	-
District 3	65 (17%)	106 (12%)	-5%	77 (20%)	360 (43%)	+23%
District 4	-	51 (6%)	+6%	-	-	-
District 5	77 (20%)	161 (19%)	-1%	86(22%)	257 (31%)	+9%
District 6	-	84 (10%)	+10%	-	-	-
District 7*	-	19 (2%)	+2%	-	-	-
Unknown (no SPS match)	33 (8%)	33 (4%)	+4%	-	-	-
Total	389	837	+440	389	837	+440

Data source: Seattle Public Schools and Seattle Colleges; Analyzed by DEEL.

*Although Ballard and Lincoln serve Council District 7, The Center School is the only high school physically in Council District 7.

Table 11. Seattle Promise: Fall 2020 Enrollment by High School

High School	Council District	Students Enrolled as Promise Scholars
Chief Sealth International High School*	1	85 (10%)
West Seattle High School	1	61 (7%)
Cleveland STEM High School*	2	96 (11%)
Franklin High School*	2	69 (8%)
Interagency Academy*	2	16 (2%)
Rainier Beach High School*	2	53 (6%)
South Lake High School	2	<10 (<1%)
Garfield High School	3	77 (9%)
Nova High School	3	10 (1%)
Seattle World School	3	19 (2%)
Roosevelt High School	4	51 (6%)
Ingraham International High School	5	98 (12%)
Middle College High School	5	<10 (1%)
Nathan Hale High School	5	58 (7%)
Ballard High School	6	84 (10%)
The Center School	7	19 (2%)
Unknown (no SPS match)		33 (4%)
Total		837

*High-School supported through K-12 School-Based Investment strategy

Table 12. Seattle Promise: Access by Student/Family Characteristics (Fall Enrollment)

Student/Family Characteristics	Number of Students Served FEPP Year 1	Number of Students Served FEPP Year 2	Change in Proportion
Student Race/Ethnicity			
Alaska Native/ American Indian	<10 (2%)	<10 (<1%)	->1%
Asian	85 (22%)	172 (21%)	-1%
Black or African American	90 (23%)	152 (18%)	-5%
Hispanic/ Latino	85 (22%)	156 (19%)	-3%
Native Hawaiian or Other Pacific Islander	<10 (1%)	<10 (1%)	0%
Two or More Races	36 (9%)	73 (9%)	0%
White	74 (19%)	219 (26%)	+7%
Unknown Race	16 (4%)	58 (7%)	+3%
Student Gender			
Female	205 (53%)	420 (50%)	-3%
Male	184 (47%)	416 (50%)	+3%
Unknown Gender	<10 (1%)	<10 (1%)	0%
Other Characteristics			
Immigrant and Refugee Families	160 (45%)	321 (40%)	-5%
English Language Learner	75 (21%)	145 (18%)	-3%
Special Education	41 (12%)	89 (11%)	-1%
Homeless	28 (8%)	42 (5%)	-3%

Data source: Seattle Public Schools and Seattle Colleges; Analyzed by DEEL.

Seattle Promise Required Reporting

Council specified annual reporting requirements for the Seattle Promise program that include the following: (a) demographic information and expenditures by strategy, (b) demographic information and number of participants who did not meet Satisfactory Academic Progress (SAP) requirements, (c) demographic information and numbers of participants who requested part-time enrollment, and (d) student referral rates to assistance programs.

A. Demographics and Expenditures by Strategy

Seattle Promise offers college entry supports to twelfth graders who apply for Promise. Asian and white students are most likely to apply to Promise (54% of all applicants in 20-21) . In addition to persistence

supports given to all Promise scholars, Promise offers last dollar tuition scholarships to students whose full tuition is not already covered by other sources, such as Pell Grants and College Bound Scholars.

Scholars can also qualify for equity scholarships to cover non-tuition expenses if their expected family contribution is \$0. In SY 20-21, over half (55%) of Scholars received tuition scholarships and about a fifth (22%) received equity scholarships. White students were most likely to benefit from tuition scholarships; Asian and Black scholars were more likely to receive equity scholarships than other racial groups.

Table 13. Seattle Promise: Demographics by Strategy									
Ethnicity	High School Supports			Tuition Scholarship			Equity Scholarship		
	Year 1	Year 2	Change	Year 1	Year 2	Change in Proportion	Year 1	Year 2	Change in Proportion
American Indian/ Alaska Native	--	20 (1%)	--	<10 (<6%)	<10 (<2%)	--	< 10 (<10%)	<10 (<6%)	--
Asian/Pacific Islander	--	472 (22%)	--	48 (26%)	87 (19%)	-7%	22 (19%)	47 (25%)	+6%
Black/African American	--	396 (19%)	--	30 (16%)	50 (11%)	-5%	46 (39%)	49 (26%)	-13%
Hispanic/Latino	--	246 (12%)	--	36 (20%)	78 (17%)	-3%	19 (16%)	36 (19%)	+3%
Two or More Races	--	255 (12%)	--	<10 (<6%)	<10 (<2%)	--	<10 (<10%)	<10 (<6%)	--
White	--	662 (32%)	--	52 (29%)	186 (41%)	+12%	15 (13%)	27 (19%)	+6%
Another Race	--		--	<10 (<6%)	<10 (<2%)	--	<10 (<10%)	<10 (<6%)	--
Missing/Unknown	--	48 (2%)	--	11 (6%)	36 (8%)	+2%	<10 (<10%)	11 (6%)	--
Total	1,739	2099	+360	182 (46%)	457 (55%)	+275 (+9%)	117 (29%)	187 (22%)	+70 (-7%)

Data source: Seattle Colleges; Analyzed by DEEL.

Table 14. Seattle Promise: 2020-2021 Expenditures by Strategy (in \$M)			
	Planned Spending	Actual Spending	Percent Spent
Tuition	\$1.6	\$1.3	81%
Equity Scholarship	\$0.4	\$0.2	50%
College Performance and Persistence Support	\$2.5	\$2.5	100%
Administration	\$0.3	\$0.3	100%
Total	\$4.8	\$4.3	100%

Data source: Seattle Colleges; Analyzed by DEEL.

B. Satisfactory Academic Progress

As a last dollar tuition program, students enrolled in Seattle Promise are required to meet Satisfactory Academic Progress³ (SAP) each quarter to access state and federal financial aid and maintain Promise eligibility. DEEL did begin receiving SAP information from Seattle Colleges until 2022. DEEL used SAP criteria to create proxy information for FEPP Year 2. To maintain SAP, students must receive a passing grade in all their classes and maintain a 2.0 minimum GPA.

During SY 20-21, 264 students (32% of total students enrolled) did not maintain a minimum 2.0 GPA; this is a one percentage point increase from Year 1 of FEPP implementation, before the COVID-19 pandemic. About one quarter of the students with cumulative GPAs below 2.0 were Black/African American; Hispanic/Latino and white students were each about one-fifth of the total.

Ethnicity	FEPP Year 1	FEPP Year 2	Change in Proportion
American Indian/Alaska Native	<10 (<1%)	<10 (<1%)	--
Asian	15 (12%)	39 (15%)	+3%
Black/African American	35 (29%)	70 (27%)	-2%
Hispanic/Latino	32 (26%)	57 (22%)	-4%
Native Hawaiian or Other Pacific Islander	<10 (<1%)	<10 (<5%)	--
White	20 (17%)	56 (21%)	+4%
Two or More Races	11 (9%)	29 (11%)	+2%
Missing/Unknown	<10 (<10%)	12 (5%)	--
Total	121 (31%)	264 (32%)	+143 (+1%)

Data source: Seattle Colleges. Analyzed by DEEL.

C. Part-Time Enrollment

Seattle Promise Scholars have the option to request part-time enrollment. Three hundred forty-five Promise Students were enrolled part-time (<12 credits) at least one quarter in SY 20-21; this is an eighteen percent point increase over the first year of FEPP implementation before the COVID-19 pandemic. White (24%), Black/African American (22%), and Hispanic/Latino (22%) students represent the majority of part-time students. Overall, two-fifths (41%) of scholars were enrolled part-time for at least part of the 20-21 school year.

³ Students receiving financial aid are required to maintain satisfactory academic progress by meeting the minimum academic standards in an eligible program of study per federal and state financial aid regulations. For more details: <https://seattlecentral.edu/enrollment-and-funding/financial-aid-and-funding/financial-aid/student-responsibilities>

Table 16. Seattle Promise Part-Time Enrollment by Ethnicity

Ethnicity	FEPP Year 1	FEPP Year 2	Change in Proportion
American Indian/ Alaska Native	<10	<10	--
Asian	11 (12%)	60 (17%)	+5%
Black/African American	23 (26%)	75 (22%)	-4%
Hispanic/Latino	25 (28%)	76 (22%)	-6%
Native Hawaiian or Other Pacific Islander	<10	<10	--
Two or More Races	12 (13%)	28 (8%)	-5%
White	15 (17%)	83 (24%)	+7%
Missing/Unknown	<10	22 (6%)	--
Total	89 (23%)	345 (41%)	+256 (+18%)

Data source: Seattle Colleges. Analyzed by DEEL.

D. Retention and Completion

In Fall 2020, the 2019 Cohort began their second year of Promise. Fifty-one percent of the original cohort enrolled in Fall 2020 classes, a seven-percentage point decrease from the 2018 Cohort's fall-to-fall retention. The greatest drop in retention rates was among Asian and white scholars. The 2019 Cohort saw a slightly smaller decrease (four percentage points) in its two-year completion rate compared to the prior cohort.

Table 16. Seattle Promise Retention to 2nd Fall (Enrolled in Promise or received Degree/ Certificate)

Ethnicity	FEPP Year 1 2018 Cohort # (% of cohort)	FEPP Year 2 2019 Cohort # (% of cohort)	Change in Proportion
American Indian/ Alaska Native	<10	<10	--
Asian	32 (82%)	39 (68%)	-14%
Black/African American	32 (57%)	34 (59%)	+2%
Hispanic/Latino	15 (42%)	36 (51%)	+9%
Native Hawaiian or Other Pacific Islander	<10	<10	--
Two or More Races	<10	<10	--
White	20 (49%)	23 (41%)	-8%
Missing/Unknown	<10	<10	--
Total	108 (57%)	148 (51%)	+40 (-6%)

Data source: Seattle Colleges. Analyzed by DEEL.

Table 17. Seattle Promise Completion (Received Degree/ Certificate by 2nd or 3rd Spring)

Ethnicity	FEPP Year 1 2-Year Completion (#/ % of cohort)	FEPP Year 2 2-Year Completion (#/ % of cohort)	Change in Proportion	FEPP Year 2 3-Year Completion* (#/ % of cohort)
American Indian/ Alaska Native	<10	<10	--	<10
Asian	16 (41%)	15 (28%)	-13%	25 (64%)
Black/African American	<10	<10	--	14 (25%)
Hispanic/Latino	<10	<10	--	9 (25%)
Native Hawaiian or Other Pacific Islander	<10	<10	--	<10
Two or More Races	<10	13 (36%)	--	6 (55%)
White	11 (27%)	15 (27%)	--	16 (39%)
Missing/Unknown	<10	<10	--	<10
Total	46 (24%)	56 (19%)	-10 (-4%)	71 (37%)

* No 3-Year Completion available for FEPP Year 1; first cohort (2018) reached 3 years in FEPP Year 2.

Data source: Seattle Colleges. Analyzed by DEEL.

E. Assistance Program Referral Rates

As of the writing of this report, DEEL and the Colleges continue to collaborate to improve data collection systems and structures. Data on referral rates to community resources programs is unavailable at this time. Anecdotally, we know that Colleges staff regularly refer and connect students with expressed need to campus resources such as counseling, tutoring, technology support, and basic needs resources like food pantries. A process evaluation completed by DEEL includes helpful information regarding Seattle Promise scholar reported non-academic needs: [Seattle Promise Scholar Persistence & Advising Support 2020-2021 Process Evaluation Report](#).

Council Priorities

Council directed DEEL to include updates on two Council priorities in the FEPP annual report: (1) Progress made toward simplifying application processes and points of entry for preschool, childcare and children enrichment opportunities; (2) Coordination to leverage State investments and provide additional access to preschool programs for families ([RES 31821](#); [ORD 125807](#)).

A. Simplifying Early Learning Applications

In addition to changes made to simplify and streamline the application processes in the first year of the Levy, in the 20-21 School Year DEEL operating systems were modified to give families the ability to apply and enroll in the Child Care Assistance Program and Seattle Preschool Program directly from their mobile devices. This functionality was a convenience that families had been asking for.

B. Coordination with State and Leveraged Resources

DEEL continues to blend City SPP funding with Early Childhood Education and Assistance Program (ECEAP) and/or Head Start funding. SPP has adopted most ECEAP and Head Start performance standards to align direct services and simplify standards for providers, and SPP expansion continues to include ECEAP and Head Start providers. The WA State Department of Children, Youth, and Families (DCYF) paused ECEAP expansion during the 20-21 SY due to COVID-19. DEEL has chosen to pause on further ECEAP expansion until enrollment number resume pre-pandemic levels.

SY 2020-21 FEPP Levy Funded Partners

FEPP Levy investments and results are made possible by a large community of partners who provide direct services to Seattle’s children, youth, families as well as professional development and systems-building support to our providers. The list below reflects our funded partners who bring this Levy to life.

1st Start Learning Family Home Center	First Place
Academy for Creating Excellence (ACE)	Franklin High School
Alliance for Education	Friends of the Children Seattle
Aki Kurose Middle School	Garfield High School
Innsha Allah Family Childcare (Anaji Aman)	Hearing, Speech and Deafness Center
Associated Recreation Council (ARC)	HighScope Foundation
Aster Blossom Child Care (Aster Weldemichael)	Highland Park Elementary School
Atlantic Street Center	Hilltop Children's Center
Bailey Gatzert Elementary	Imagine Institute
Ballard High School	Ingraham High School
Beacon Hill International School	Interagency Academy
Bella’s Creative Learning Center (Bella Richi)	International Community Health Services
Boys and Girls Club of King County	Kaiser Permanente Washington
BRAVE	Kandelia
Catholic Community Services	Kimball Elementary
Causey's Learning Center	King County
Center for Linguistic and Cultural Democracy	Launch
Chief Sealth High School	Leschi Elementary
Child Care Resources	Lincoln High School
Children’s Home Society	Lowell Elementary
Chinese Information Service Center	Madison Middle School
Clear Moon Consulting (Brock Grubb)	Madrona Elementary
Cleveland STEM High School	Martin Luther King Jr. Elementary
Community Day School Association dba Launch	Mauric Dolberry/A Line in the Sand Consulting
Community School of West Seattle	Meany Middle School
Concord Elementary	Mentoring Urban Students and Teens (MUST)
Country Doctor Community Health Centers	Mercer Middle School
Coyote Central	Nathan Hale High School
Creative Kids Learning Center	Neighborcare Health
Dearborn Park Elementary	Neighborhood House
Delridge Neighborhood Development Association	Northgate Elementary
Denise Louie Education Center	Northwest Center
Denny International Middle School	NW Education Access
Dunlap Elementary	Nova High School
East African Community Services	Odessa Brown Children’s Clinic (Seattle Children’s Hospital)
Edmund S. Meany Middle School	Olympic Hills Elementary
El Centro de la Raza	WACCC/ One Family Learning Center
Emerson Elementary	Page Ahead Children's Literacy Program
Empowering Youth and Families Outreach	Primm ABC Child Care Center
Experimental Education Unit at UW	Public Health - Seattle & King County

Puget Sound ESD
Rainier Beach High School
Refugee Women's Alliance
Rising Star Elementary
Robert Eagle Staff Middle School
Roosevelt High School
Roxhill Elementary
Safe Homes
Sand Point Elementary
Sanislo Elementary
School Readiness Consulting
Scott RJ, LLC
Seattle Colleges
Seattle Human Services Department
Seattle Indian Health Board
Seattle Parks and Recreation
Seattle School District #1
Seattle World School
Seed of Life Early Learning Center
Sound Child Care Solutions
South End Stories
South Shore PreK-8
STEM Paths Innovation Network (SPIN)

Students and Family Support Program
Swedish Medical Center
Teaching Strategies
Team Read
Technology Access Foundation
The Breakfast Group
The Good Foot Arts Collective
Thurgood Marshall Elementary
Tiny Tots Development Center
Tiny Trees Preschool
United Indians of All Tribes Foundation
United Way of King County
University of Washington
University Tutors of Seattle
Voices of Tomorrow
WA-Bloc
Washington Middle School
Wellspring Family Services
West Seattle Elementary
West Seattle High School
Wing Luke Elementary
YMCA of Greater Seattle

Department of Education and Early Learning

FEPP Levy Year 2 Annual Results Report
School Year 2020-2021



Objectives

- Highlight FEPP Year 2 investments + partners
- Review data limitations
- Review racial equity results + historical trends

DEEL Results

All Seattle families
have access to
affordable, quality
childcare.

All Seattle children
are kindergarten
ready.

All Seattle
students graduate
high school college
and career ready.

All Seattle students
attain a postsecondary
degree, credential, or
certificate.

DEEL Core Strategies

**Equitable Educational
Opportunities**

**Student and
Family Supports**

**High Quality
Learning Environments**

FEPP Goal and Investment Areas

Partner with families and communities to achieve educational equity, close opportunity gaps, and build a better economic future for Seattle students

Preschool and Early Learning

K-12 School and Community-Based

K-12 School Health

Seattle Promise

Implementation Timeline



FEPP Year 2 By-the-Numbers



Year 2 (SY 2020-2021) Results Summary

- Results from the 2020-2021 school year—**drops in student assessment scores, worsening opportunity gaps, and some areas of progress**—reflect the myriad of challenges students faced during a mostly remote year with multiple interruptions to learning.
- Seattle Preschool Program participants overall were more **kindergarten ready** than previous years, but opportunity gaps increased by 10 points, back to 2016 levels.
- 3rd-8th graders participating in FEPP-funded programs met **Math and English Language Arts (ELA) standards at lower rates** than those served by the Families and Education Levy (FEL) in 2018-2019, while four-year graduation rates for FEPP-supported schools are comparable to FEL.
- As the first Promise cohort with students from all 17 SPS high schools, the 2020 cohort had the **largest enrollment to date**, as well as a **higher percentage of white students** and those from higher-income families. For earlier cohorts, **three-year completion rates topped national averages**, but fall-to-fall persistence rates fell.

Progress Toward Results

FEPP Year 2: 2020-2021 School Year

Reporting Requirements

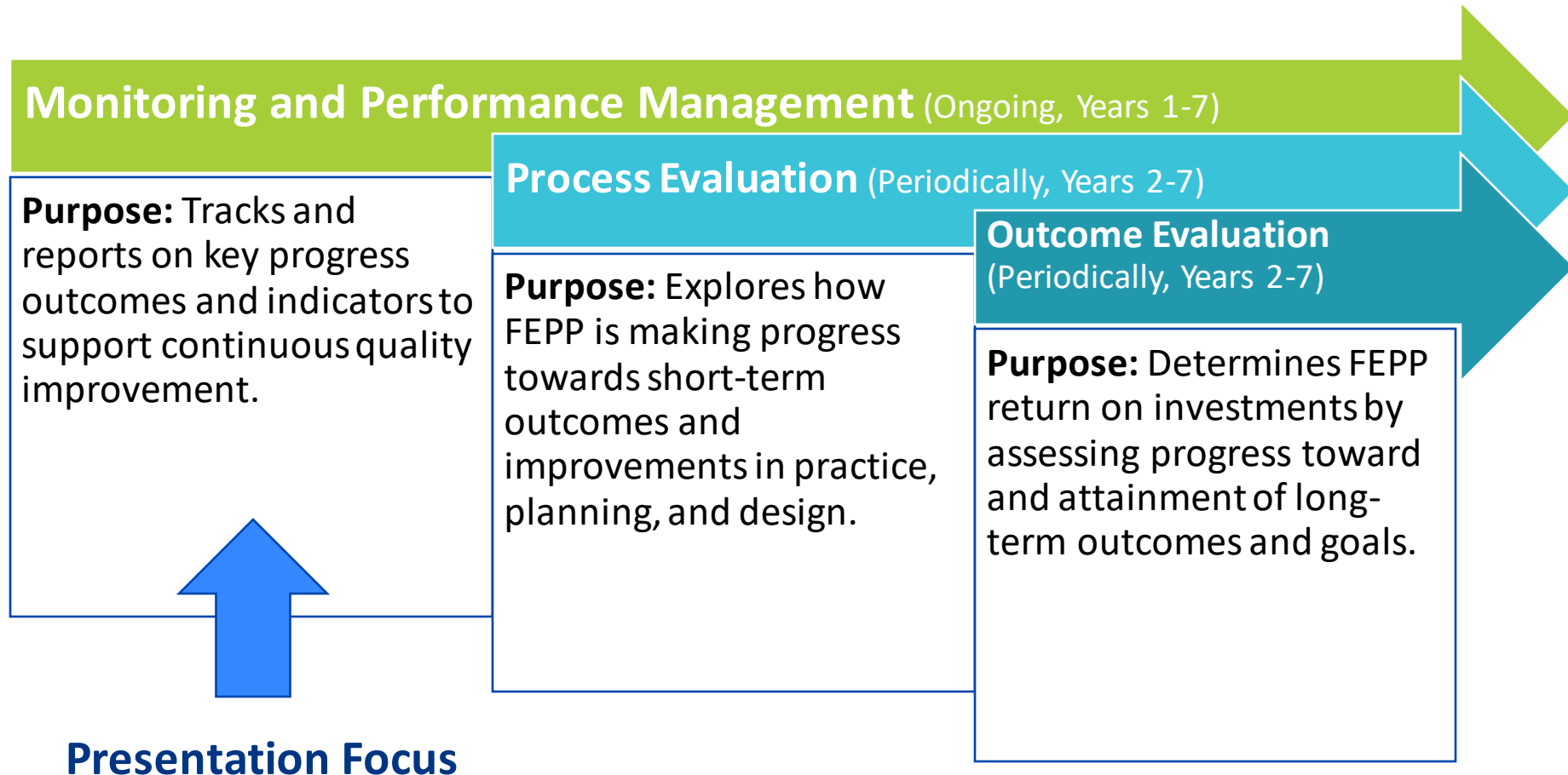
- Access to services and progress in meeting Levy goals
- Demographic data
- Seattle Promise participant experience (SAP, part-time, referrals)*
- Administrative decisions or modifications*
- Council priorities identified in Res 31821 (application processes, State ECEAP coordination; partner agreements)*

**Information provided in data appendix*

Data Details

- **Disrupted data:** Early Learning and K-12 investment data disruptions due to COVID-19
 - Preschool classroom quality assessments were not conducted
 - Spring K-12 Smarter Balance assessments were not administered until fall of 2021-22
 - Changes to traditional program services and policies mean attendance and grade measurements may not be comparable to previous years.
- **FEL to FEPP transition:** Year 2 is new baseline for some of our K-12 results; historical comparisons to existing baselines are provided where appropriate
- **Student-level outcomes:** Analysis focused on the student-level goals and outcomes specified on page 11 of the FEPP Levy I&E Plan
- **Racial data disaggregation:** DEEL has multiple internal and external data systems across EL to Postsecondary; not all systems collect the same level of data disaggregation

Annual Performance Management



Preschool & Early Learning

ADD PARTNER OR PARENT
IMAGE/QUOTE



Preschool & Early Learning

GOAL

Seattle students have access to and utilize high-quality early learning services that promote success in kindergarten.

STRATEGIES

1. Preschool Services and tuition
2. Quality Teaching
3. Comprehensive Support
4. Organizational and Facilities Development
5. SPP Child Care Subsidies
6. Homeless Child Care Program
7. Family Child Care Mentorship and Quality Supports

PARTICIPANTS

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. 3-and-4-year-olds 2. Families | <ol style="list-style-type: none"> 3. Providers 4. Coaches |
|---|--|

HEADLINE INDICATORS

1. Race-based opportunity gaps are closed
2. % children meeting WaKids readiness standards

SUPPORTING INDICATORS*

1. % children meeting TSG expectations
2. Learning environments are evidence-based, high-quality, culturally responsive, and equitable
3. Students and families have multiple ways to access high-quality early learning services

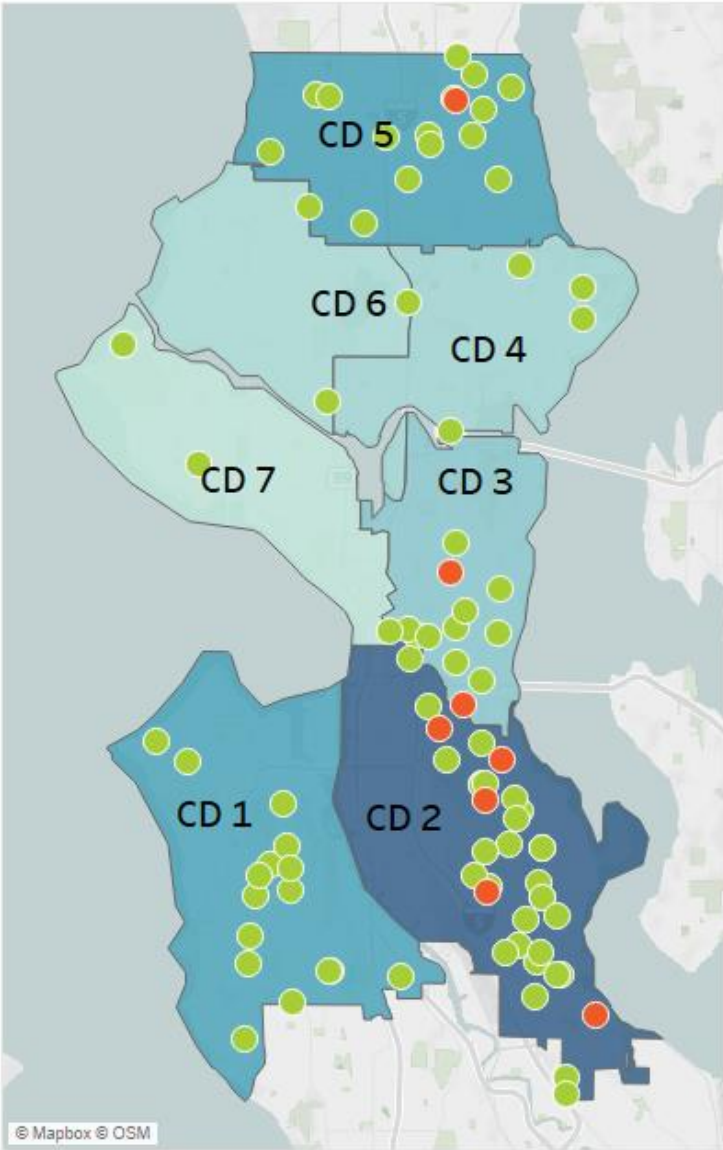
**Not an exhaustive list of all supporting indicators*



COVID-19 Adaptations

- Three programming models
- Reduced tuition rates by model
- SPP summer extension option for learning acceleration
- Additional \$5,000 per classroom for COVID-related expenses

Access: Seattle Preschool Program



1,672

Children served

-99 served

24

Provider Agencies

+3 partners

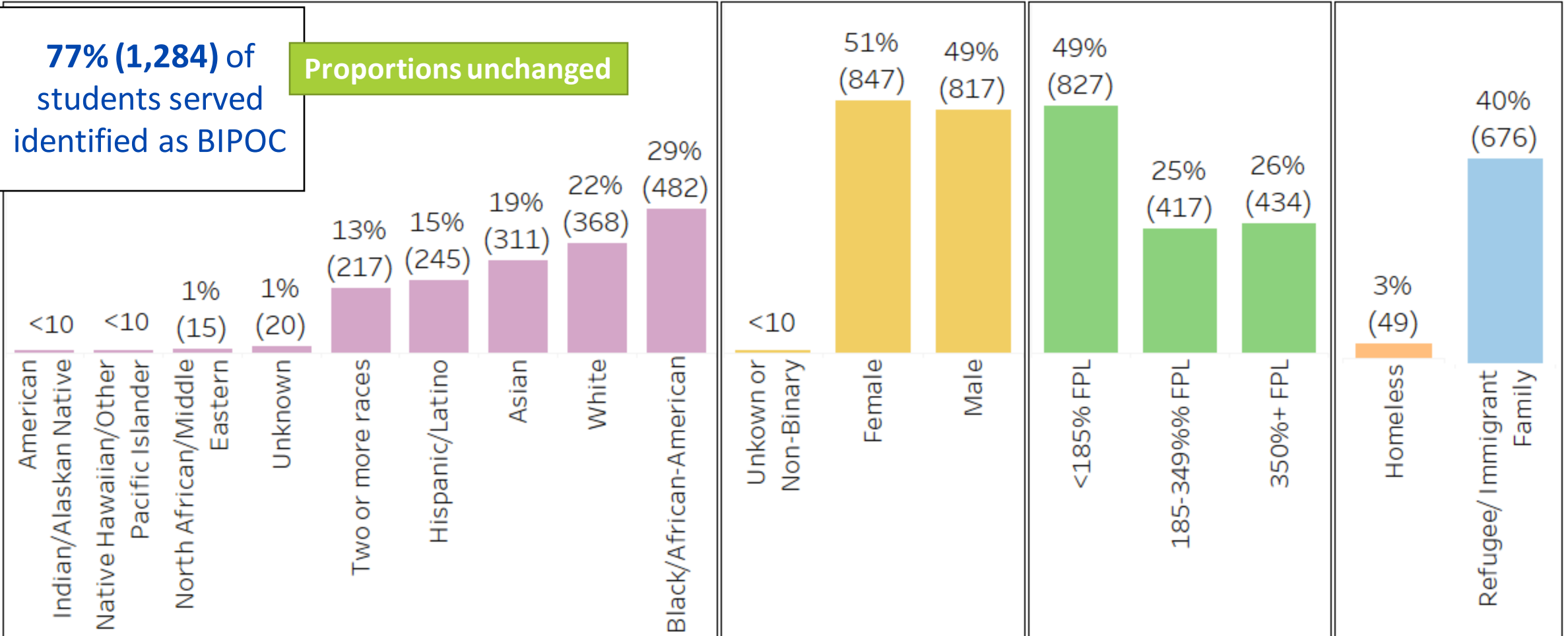
74

Sites

+7 sites

Dots are sites. The 8 new sites are orange; one 19-20 site did not continue in 20-21. Darker shades of blue indicate more SPP children served in that council district.

Access: Seattle Preschool Program



Result: Children are kindergarten ready

	How many children did we serve		Supporting Indicators		Headline Indicator			
Year	Served		% of SPP children meeting TSG widely held expectations		% of SPP children meeting WaKIDS Readiness Standards		% Race-based opportunity gaps	
2015-16	283		83%		N/A*		N/A*	
2016-17	606	+323	94%	+11%	58%		27% gap	
2017-18	969	+363	83%	-11%	54%	-4%	19% gap -8%	
2018-19	1,405	+436	79%	-4%	59%	+5%	15% gap -4%	
2019-20	1,771	+366	Not available due to COVID-19 disruptions					
2020-21	1,672	-99	78%	-1%	63%	+4%	25% gap +10%	

*Data match agreement with SPS began in SY 16-17

Equity: Kindergarten readiness gaps

SY 2020-2021 Analysis

Group (Lowest to Highest Rate)	SPS Kindergartners (% former SPP)		Fall 21-22 WAKIDs Within Group Analysis			
	SPS Population-Level	SPP Participants*	SPP vs. all SPS	Change from SPP SY 2018-19		
All	3,824	(17%)	68%	63%	-5%	+4%
Native Hawaiian or Other Pacific Islander	<10		<10	<10	--	--
American Indian/ Alaskan Native	<10		<10	<10	--	--
Black or African American	479	(32%)	52%	56%	+4%	-4%
Hispanic/Latino	479	(20%)	53%	48%	-5%	0%
Asian	434	(29%)	64%	66%	+2%	+10%
Two or More Races	529	(17%)	70%	67%	-3%	+3%
White	1,888	(10%)	77%	73%	-4%	+8%

*N= 654; 65% of 20-21 SPP 4-year-olds



Preschool & Early Learning Summary



- 63% of SPP participants were kindergarten ready, a 4% increase over previous assessment in 2018-2019, but opportunity gaps increased by 10%
- Black/African American and Asian SPP participants outperformed their non-SPP peers in kindergarten readiness; however, Hispanic/Latino, biracial, and white students underperformed their peers districtwide.
- SPP enrollment declined for the first time since 2015 (4%), while kindergarten enrollment districtwide declined by 14%.

K-12 School Health

ADD PARTNER or STUDENT
IMAGE/QUOTE



K-12 School Health

GOAL

Seattle students have access to and utilize physical and mental health services that support learning.

STRATEGIES

1. School Based Health Centers
2. School Nursing
3. Oral Health
4. Health System Enhancement

PARTICIPANTS

- | | |
|------------------|---------------|
| 1. K-12 students | 3. PHSKC |
| 2. Families | 4. SBHC staff |

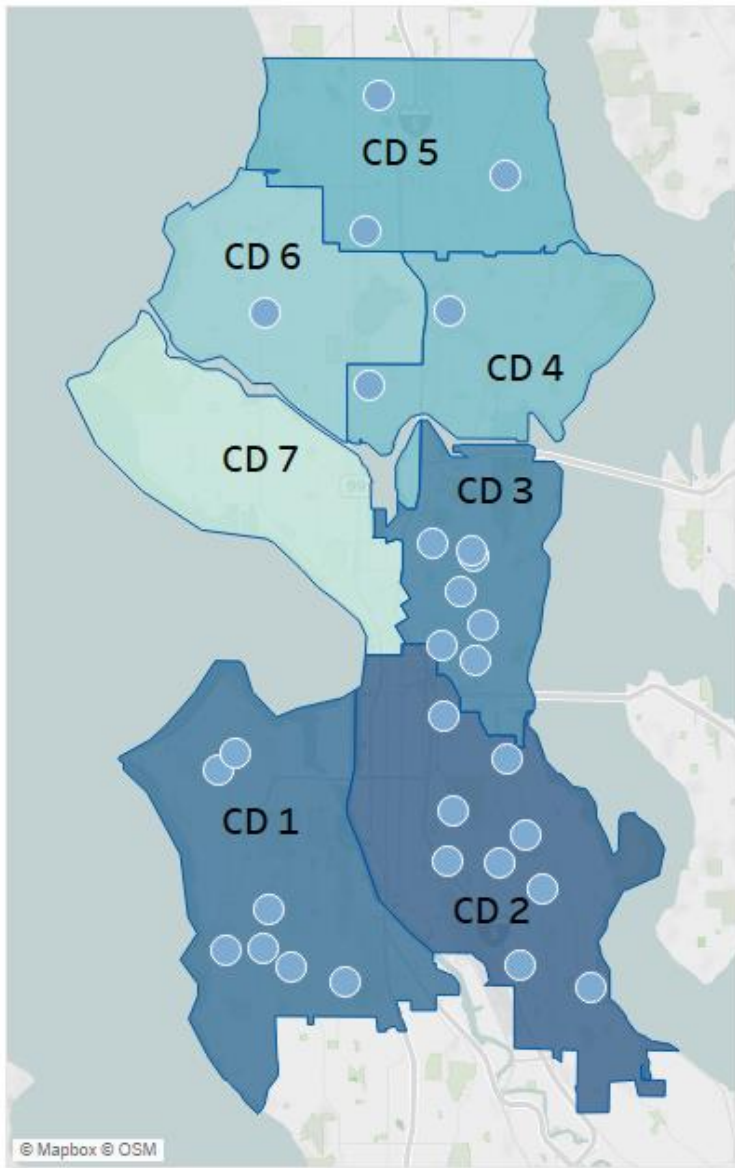
HEADLINE INDICATORS

1. Race-based opportunity gaps are closed
2. % students graduating in four years
3. **% students attending 90% or more school days**

SUPPORTING INDICATORS*

1. # students receiving oral screening
2. % students fully immunized
3. # Strengths and Difficulties Questionnaire

**Not an exhaustive list of all supporting indicators*



Access: K-12 Health Services

6,787

Students served

-2,611 students

7

Provider Agencies

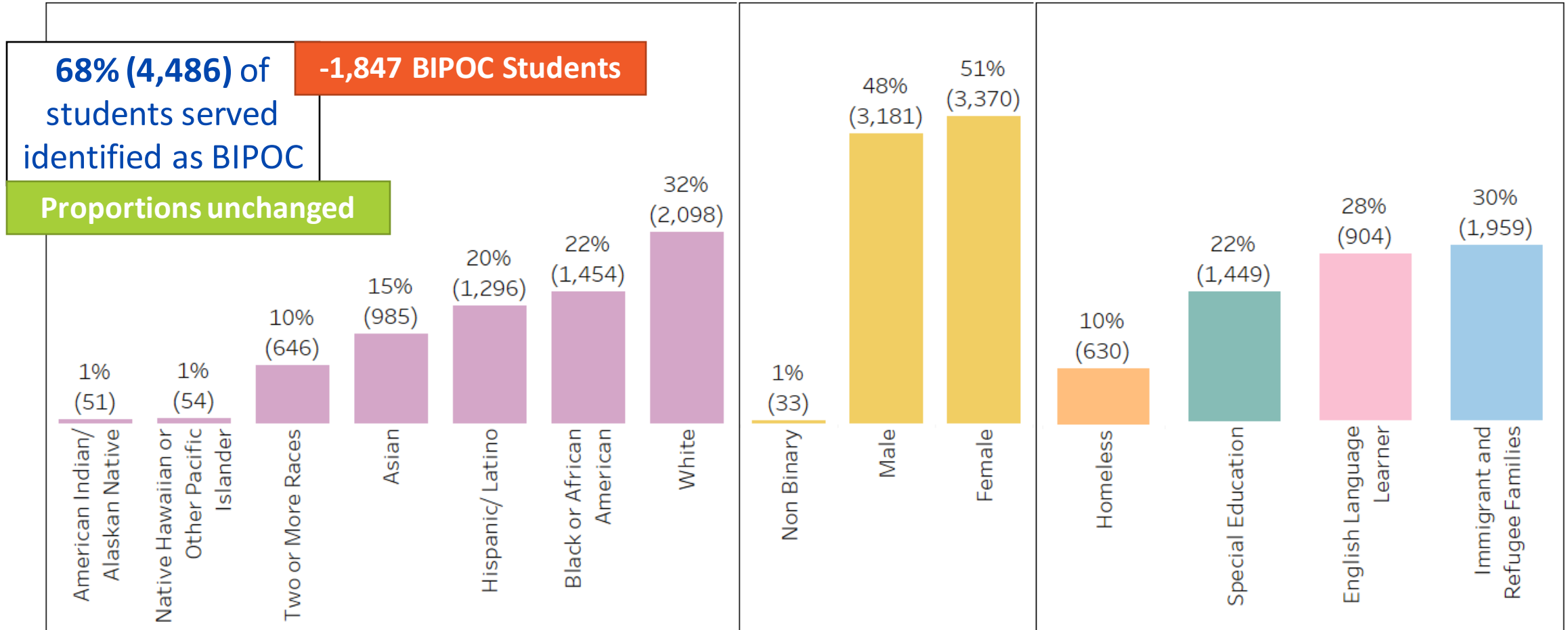
29

Sites

+1 site

Dots are SBHC sites; the darker the blue, the more students attend school in that council district.

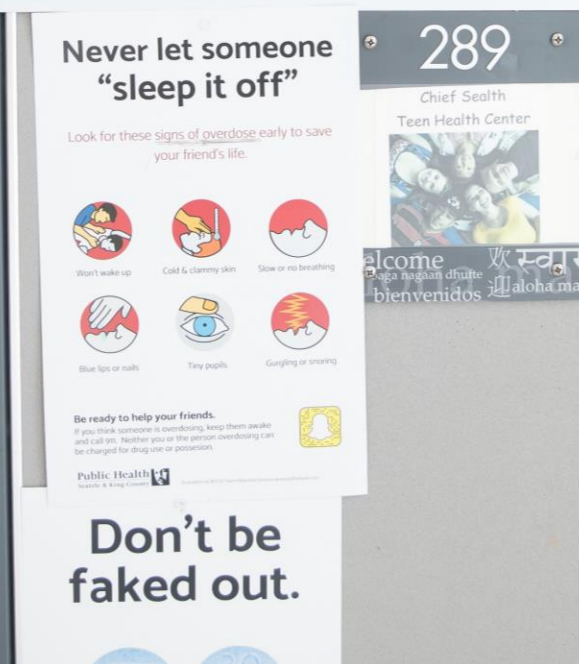
Access: K-12 Health Services



**203 student ids could not be matched to SPS enrollment records*

COVID-19 Adaptations

- Telehealth services and access to community-based clinics continued from spring 2020, and in-person services at SBHCs reopened in September 2020
- Staff from some SBHC clinics conducted home visits to provide routine immunization services and behavioral health supports
- Clinic and school staff worked closely to provide mental health supports and assess student health needs upon April 2021 return to classrooms



Result: Students are healthy and ready to learn

School-Based Health Centers

	Who did we serve		Supporting Indicators						Headline Indicators			
Year	# K-12 Students Served		# Receiving oral screening		% Fully Immunized		# SDQ		Attending 90% or more school days		% Race-based opportunity gaps	
2017-18	14,794		733		85%		1,523		59%		42% gap	
2018-19	15,202	+408	435	-298	88%	+3%	1,942	+419	46%	-13%	43% gap	+1%
2019-20	9,398	-5,804	493	-58	95%	+7%	924	-1,018	67%	+21%	48% gap	+5%
2020-21	6,787	-2,611	232	-261	96%	+1%	248	-676	69%	+2%	32% gap	-16%

Equity: Attending 90%+ of Time

School-Based Health Centers, 2020-21

Group (Lowest to Highest Rate)	# SPS (% SBHC or Nurse served)		Attending 90%+ of School Days Within Group Analysis		
			SPS Population Level	Health-Served	Health-Served vs. All SPS
All	56,197*	(12%)	82%	69%	-13%
American Indian/ Alaskan Native	244	(21%)	56%	51%	-5%
Native Hawaiian or Other Pacific Islander	242	(22%)	57%	57%	0%
Black or African American	8,657	(17%)	68%	60%	-8%
Hispanic/ Latino	7,518	(17%)	71%	57%	-14%
Two or More Races	6,826	(9%)	83%	70%	-13%
Asian	7,275	(14%)	88%	83%	-5%
White	25,433	(8%)	88%	78%	-10%

* 2 students missing data on racial identity

**N=6,584, 203 student IDs could not be matched to attendance records

K-12 School Health Summary



- New site at Nova High School brings total to 29 SBHC sites
- COVID-19 continues to impact SBHC access levels
 - Number of students served dropped over 2,500 from 2019-2020 and was less than half the number of students served pre-pandemic
 - 68% of served students were BIPOC, and 30% identified as immigrant/refugee
- For students served by an SBHC, school attendance increased over previous years
- The race-based gap closed 16% from the previous year

K-12 School & Community-Based

ADD PARTNER or STUDENT
IMAGE/QUOTE



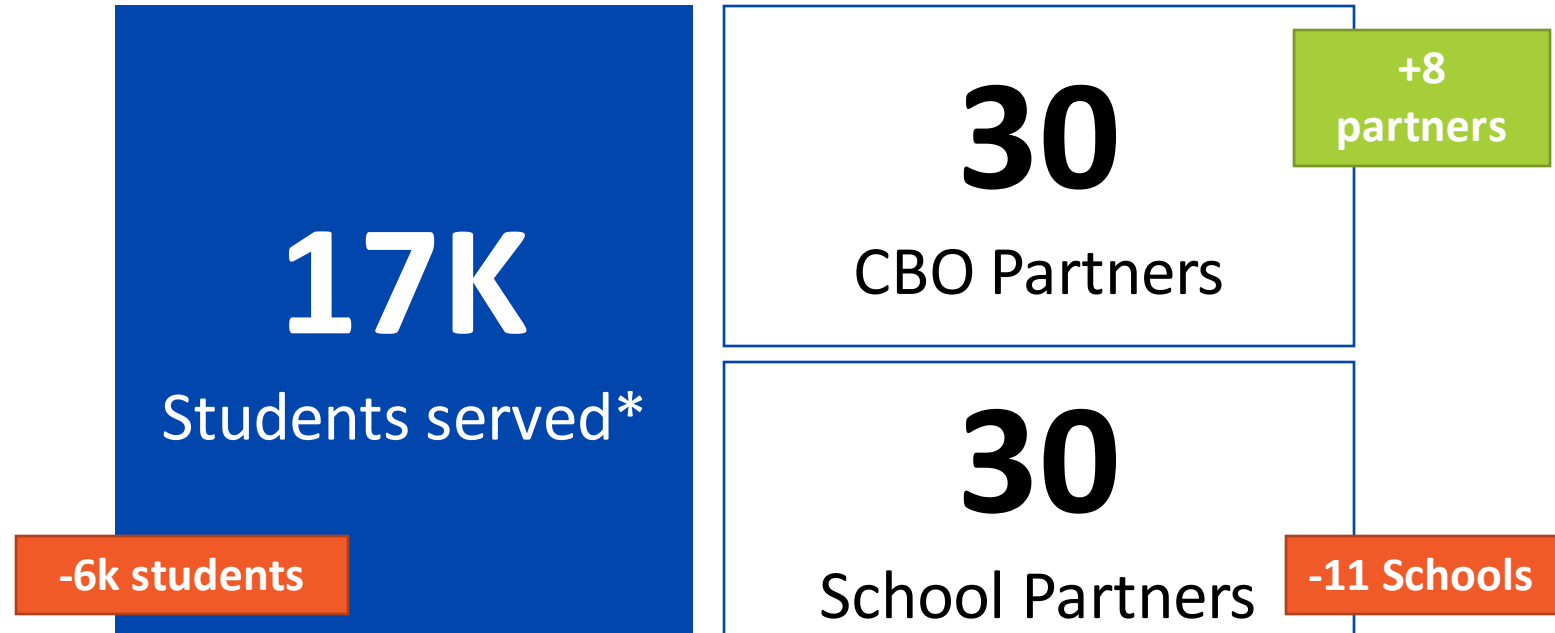
K-12 School & Community-Based

<p>GOAL</p>	<p>Seattle students have access to and utilize academic preparation, expanded learning opportunities, social-emotional skill building, and college and job readiness experiences that promote high school graduation.</p>	
<p>STRATEGIES</p>		<p>HEADLINE INDICATORS</p>
<ol style="list-style-type: none"> 1. School-Based 2. Opportunity & Access 3. Wraparound Services 4. Culturally Specific and Responsive 		<ol style="list-style-type: none"> 1. Race-based opportunity gaps are closed 2. % students graduating in four years
<p>PARTICIPANTS</p>		<p>SUPPORTING INDICATORS*</p>
<ol style="list-style-type: none"> 1. K-12 students 2. Families 3. Aspiring educators 	<ol style="list-style-type: none"> 3. SPS 4. Community-based organizations + contracted partners 	<ol style="list-style-type: none"> 1. % students meeting 3rd-8th grade ELA proficiency standards 2. % students meeting 3rd-8th grade math proficiency standards 3. Contracted partners provide targeted, high-quality instruction and services 4. Students are educated by a more diverse workforce

**Not an exhaustive list of all supporting indicators*



Access: K-12 Services



**Includes approximately 400 students served by programs that did not provide individual identifiers.
Not all K-12 services occurred in partner schools.*

COVID-19 Adaptations

School-Based and Opportunity & Access Investments

- DEEL and school and community partners began adapting levy workplans for a remote context in spring 2020
- Changes included levy-funded tutors joining students online, virtual college campus tours, and many other adaptations to expanded learning and college and career readiness supports

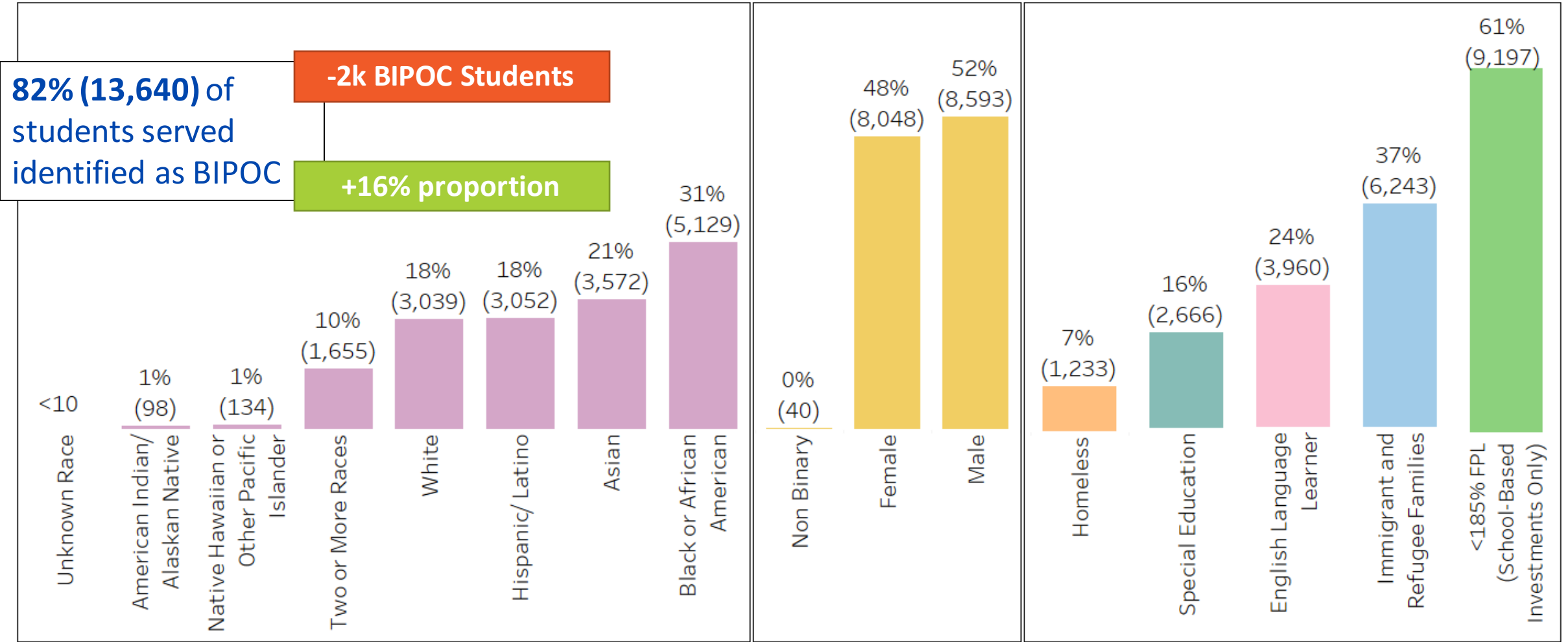
Summer Learning

- 17 CBO-led summer programs
- 549 students were surveyed about their experience, with 98% feeling more ready for school after participating in summer programs

Family Support Services

- 18 Family Support Workers connected students and families to essential services and resources
- 762 students served, 356 more than previous year
- 9 SBI schools supported FSS Workers in 2021-22

Access: K-12 Services*



* Demographic data available for 16,681 unique students.

Result: Students graduate high school in four years

Year	Who did we serve		Supporting Indicators		Headline Indicator	
	# K-12 Students Served	School-Based Investments	% Meeting 3rd-8th ELA proficiency Standards	% Meeting 3rd-8th math proficiency Standards	% Graduating in 4-years	% Race-based opportunity gaps
2018-19 <i>baseline</i>	23,338	41	61%	58%	79%	26% pt gap
2019-20 <i>baseline</i>	23,430 (+92)	41	Not available due to COVID-19 disruptions		82%	25% pt gap
2020-21*	16,681 (-6,749)	30 (-11)	49% Fall '21	33% Fall '21	85%	19% pt gap

*Levy-funded schools changed from 19-20 to 20-21
 SY 20-21 data includes all 3rd-8th students that participated in DEEL investments
 Due to COVID, students took their Spring assessments in Fall 2021 after matriculating to 4th-9th grade

Equity: Students Meeting Grade Level Standards

SY 20-21 3rd-8th DEEL Served

Group (Lowest to Highest Rate)	SPS 3 rd -8 th Graders (% DEEL-served)		Meeting Grade Level Standards Within Group Analysis		
			SPS Population Level ELA/Math	DEEL-Served* ELA/Math	DEEL-Served vs. All SPS
All	25,385	(31%)	65%/ 49%	49%/ 33%	-16%/ -16%
Native Hawaiian or Other Pacific Islander	107	(54%)	25%/ 12%	23%/ 14%	-2%/ +2%
Black/ African American	3,802	(61%)	29%/ 13%	27%/ 11%	-2%/ -2%
Hispanic/ Latino	3,338	(43%)	42%/ 25%	29%/ 13%	-13%/ -12%
American Indian/ Alaskan Native	100	(39%)	44%/ 18%	23%/ 5%	-21%/ -13%
Asian	3,113	(49%)	65%/ 54%	58%/ 45%	-7%/ -9%
Two or More Races	3,280	(26%)	72%/ 55%	58%/ 39%	-14%/ -16%
White	11,645	(14%)	81%/ 64%	80%/ 62%	-1%/ -2%

*N=7,919 Not all 3rd-8th graders took both tests.

Equity: 4-Year graduation gaps

School-based investments, Class of 2021

Group (Lowest to Highest Rate)	# SPS Class of 2021 (% Levy-funded school)		4-Year Graduation Rates Within Group Analysis		
			SPS Population Level	Levy-funded School**	Levy Schools vs All SPS
All	3,862*	(30%)	87%	85%	-2%
Hispanic/ Latino	538	(45%)	74%	73%	-1%
Black/ African American	594	(61%)	83%	82%	-1%
Native Hawaiian or Other Pacific Islander	20	(65%)	86%	85%	-1%
Two or More Races	315	(27%)	89%	79%	-10%
Asian	663	(54%)	91%	92%	+1%
White	1,593	(10%)	91%	83%	-8%
American Indian/ Alaskan Native	24	(38%)	92%	<10	---

*By-race numbers don't add up to total due to merging of separate data sources

** N=1,165.



K-12 School & Community Summary



- 3rd – 8th grade Math proficiency dropped by 25% and ELA proficiency dropped 12% among FEPP-supported students, similar to losses seen on the district and state level (Source: OSPI)
- Four-year graduation rates continue to rise for Seattle Public Schools overall. At baseline, graduation rates for the five levy-supported high schools trail District graduation rates – 85% vs. 87% respectively
- DEEL and school and community partners worked closely to adapt levy workplans to meet the changing format of service delivery, increase Family Support Services, and provide new enhanced summer programming options

Seattle Promise

ADD PARTNER or STUDENT
IMAGE/QUOTE



Seattle Promise

GOAL

Seattle students have access to and utilize post-secondary opportunities that promote attainment of a certificate, credential, or degree

STRATEGIES

1. Tuition Support
2. Equity Scholarship
3. College Preparation and Persistence Support

HEADLINE INDICATORS

1. Race-based opportunity gaps are closed
2. Promise Scholar completion rate

PARTICIPANTS

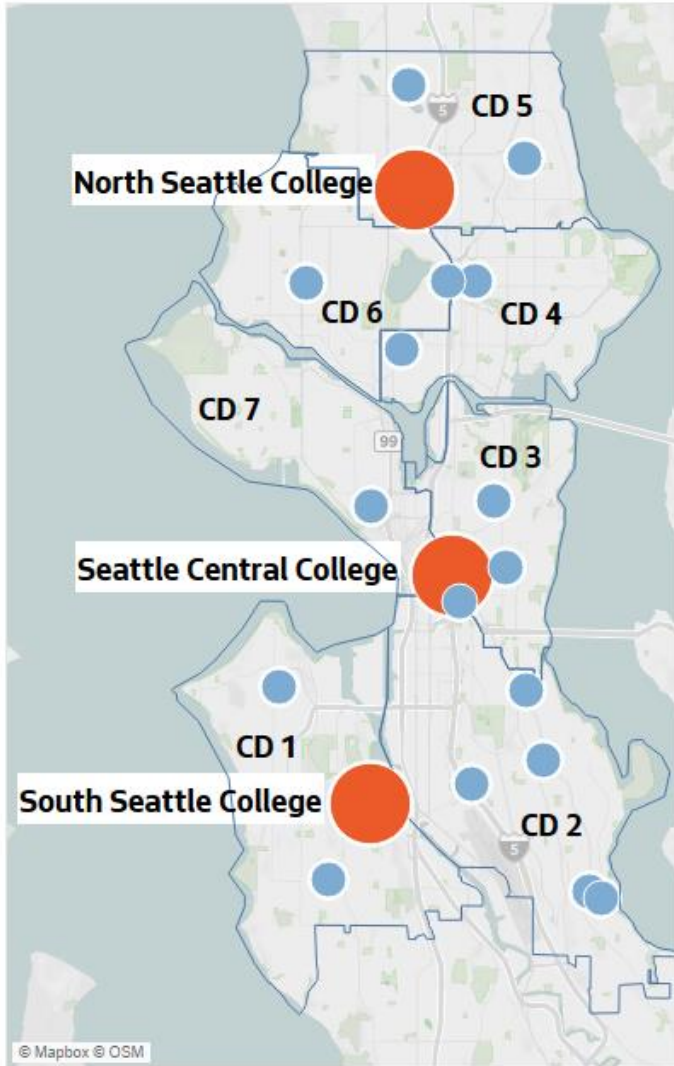
- | | |
|-----------------------------|---------------------------|
| 1. Seattle Promise scholars | 4. Seattle Colleges |
| 2. High school seniors | 5. Seattle Public Schools |
| 3. Families | |

SUPPORTING INDICATORS*

1. Fall enrollment
2. Fall-to-fall persistence rate
3. Seattle Promise delivers high-quality services and clear pathways to success

**Not an exhaustive list of all supporting indicators*

Access: Seattle Promise Program



837

Promise scholars
enrolled

+448 Scholars

3

Seattle Colleges

17

Eligible High Schools

+11 High Schools

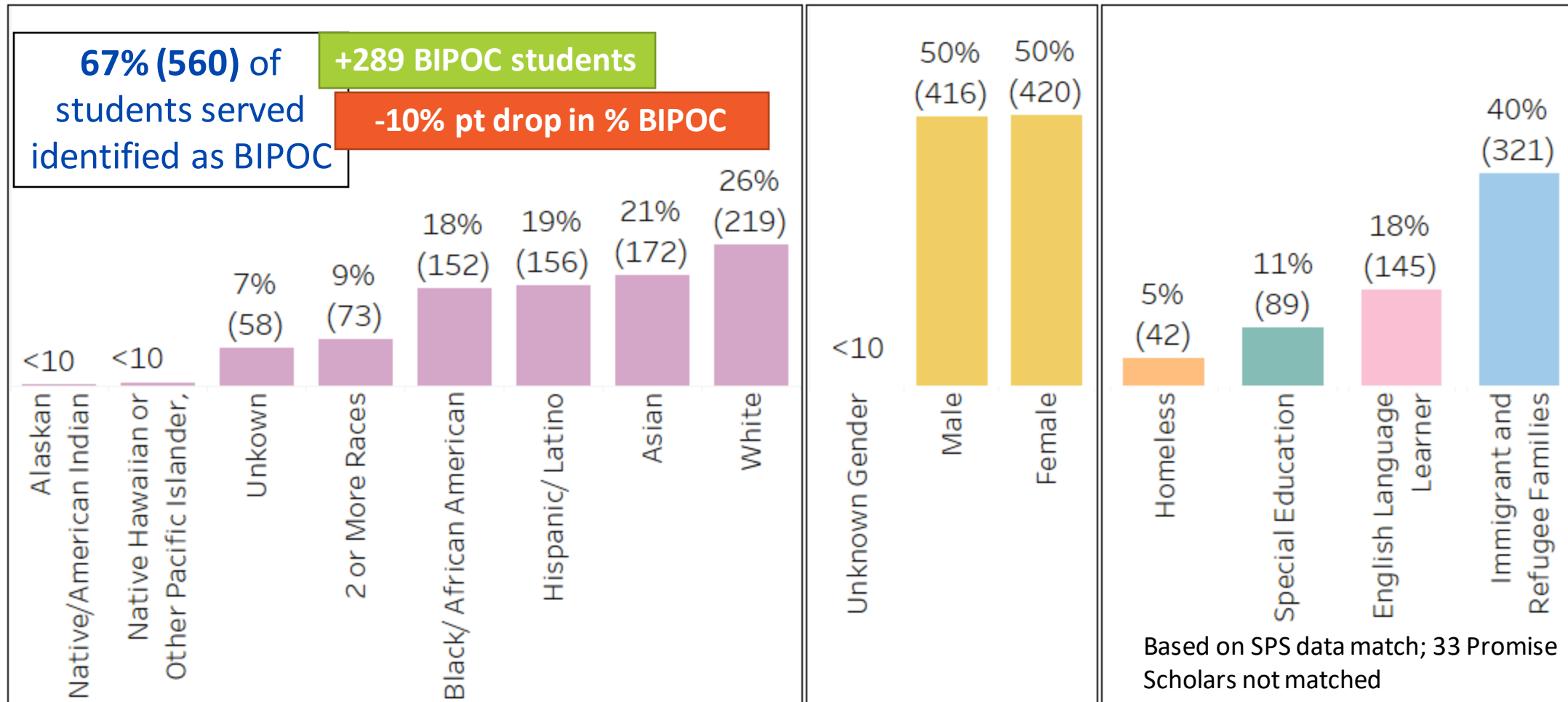
Large dots are colleges the Fall 2020 Promise scholars attended. Smaller blue dots are the high schools they graduated from.

COVID-19 Adaptations

- Seattle Promise programming remained mostly remote for the full school year, including Summer Bridge, academic classes, and outreach, support, and referral services. Three Readiness Academy events had in-person options during spring 2021.
- December 2020 legislation allowed part-time and deferred enrollment for COVID-impacted cohorts
- New CLFR funding announced spring 2021 launched a rollout of equity enhancements for students with greatest COVID-19 impact
- Enhancements include reentry options, developmental coursework, expansion of 90-credit/2-year limit, greater equity scholarship supports, and a transfer partnership with UW

Access: Seattle Colleges Enrollment

Seattle Promise, Fall 2020 Enrollment



Result: Students complete post-secondary program

Year	Who did we serve		Supporting indicators		Headline Indicator				
	# Students Initially Enrolled	Fall 2020 Enrollment	Persistence rate (continuing or graduating by 2 nd Fall)		2-year/ 3-year Completion		% Race-based opportunity gap		
2018 Cohort	191	0	57% Fall 2019		24%/37%		34%/44% pts gap		
2019 Cohort	290	+99	148	51% Fall 2020	-6%	19%/ Expected Fall 2022	-5%	38% pts gap / Expected Fall 2022	+4%
2020 Cohort	689	+399	689	Reporting in Year 3		Expected Fall 2022/2023			

Equity: Students attain certificate, credential, or degree

Seattle Promise, 2018 Cohort

Group (lowest to highest)	First-Time, Full-Time Graduating within 3 Years Within Group Analysis		
	National Comparison*	Seattle Promise 2018 Cohort **	Promise vs. National
All	28%	38%	+10%
Black/African American	18%	25%	+7%
American Indian/ Alaska Native	20%	N<10	---
Two or More Races	23%	50%	+27%
Pacific Islander	24%	N<10	---
Hispanic/Latino	25%	24%	-1%
White	32%	41%	+9%
Asian	37%	65%	+28%
Missing/ unknown	---	N<10	---

*Data source: National Center for Education Statistics, Graduation rate from first institution attended within 150 percent of normal time for first-time, full-time degree/certificate-seeking students at public 2-year postsecondary institutions, entering 2016

** N=178, rest of cohort began part-time, and aren't comparable to national statistics

Seattle Promise Summary



- The first year of eligibility for graduates from all 17 SPS high schools resulted in the largest Promise enrollment to date as well as a higher percentage of white students and those from higher-income families
- While three-year completion rates for Seattle Promise across all races and ethnicities met or exceeded national averages, fall-to-fall persistence rates decreased in 2020-2021.
- New CLFR funding will support ongoing equity enhancements for Seattle Promise, including reentry pathways, changes to the two-year/90-credit limit, enhanced equity scholarships for students with greatest need, new preparation and persistence supports, and transfer partnership with U of W

Questions & Discussion

FAMILIES
EDUCATION
PRESCHOOL
& PROMISE



YEAR 2 REPORT

2020-2021:
Charting Our Course
in a New Landscape



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a letter from
**DIRECTOR
CHAPPELLE**

During the 2020-2021 school year, COVID-19 laid bare systemic inequities in our education system, and we found ourselves navigating a new landscape filled with challenges, including some of the most radical changes to education in our history.

Schools transitioned from the established format of in-person learning to remote, online learning. Many of our partners in the CBO community serving children and youth also moved to remote or hybrid learning environments. Students and families grappled with unknown educational processes, all while adapting to the effects of a global pandemic on a social, economic, and personal level.

The results from our second year of FEPP implementation, detailed within this report, reflect the impact of the many challenges students experienced during this tumultuous year, including frequent disruptions to learning caused by COVID-19 case counts, technology obstacles underscoring the reality of the digital divide, and socio-emotional challenges as they dealt with anxiety about the pandemic and physical distance from friends and school. Communities of color and lower-income families were most likely to be impacted by the health and economic impacts of the pandemic and less likely to have reliable internet access or parents working from home helping their children navigate online learning. When students began returning to the classroom near the end of the school year, many of the challenges families had been facing were still at play, leaving too many of our youth treading water.

All these persistent difficulties challenged our progress toward educational equity across the preschool to postsecondary continuum. Not all the news was grim—we saw promising results and new innovations in preschool, K-12, and postsecondary—but the urgency toward equity initially felt at the start of FEPP Levy investments was only heightened in Year 2 by the pandemic's impact. We don't know yet what the full impact on student learning from COVID-19 will be; it will likely be felt for years to come. What

we do know is that the FEPP Levy focuses its efforts on the very populations who experienced the greatest hardships during the pandemic, a focus that will persist as we continue our recovery.

Our work ahead requires continued commitment to address the losses experienced in the 2020-2021 school year and a renewal of efforts to close opportunity gaps and build educational equity, even as COVID-19's impact continues to be felt. It is our collective commitment to this work that remains our strongest asset.

As I invite you into the FEPP Levy Year 2 report, I am compelled to first take a moment to thank all the FEPP Levy partners you'll see listed on the following page, who were unwavering in their commitment to Seattle's children and youth throughout the most challenging school year any of us have likely ever seen. In addition to our students themselves, these were the heroes of FEPP Year 2—the educators, community partners, and leaders represented on this list—who stood together with us in navigating this new landscape, supporting students and families, and creating new opportunities for our children that we know will lead them to brighter days ahead.

In partnership,

Dr. Dwane Chappelle
Director, Seattle Department of Education and Early Learning



PARTNER LIST

Thank you, FEPP Levy Partners!

FEPP Levy investments and results are made possible by dedicated community, school, and institutional partners who provide direct services to Seattle's children, youth, families as well as professional development and systems-building support to our providers. The list below reflects our funded partners who bring this levy to life.

- | | | | | |
|--|---|--|---|--|
| 1st Start Learning Family Home Center | Association | Madrona Elementary | Scott RJ, LLC | West Seattle High School |
| Academy for Creating Excellence (ACE) | Denise Louie Education Center | Martin Luther King Jr. Elementary | Seattle Colleges* | Wing Luke Elementary |
| Alliance for Education | Denny International Middle School | Mauric Dolberry/A Line in the Sand Consulting | Seattle Human Services Department | YMCA of Greater Seattle |
| Aki Kurose Middle School | Dunlap Elementary | Meany Middle School | Seattle Indian Health Board | <i>*Included in this report's partner spotlights</i> |
| Innsha Allah Family Childcare (Anaji Aman) | East African Community Services | Mentoring Urban Students and Teens (MUST) | Seattle Parks and Recreation | |
| Associated Recreation Council (ARC) | Edmund S. Meany Middle School | Mercer Middle School | Seattle School District #1 | |
| Aster Blossom Child Care (Aster Weldemichael) | El Centro de la Raza | Nathan Hale High School | Seattle World School* | |
| Atlantic Street Center* | Emerson Elementary | Neighborcare Health | Seed of Life Early Learning Center | |
| Bailey Gatzert Elementary | Empowering Youth and Families Outreach | Neighborhood House | Sound Child Care Solutions | |
| Ballard High School | Experimental Education Unit at UW | Northgate Elementary | South End Stories | |
| Beacon Hill International School | First Place | Northwest Center | South Shore PreK-8 | |
| Bella's Creative Learning Center (Bella Richi) | Franklin High School | NW Education Access | STEM Paths Innovation Network (SPIN) | |
| Boys and Girls Club of King County | Friends of the Children Seattle | Nova High School | Students and Family Support Program | |
| BRAVE | Garfield High School | Odessa Brown Children's Clinic (Seattle Children's Hospital) | Swedish Medical Center | |
| Catholic Community Services | Hearing, Speech and Deafness Center* | Olympic Hills Elementary | Teaching Strategies | |
| Causey's Learning Center | HighScope Foundation | WACC/One Family Learning Center | Team Read | |
| Center for Linguistic and Cultural Democracy | Highland Park Elementary School | Page Ahead Children's Literacy Program | Technology Access Foundation | |
| Chief Sealth High School | Hilltop Children's Center | Primm ABC Child Care Center | The Breakfast Group | |
| Child Care Resources | Imagine Institute | Public Health - Seattle & King County | The Good Foot Arts Collective | |
| Children's Home Society | Ingraham High School | Puget Sound ESD | Thurgood Marshall Elementary | |
| Chinese Information Service Center | Interagency Academy | Rainier Beach High School* | Tiny Tots Development Center | |
| Clear Moon Consulting (Brock Grubb) | International Community Health Services | Refugee Women's Alliance | Tiny Trees Preschool | |
| Cleveland STEM High School | Kaiser Permanente Washington | Rising Star Elementary* | United Indians of All Tribes Foundation | |
| Community Day School Association dba Launch | Kandelvia | Robert Eagle Staff Middle School | United Way of King County | |
| Community School of West Seattle | Kimball Elementary | Roosevelt High School | University of Washington | |
| Concord Elementary | King County | Roxhill Elementary | University Tutors of Seattle | |
| Country Doctor Community Health Centers | Launch | Safe Homes | Voices of Tomorrow | |
| Coyote Central | Leschi Elementary* | Sand Point Elementary | WA-Bloc | |
| Creative Kids Learning Center* | Lincoln High School | Sanislo Elementary | Washington Middle School | |
| Dearborn Park Elementary | Lowell Elementary | School Readiness Consulting | Wellspring Family Services | |
| Delridge Neighborhood Development | Madison Middle School | | West Seattle Elementary* | |

ABOUT THIS REPORT

This report covers the second year of implementation of the Families, Education, Preschool, and Promise (FEPP) Levy and provides highlights of select FEPP investment strategies, information on who received FEPP-funded services, data on investment results and racial equity outcomes, and a budget summary. This report shares key performance indicators using the best and most recent data available but does not purport to be a comprehensive or formal evaluation of the Levy. Consistent with DEEL's commitment to Results Based Accountability, data shared in this report will highlight population-level results, racial equity trends, and disaggregate participant data by race/ethnicity, gender, and other demographic indicators where available. More information about changes to data collection and analysis that occurred as a result of the COVID-19 pandemic is included throughout this report.

Throughout this report, you will see interchangeable terms that refer to FEPP Levy focus populations. As outlined in the FEPP Levy Implementation and Evaluation Plan, the FEPP Levy focuses investments on students in historically underserved groups, including African American/Black, Hispanic and Latino, Native American, Pacific Islander, underserved Asian populations, other students of color, refugee and immigrant, homeless, English language learners, and LGBTQ students, with the desired outcome that they are achieving academically across the preschool to postsecondary continuum. Terms used throughout this report to refer to these populations include Black, Indigenous, and People of Color—or BIPOC students—students furthest from educational justice, students of color, or historically underserved students. These terms are used interchangeably with the intent to center the experiences of those who have historically faced systemic barriers to academic progress.

For media inquiries and other questions about this report, please contact education@seattle.gov.

EXECUTIVE SUMMARY

The 2020-2021 school year marked the second year of implementation for the seven-year Families, Education, Preschool, and Promise (FEPP) Levy, passed by Seattle voters in November 2018. It also marked the most radical change in education service delivery in Seattle history, as public schools discontinued traditional in-person learning in response to the COVID-19 pandemic, and many education services and community-based programs moved to remote or hybrid platforms for much of the school year.

The results from the 2020-2021 school year that are highlighted in this report reflect the myriad of challenges students experienced throughout this most unusual school year with all its interruptions to learning—from technology obstacles and social-emotional challenges to spiking COVID-19 case counts and the staffing shortages they caused. In the spring, students who had been remote since September were asked to return to the classroom for the final two and a half months of the school year, and assessments that would typically have been administered during this time were postponed until fall of 2021, following the summer break. The altered form and timeline in which assessments were conducted could also be considered to have affected outcomes and complicate historical analysis for this year's results.

COVID-19 created a new landscape for Seattle education that challenged progress toward educational equity. Kindergarten-readiness scores for Seattle Preschool Program participants improved overall between 2021 and the previous assessment in 2019; however, the race-based **opportunity gap** increased. Four-year graduation rates for high school seniors at levy-supported schools rose, while the percentage of students meeting 3rd and 8th grade standards in language arts and math fell. Three-year completion rates for the 2018 Seattle Promise cohort exceeded national averages for all race and ethnicity groups but fall-to-fall persistence levels indicate significant challenges for 2019 and 2020 cohorts enrolled during the pandemic.

OPPORTUNITY GAPS

Refers to the impacts of race, ethnicity, language, socioeconomic status, community wealth, or familial situation on rates of success in educational achievement, career prospects, and other life aspirations. DEEL calculates race-based opportunity gaps by comparing the rates of the racial group with the lowest outcome with those of the racial group with the highest outcome and determining the difference between the two.

The challenges to academic progress experienced by Seattle students are similar to results seen both statewide and across the nation—significant drops in English Language Arts (ELA) scores, even larger for math, and greater impact on younger students and those from communities of color. A true picture of the long-term impact of COVID-19 on our students, and of how FEPP Levy investments may have helped mitigate learning losses, remains to be seen in future years' reports.

All these challenges from the 2020-2021 school year required us to provide our school and community partners with flexibility to respond to student and family needs while staying the course toward our collective goals. Many obstacles lined the path, but the innovative, community-led solutions that emerged along the way have helped to cultivate a renewed energy for long-term progress. Many of those solutions are highlighted throughout this report.

The Department of Education and Early Learning (DEEL) worked closely with school and community partners throughout the 2020-2021 school year to adapt how levy-supported services were delivered to students and families and respond to urgent needs for FEPP Levy focus populations:

- Preschool classrooms, many operated by community-based partners, offered families remote, in-person, and hybrid programming options, as well as increased supports and lower tuition levels.
- Levy-funded tutors supported students online to achieve at higher levels, at times joining students in real-time in their remote classrooms.
- School-based health services shifted their focus to telehealth options, mental health supports, and COVID-19 vaccine education, access, and administration.
- Family support workers provided technology resources, meal distribution, and other basic needs assistance for families most adversely impacted during the pandemic.
- College campus tours, including those to Historically Black Colleges and Universities (HBCUs), became accessible to more high schoolers by moving to virtual visits.
- Seattle Promise scholars were given flexibility to enroll part-time or defer enrollment during the pandemic.



CHARTING OUR COURSE IN A NEW LANDSCAPE

DEEL Results: Our Destination



All Seattle families have access to high-quality, affordable child care.

FEPP INVESTMENTS



All Seattle children are ready for kindergarten.



All Seattle students graduate from high school college and career ready.



All Seattle students attain a postsecondary certificate, credential, or degree.

Educational Equity: Our North Star



Partnering with families and communities to advance educational equity, close opportunity gaps, and build a better economic future for Seattle students.

Guiding Strategies for the FEPP Levy



Equitable Educational Opportunities



Student and Family Supports

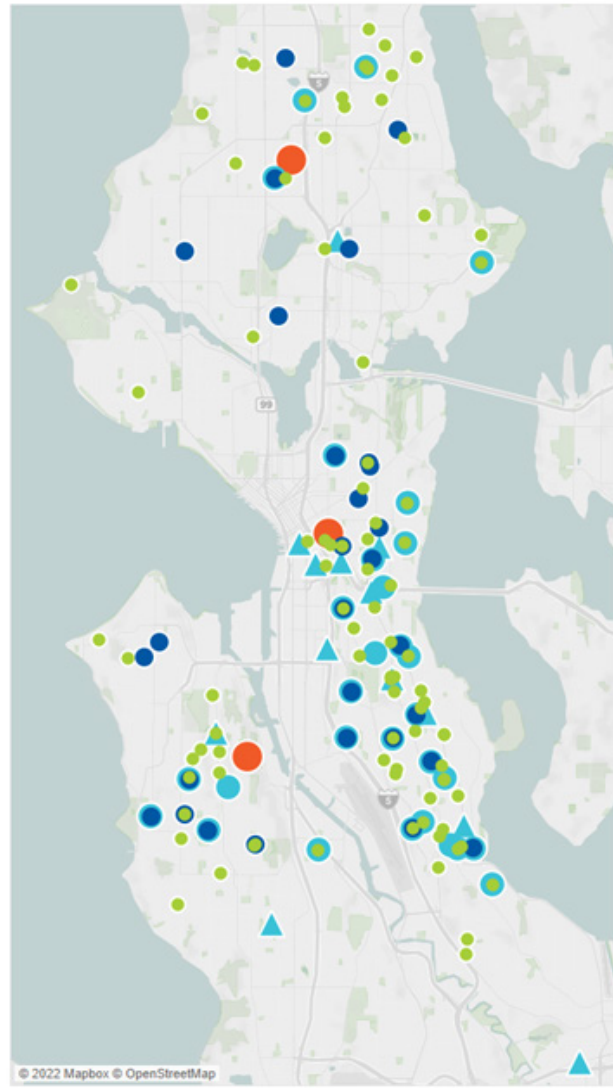


High-Quality Learning Environments

Focus Populations for FEPP Levy Investments

The FEPP Levy focuses investments on students in historically underserved groups, including African American/Black, Hispanic and Latino, Native American, Pacific Islander, underserved Asian populations, other students of color, refugee and immigrant, homeless, English language learners, and LGBTQ students, with the desired outcome that they are achieving academically across the preschool to postsecondary continuum.

EXECUTIVE SUMMARY (CONT'D)



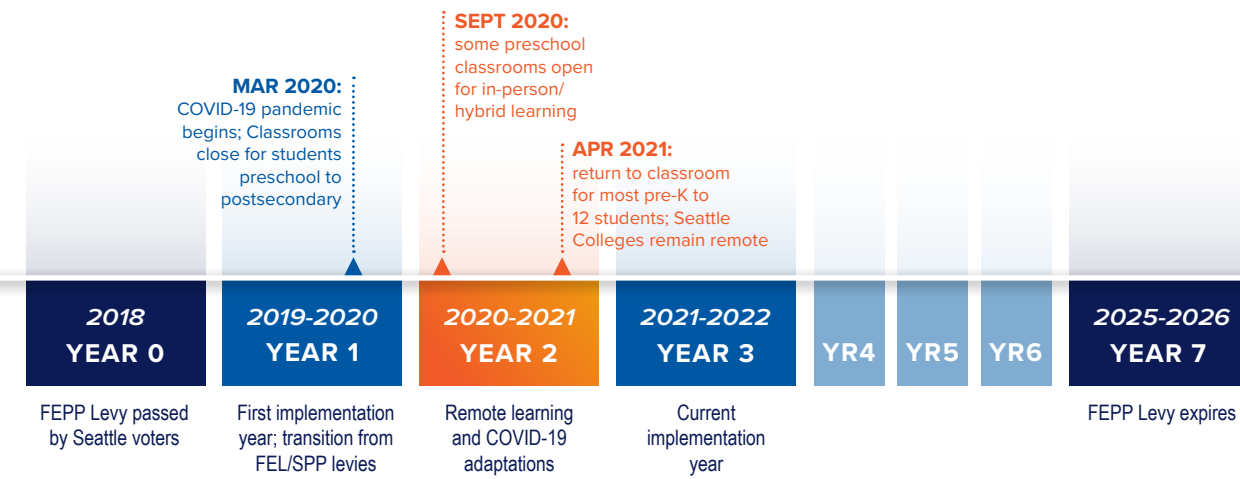
In total, DEEL invested \$110.4 million in FEPP Levy resources during the 2020-2021 school year, representing 95% of planned spending. One hundred twenty-seven community and school partners provided services to more than 22,500 young people.

In Year 2 of the levy, services began for new FEPP strategies focused on school and community-based supports for students. These strategies, School-Based Investments (SBI) and community-based Opportunity & Access (O&A) investments, together represented nearly \$95 million in awards over a multi-year period. Thirty schools and 14 community partners were selected for funding during competitive processes completed during FEPP Year 1. DEEL then worked with these partners throughout the spring and summer of 2020 to adapt workplans to a remote

learning model and promote access to academic enrichment and college and career readiness activities for students furthest from educational justice during the 2020-2021 school year.

The FEPP Year 2 Report celebrates the innovative and dedicated work that our partners accomplished under the extraordinary circumstances of the 2020-2021 school year. It also spotlights nine such partners who made a difference in the lives of Seattle children and youth during this pandemic year, as well as one Seattle Promise scholar who persevered toward a postsecondary degree during the pandemic. These educators and leaders bring FEPP Levy investments to life and inspire us with their commitment to work together to achieve educational equity, close opportunity gaps, and build a better future for Seattle students.

LEVY TIMELINE



■ Report Marker: FEPP Year 2 (2020-2021)

YEAR 2 HIGHLIGHTS AND EQUITY RESULTS

FEPP LEVY OVERALL

22.5K children and youth served overall
77% BIPOC

127 community and school partners

104 BIPOC educators on pathway to degree/certification

1500+ Pre-K to Promise students served by enhanced summer programming

KINDERGARTEN READINESS

1,672 children served in Seattle Preschool Program
77% BIPOC

40% from refugee and immigrant families

63% scored as kindergarten ready
(4% increase over 2018-2019)

10% INCREASE in opportunity gap during COVID-19

Black/African American and Asian SPP children MORE LIKELY to meet kindergarten readiness standards than non-SPP peers

COLLEGE AND CAREER READINESS

17K youth served by School and Community-Based Investments
82% BIPOC

Baseline graduation rates for five levy-supported high schools **trail district graduation rates 85% to 87%**

762 Students received family support services: food, technology, clothing, housing assistance, case and care management

29 School Based Health Center sites

30% students accessing SBHCs are from **refugee and immigrant families**

POSTSECONDARY ACCESS AND COMPLETION

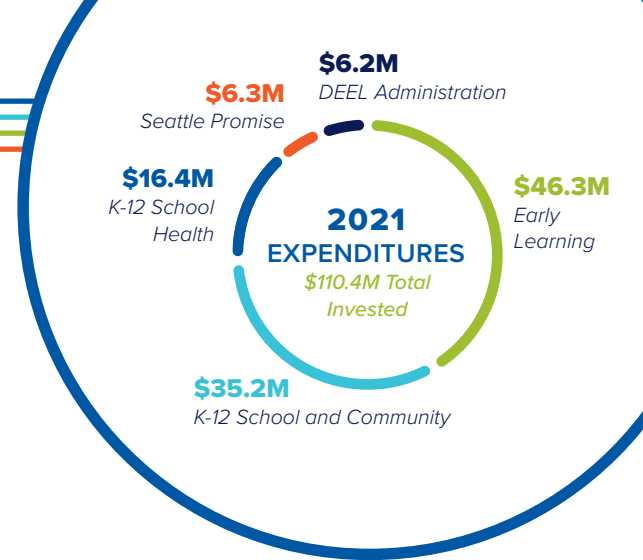
837 Promise scholars (2019 and 2020 Cohorts)
67% BIPOC

689 Promise scholars from 17 SPS high schools enrolled for their first year, **THE LARGEST PROMISE COHORT TO DATE**

2020 Cohort had higher percentage of white students and those from higher-income families than previous years, due to expansion to all SPS high schools

MORE THAN 30% of 2019 and 2020 Cohorts were **first-generation college goers**

Across all races and ethnicities, three-year completion rates for **Seattle Promise scholars met or exceeded** the national average, while **fall-to-fall persistence fell by 7%**



KINDERGARTEN READINESS



PRESCHOOL AND EARLY LEARNING INVESTMENTS

2021 FEPP Levy Spending

\$46.3M 42% of 2021 FEPP Levy spending

7-year FEPP Levy Spending Plan (through 2026)

\$341.8M 54% of planned spending

The FEPP Levy's largest investment area is Preschool and Early Learning. The goal of this investment area is to provide all Seattle children access to high-quality early learning services that promote success in kindergarten and yield better outcomes throughout their educational journey. In total, \$46.3 million was invested in preschool and early learning during 2021, representing 42% of FEPP spending for the year.

The Seattle Preschool Program (SPP) is the primary vehicle for FEPP Levy investments in Preschool and Early Learning. SPP provides a comprehensive approach to supporting Seattle children that includes preschool services and tuition, quality practice and professional development supports for early learning educators, comprehensive classroom supports including behavioral and developmental supports, organizational and facilities development, and child care subsidies for families participating in SPP. The Seattle Preschool Program is provided in partnership with community-based organizations, family child care, and Seattle Public Schools.

In 2020-2021, the Seattle Preschool Program served 1,672 students, 77% of whom were students of color. A majority of SPP participants (74%) qualified for free preschool tuition (families earning below 350% of the Federal Poverty Level or FPL), and 40% percent of students were from refugee and immigrant families. Forty-two students experiencing homelessness were served in the program during 2020-2021.

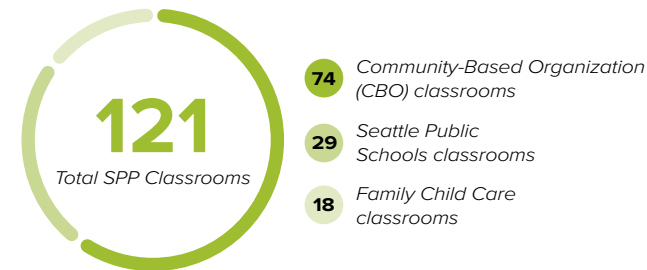
COVID-19 Adaptations to Preschool and Early Learning Investments

At the start of the 2020-2021 school year, SPP providers were given the flexibility to offer three different programming models in response to COVID-19: in-person, family-directed remote learning, or a hybrid model with both in-person and remote learning. Seattle Public Schools, SPP's largest provider agency, offered 100% remote services for its 29 classrooms between September 2020 and March 2021, in alignment with the school district's K-12 programming. For community-based SPP providers, the majority (21 out of 23 providers) opted to provide either in-person or hybrid programming. The multiple programming options gave both providers and families more flexibility to respond to individual needs and circumstances during the pandemic.

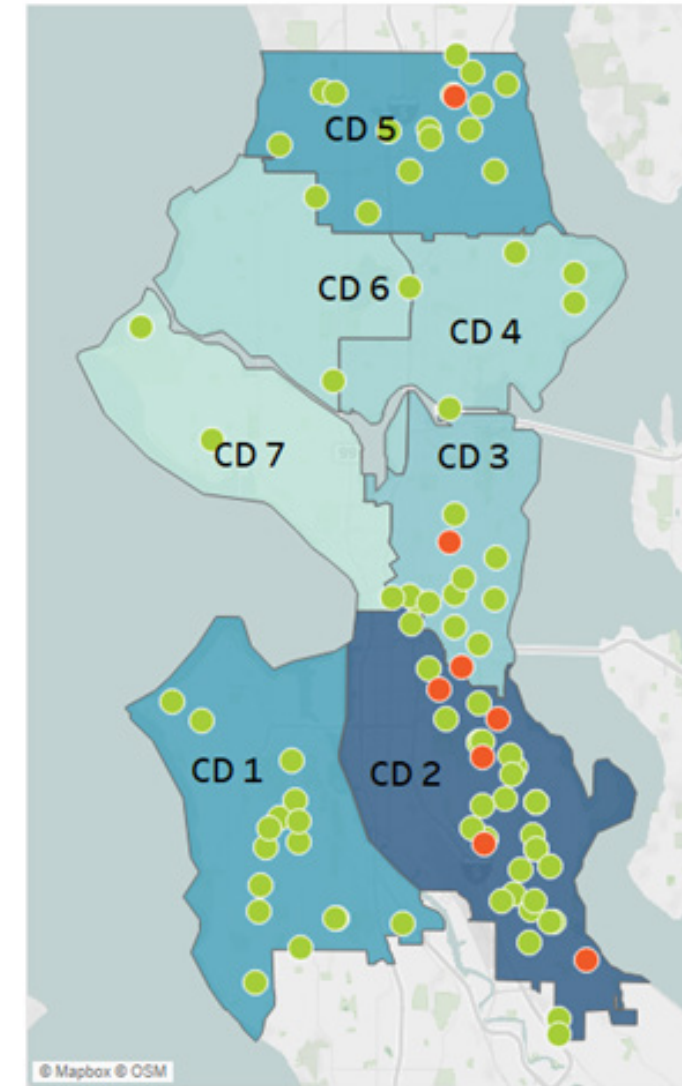
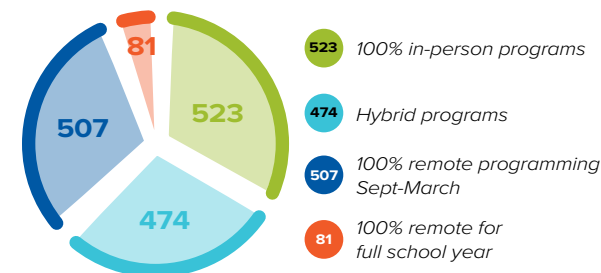
As part of a commitment to providing high-quality early learning environments, DEEL provides Quality Practice and Professional Development (QPPD) services to SPP teachers. This includes individualized instructional coaching by DEEL's team of early learning coaches, who support teachers and classroom staff with culturally responsive instructional coaching and tools and resources for improving learning environments to help improve child outcomes. DEEL's Early Learning training team provides year-long professional development opportunities for educators and directors on a variety of topics including curriculum,

culturally responsive pedagogy, and trauma-informed care. During the 2020-2021 school year, DEEL's early learning coaches developed home learning resources and take-home kits that facilitated parent engagement and supported sensory exploration and other important foundations for learning that students typically receive in SPP classrooms. Throughout the school year, a total of 4,329 home learning kits were delivered to SPP providers to support family-directed learning at home and help prepare children for kindergarten. DEEL's QPPD team also pivoted to virtual platforms for their ongoing coaching for SPP teachers and administrators as well as access to curriculum and assessment trainings, content training, and educator wellness resources.

SPP CLASSROOMS BY PARTNER TYPE



STUDENT ENROLLMENT BY PROGRAMMING TYPE



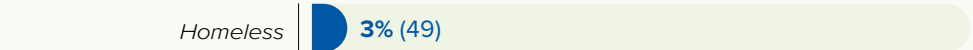
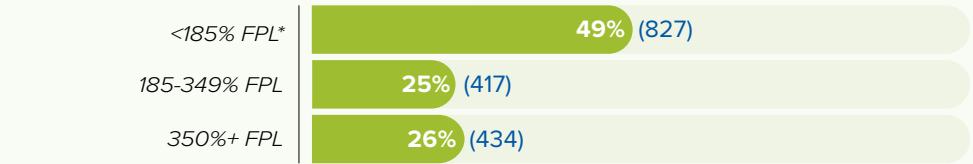
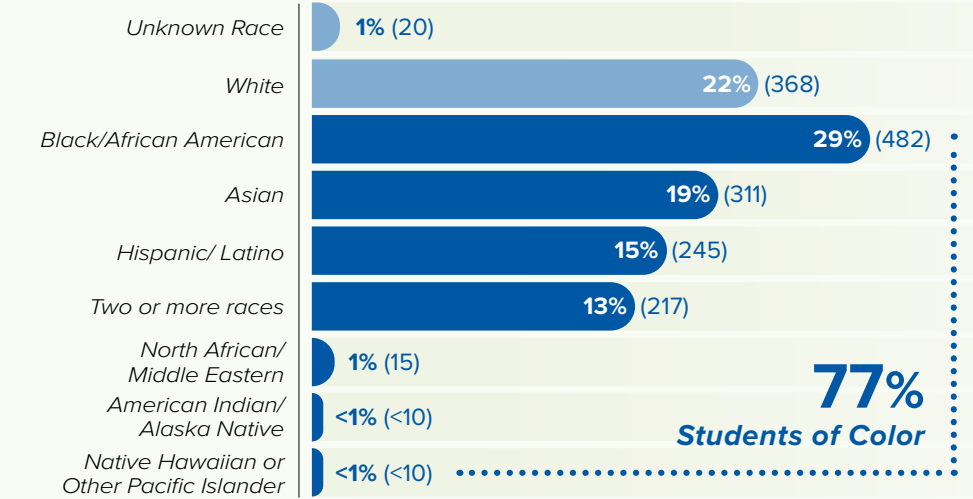
Orange dots are new sites in 20-21. Darker shades of blue indicate more SPP children served in that council district.

CD = Council District

SEATTLE PRESCHOOL PROGRAM WHO DID WE SERVE?

1,672

STUDENTS OVERALL THROUGH 24 PROVIDER AGENCIES AT 74 SITES



* FPL = Federal Poverty Level



partner spotlight

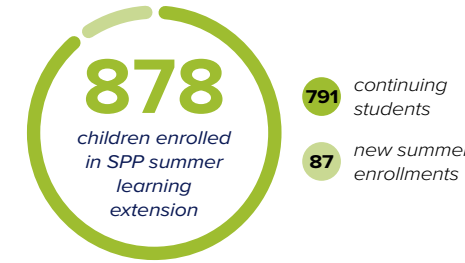
DEVIN DUANGPRASERT

Parent, Seattle Preschool Program
SPS Rising Star Elementary

Strategy Area:
Seattle Preschool Program

“We noticed a lot of changes from our child’s participation in SPP—increased vocabulary, a desire to read more books, excitement from making new friends, pride in navigating school apps during remote learning, and an eagerness to tell us about classroom routines and activities. SPP’s affordability has also been a tremendous help to our family, and the hours of operation give my wife enough time to pursue fulltime credit courses while our children are in class. This program has meant so much to us.”

SEATTLE PRESCHOOL PROGRAM SUMMER PROGRAMMING



With funding designated under the Comprehensive Supports Strategy, DEEL provided Family Support dollars to SPP providers—\$23,000 per classroom and \$60,000 per Family Child Care Hub—to facilitate responsive supports for specific family and community needs resulting from COVID-19. Preschool providers offered innovative solutions and supports to families, including internet connectivity resources and devices to better facilitate hybrid/remote classroom participation, parent education classes, COVID-19 home testing kits for families, and transportation support. One community-based provider, Causey’s Learning Center, transformed a bus originally purchased for field trips into a mobile classroom. Causey’s “Classroom on Wheels” was used to conduct home visits and provide preschoolers with early learning lessons, student assessments typically done in the classroom, social-emotional wellness supports, and delivery of essential food and resources for families experiencing hardships.

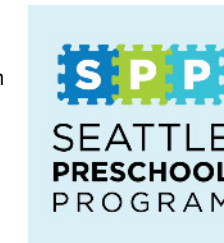
To further mitigate the impacts of COVID-19 on learning, SPP providers were also given the option to extend programming through the summer months to further support kindergarten readiness for preschoolers, a change from the normal SPP school year schedule of September through June. In-person summer programming was offered at a reduced rate for tuition-paying families to help accelerate learning for rising kindergarteners and children impacted by extended months of

remote learning. In total, 20 providers provided extended summer programming, serving 878 children through the months of July and August.

SPP Growth and Sustainability

Under the seven-year FEPP Levy Implementation and Evaluation Plan, the Seattle Preschool Program is on a growth path to serve 2,500 students by 2026. The 2020-2021 school year marked the first time since SPP’s launch in 2015 that enrollment numbers dropped from the previous year (1,672 served in 2020-2021 vs 1,771 in 2019-2020). This was due to reduced classroom ratios that ensured social distancing and family hesitancy around congregate care for much of the school year. Despite this, 16 classrooms were added to the SPP roster for the 2020-2021 school year with 1,747 total seats available, and enrollment numbers for the 2021-2022 school year are expected to exceed pre-pandemic levels.

Another part of the growth and sustainability strategy for the Seattle Preschool Program is Organizational and Facilities Development investments. This funding is designed to help providers build, upgrade, and renovate spaces for use in Seattle Preschool Program, providing increased and sustainable access



to high-quality preschool for Seattle families. In February 2021, DEEL announced four awardees for the fourth-consecutive SPP Providers Facilities Fund, with awards totaling \$727,000 for the capital improvement and expansion of facilities. The awards—all distributed to programs owned by women and persons of color serving linguistically and culturally diverse children in south and central Seattle—will contribute 20 new slots for children to attend SPP as well as improvements for existing classrooms and buildings—including critical upgrades to one program’s HVAC system that will allow for improved air circulation and safer in-person learning.

2020-2021 SPP FACILITIES FUND AWARDEES

Hearing, Speech, and Deaf Center (HSDC)
Council District 3

Voices of Tomorrow
Council District 2

Tiny Tots Development Center
Council District 2

West African Community Council
Council District 2



“The Seattle Preschool Program Provider Facilities Funding allowed HSDC to update our Heating, Ventilation, and Air Conditioning (HVAC) system, which improved air circulation in the building, brought in more fresh air, and made it safer to operate during the pandemic. It will also allow us to install child-safe windows that further improve ventilation. These improvements to our building allow teaching and learning to happen in a comfortable, safe environment for our children and staff.”



partner spotlight

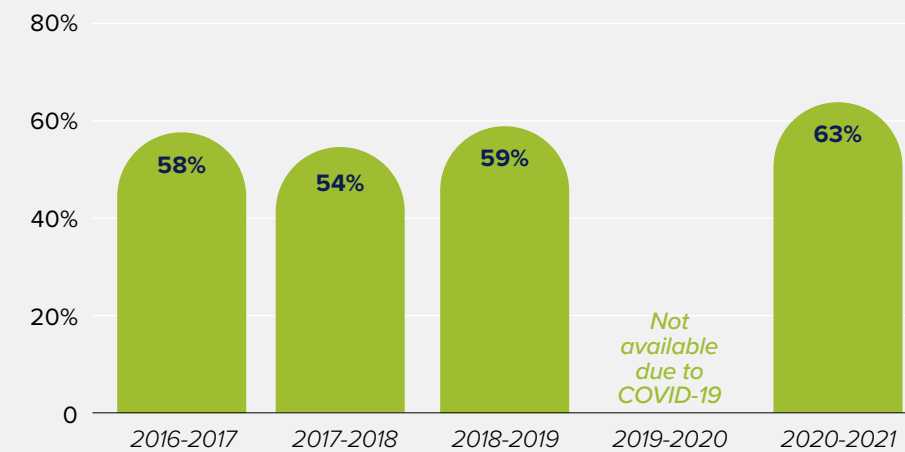
PAMELA GROSSMAN

Preschool Director, Rosen Family Preschool – Hearing, Speech, & Deaf Center

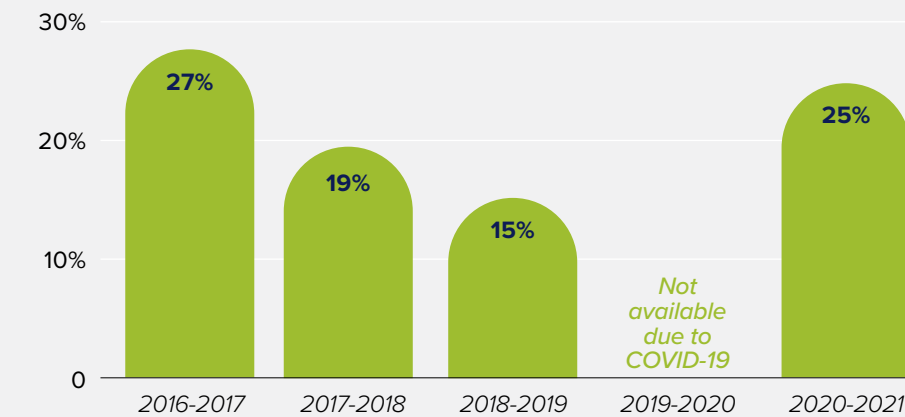
Strategy Area:
Organizational and Facilities Development



SPP STUDENTS MEETING WaKIDS READINESS STANDARDS FROM 2016-2017 THROUGH 2020-2021



RACE-BASED OPPORTUNITY GAPS IN KINDERGARTEN READINESS FOR SPP PARTICIPANTS FROM 2016-2017 THROUGH 2020-2021



RACIAL EQUITY FINDINGS

SPP participants improved overall in kindergarten readiness standards (+4% over 2018-2019)

However, race-based OPPORTUNITY GAPS WORSENE

10% during COVID-19.

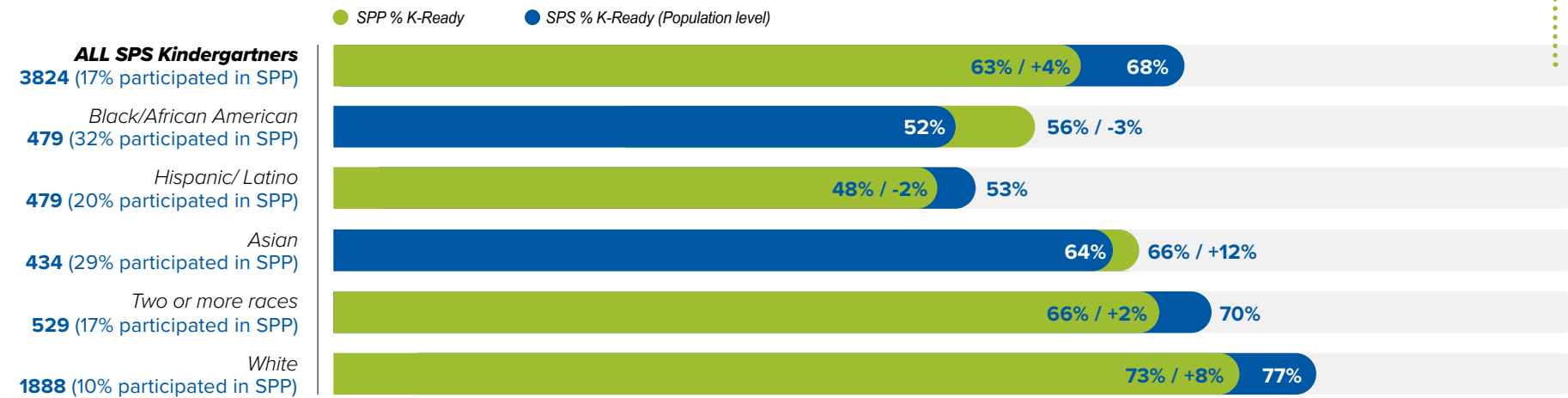


BLACK AND ASIAN SPP PARTICIPANTS were more likely than their non-SPP peers to be kindergarten ready.



KINDERGARTEN READINESS GAPS 2020-2021

How SPP participants compared to all Seattle Public Schools (SPS) kindergarteners in kindergarten readiness standards, broken down by race/ethnicity. Percentage changes over FEPP Year 1 results are indicated with +/- below. For example, 63% of SPP participants in 2020-2021 assessed as kindergarten ready, four points higher than Year 1 results.



* Fewer than 10 former SPP students who identified as Native Hawaiian or Other Pacific Islander or as American Indian/Alaska Native received a WaKIDS assessment. Their results have been excluded from view due to privacy and reliability concerns.



partner spotlight

D'ONNA SMITH

SPP Teacher,
Creative Kids Preschool

Strategy Area:
Seattle Preschool Program



CHILDREN, RACE, AND RACISM INSTITUTE

On June 2– 4, 2021, DEEL's Quality Practice and Professional Development team, part of the Early Learning division, hosted the sixth annual Children, Race, and Racism Institute for educators across the birth to secondary educational spectrum. The theme of the 2021 institute was Elevating the Brilliance of Black Boys, which focused on shifting the narratives in education that too often define Black boys and communities by their struggles, rather than their assets, achievements, and abilities. The three-day virtual event was co-hosted by DEEL Director Dr. Dwane Chappelle and Dr. William White, Director of My Brother's Teacher at the University of Washington. More than 600 educators from Seattle and the larger Puget Sound region, as well as attendees from other districts across the country, learned from national and local leaders who shared research, policy and practice to help educators support the genius and potential of Black boys. The event also included a youth panel from Seattle Public Schools' African American Male Achievement (AAMA) Student Leadership Council who shared their personal experiences within educational systems, reflections on the work to be done, and wisdom on how to get there.

Seattle Public Schools students pictured clockwise, starting with top left: August Diggs, Trevon Mitchell, Kevin Myrtill, Ajani Wilson, LeManuel Donaldson, and Tijar Amanuel



The pandemic changed Creative Kids' preschool programs drastically. We transitioned to a hybrid model, alternating in-person and remote learning for our children. Our amended contract with the City allowed us to purchase necessary supplies to support remote learning, acquire personal protective equipment for our staff, retain our teachers, and compensate them for working in person during the height of the pandemic. DEEL also provided us with weekly updates with representatives from King County Public Health. Being part of SPP has helped us to continue to provide and implement best practices for supporting each child's social, emotional, and academic needs."

COLLEGE AND CAREER READINESS



The FEPP Levy promotes on-time high school graduation and college and career readiness by funding School and Community-Based Investments and School Health with a focus on closing opportunity gaps for historically underserved students, schools, and communities. Levy-funded K-12 programming and services supplement students' public school experience by providing both academic and non-academic supports, including expanded learning opportunities, social-emotional skill development, college readiness programming, career exploration experiences, and access to medical and mental health services that address health-related barriers to learning. Services are provided using culturally and linguistically responsive approaches in partnership with families and communities.

Strategies that contribute to college and career readiness include School-Based Investments, Opportunity & Access, Wraparound Services, Culturally Specific and Responsive Investments, and School Health. Within these strategies are a

variety of funding areas including Homelessness and Housing Supports, Family Supports, and Sports and Transportation Services (Wraparound Services); Educator Diversity and Culturally Specific Programming and Mentoring (Culturally Specific and Responsive Investments); and School Based Health Centers, School Nursing, Oral Health, and Health System Enhancements (School Health).

During the 2020-2021 school year, K-12 School and Community-Based Investments served nearly 17,000 students in Seattle Public Schools, 82% of whom identified as students of color. Sixty-one percent of levy-supported students qualified for free and reduced lunch, 37 percent were from refugee and immigrant families, and 24 percent were English Language Learners. More than 1,200 students experiencing homelessness were served by K-12 School and Community-Based Investments during the 2020-2021 school year. Access data for K-12 School Health investments is covered on [page 26](#).



K-12 SCHOOL AND COMMUNITY-BASED INVESTMENTS

2021 FEPP Levy Spending



7-year FEPP Levy Spending Plan

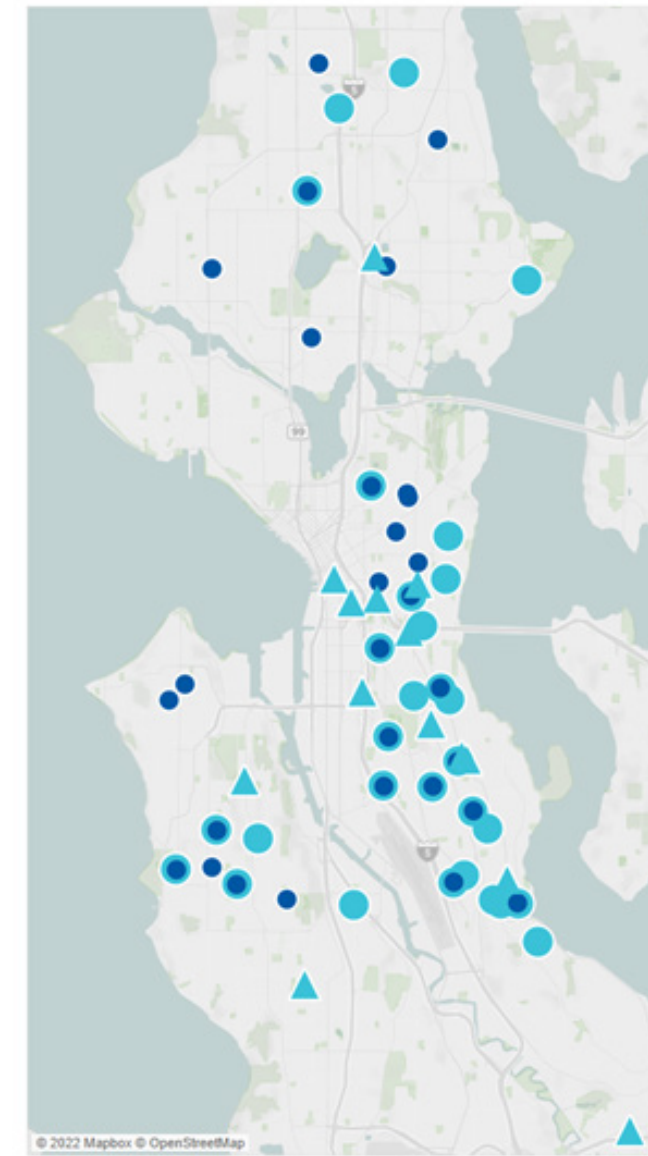


K-12 SCHOOL HEALTH INVESTMENTS

2021 FEPP Levy Spending



7-year FEPP Levy Spending Plan



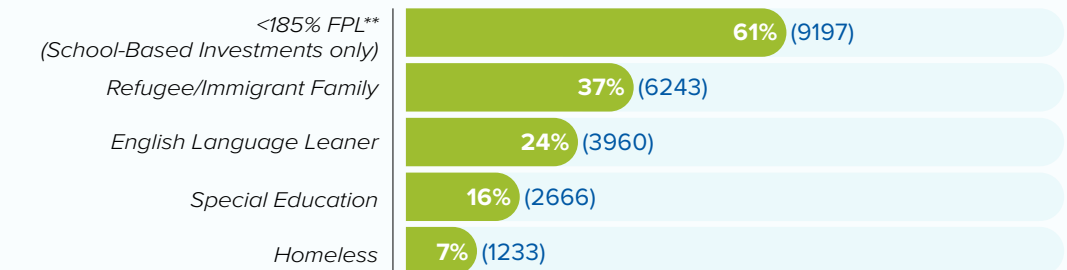
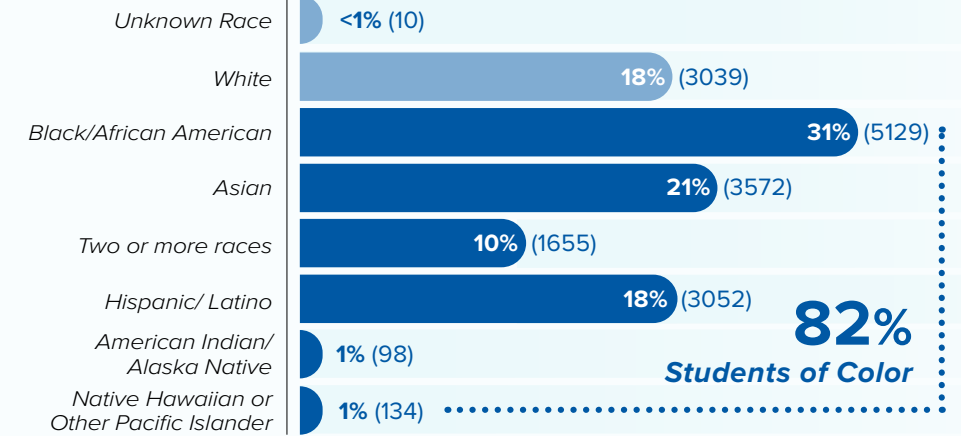
Light blue circles = Levy partner schools,
Dark blue circles = SBHC sites
Triangles = Community partner (O&A) sites

K-12 SCHOOL & COMMUNITY INVESTMENTS

WHO DID WE SERVE?

17K*

STUDENTS OVERALL
THROUGH 30 School Partners
AND 30 Community Partners



* Includes approximately 400 students served by programs that did not provide individual identifiers. Demographic data is included for 16,681 unique students.
** Federal Poverty Level



partner spotlight

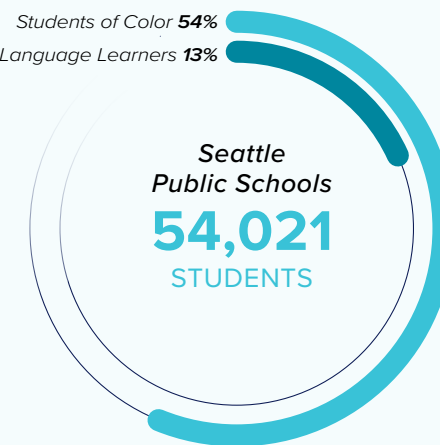
HANNA ORY

Levy Coordinator,
West Seattle Elementary

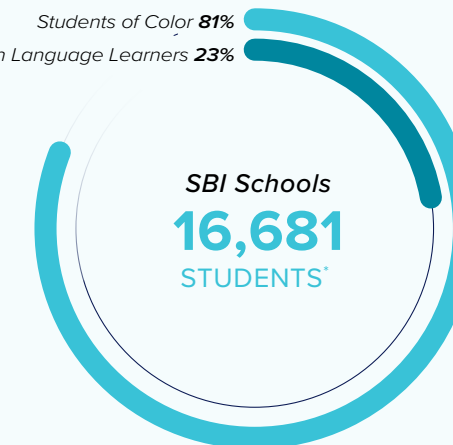
Strategy Area:
School-Based Investments

LEVY-PARTNER (SBI) SCHOOLS WITHIN SEATTLE PUBLIC SCHOOLS

Students of Color **54%**
English Language Learners **13%**



Students of Color **81%**
English Language Learners **23%**



LEVY PARTNER (SBI) SCHOOLS ENROLL **55% OF ALL BLACK MALES WHO ATTEND SPS SCHOOLS, WHILE MAKING UP 30% OF ALL SPS K-12 ENROLLMENT.**

* Number of students for whom DEEL received demographic data



Source: DEEL

The 2020-2021 school year was the first year of implementation for the FEPP Levy's School-Based Investments (SBI) strategy, following completion of a Request for Investment (RFI) process during the previous school year and the announcement of awards for 30 Seattle Public Schools—20 Elementary/K-8 schools, 5 middle schools, and 5 high schools. School-Based Investments under the FEPP Levy provide intensive, supplemental support for select schools in Seattle Public Schools with higher concentrations of historically underserved populations and greater opportunity for improving student performance in areas such as English language arts and mathematics proficiencies, on-time promotion to the next grade level, engagement in expanded learning experiences, and on-time graduation.

By investing in services supplemental to what schools provide through state and district funding, FEPP Levy school-based investments focus on ensuring that students who need more support get more support as they pursue high school graduation and the postsecondary pathway of their choice. In comparison to the previous Families and Education Levy (FEL), FEPP Levy School-Based Investments focus on fewer schools and serve fewer students overall but offer greater levels of support in areas of higher need and more intentional prioritization of students and communities who have experienced systemic inequities in educational

achievement. And while FEL funded only through ninth grade, the FEPP Levy expanded investments through 12th grade and place a greater focus on college and career readiness. With the addition of Seattle Promise to the FEPP Levy as well, this creates a full spectrum of services and support for students from preschool to postsecondary.

The SBI strategy uses an outcomes-based approach that empowers schools to develop their own innovative solutions to improve outcomes for Seattle students. Schools develop their own plans for providing expanded learning and academic enrichment or college and career readiness programming for their students; for example, the International Baccalaureate (IB) program at Rainier Beach High School (see partner spotlight on page 25) uses levy funding to engage more students in IB's specialized college preparatory programming, with the goal of higher college enrollment rates. More than half of the FEPP Levy's K-12 School and Community-Based spending is planned to go toward School-Based Investments over the life of the levy, about \$95 million over six years.

Also launched under the K-12 School and Community-Based investments during the 2020-2021 school year were Opportunity and Access (O&A) investments, following a previous-year RFI

process that awarded 14 community-based organizations with awards totaling \$4.9 million over 3 years. O&A investments provide students with access to and engagement in expanded learning experiences with the goal of improving student performance and increasing the number of students graduating prepared for college and career. Programs and activities are offered both during school-time and out of school-time, including during the summer. O&A partners served a total of 908 students during the 2020-2021 school year, 90% of whom identified as students of color. The majority of these students participated in expanded learning opportunities (723 students) and 269 students participated in college and career readiness programming.

Within the Culturally Specific and Responsive strategy of the FEPP Levy, Educator Diversity investments during the 2020-2021 school year supported 104 educators of color in pursuing either an associate degree, bachelor's degree and teaching certification, or master's degree. Educator Diversity initiatives are aimed at increasing the number of linguistically, racially, and culturally diverse educators within Seattle Public Schools (SPS), in partnership with SPS and their Academy for Rising Educators, Classified to Certificated Program, and Seattle Teacher Residency certification pathways.

“Levy funds allowed WSE to leverage new and existing community partnerships to meet the unique and diverse needs of our students and families throughout the pandemic. We were able to hire a full-time crisis counselor, academic tutors, high school reading coaches, and an academic interventionist. During remote instruction, we quickly learned students were most engaged in small groups; having the support of tutors and interventionists working with classroom teachers and instructional assistants meant every student in the school could be part of a small group for both reading and math.”



partner spotlight

GERALD DONALDSON

Family Support Worker,
Leschi Elementary

Strategy Area:
Wraparound Services

COVID-19 Adaptations to School and Community-Based Investments

DEEL began working with school and community partners in spring of 2020 to adapt programming and workplans to a remote learning model and better support access to academic, enrichment, and college and career readiness activities for students furthest from educational justice during the 2020-2021 school year. Building from the lessons they learned from initial school closures in March 2020, schools modified their instructional delivery plans, incorporated more small-group work, set up synchronous (live) and asynchronous (self-directed) learning experiences, and expanded case management support to ensure students had access to necessary technology and connections to caring adults and peers. Community partners selected during 2020 RFI processes also submitted plans for COVID-19 adaptations and received supports for preparing to serve students in remote contexts.

Family Support Services investments, part of the Wraparound Services strategy under K-12 School and Community-Based investments played a pivotal role in helping students and families navigate the challenges of a pandemic year. Family support service investments are designed to remove barriers to student learning by meeting students' basic needs through access to financial resources and community supports. During the 2020-2021

school year, 762 students and their families benefited from meal distribution, technology resources and support, food, clothing, and housing assistance options, as well as case management and care coordination intended to support student learning throughout the year. Services were concentrated in 15 elementary schools, Rainier Beach High School, and SPS's Native American Program, all selected based on levels of student need.

In addition to adaptations within these existing FEPP investment strategies, new partnerships were forged during COVID-19 and funded by levy savings acquired in spring of 2020 when school buildings first closed. One such partnership was with the Seattle Office of Arts and Culture (ARTS), who provided high-quality arts materials for students attending SBI partner schools to use at home, as well as arts education through virtual platforms. FEPP funding provided arts kits for over 9,000 students, including all students at SBI elementary schools and students enrolled in arts classes at SBI middle and high schools.

DEEL also partnered with TeamRead, a community-based organization who also partners with Seattle Public Schools, to create the Neighborhood TeamRead program, a virtual extension of their dual-impact reading and tutoring program for public housing communities and students attending schools without an existing

TeamRead partnership. Neighborhood TeamRead provided an after-school, extended day program pairing elementary school students with trained teen reading coaches from their community for one-on-one reading support. Teen tutors and elementary readers both experienced the social-emotional benefits that come from the near-peer relationships between Team Read pairs.

FEPP Levy resources were also leveraged to provide remote learning support and in-person access at Seattle Parks and Recreation (SPR) citywide teen hubs for middle and high school students during the pandemic year. Participating students benefited from in-person academic support and enrichment experiences, including support accessing SPS remote classrooms. Approximately 70 students a week participated at eight teen hubs from October through June.

Additionally, DEEL issued a new \$1 million funding opportunity for community-based organizations to expand or enhance summer programming in 2021, in response to extended time in remote learning environments and the expressed needs of students and families for added support over the summer. Seventeen organizations were awarded funds to provide more than 600 students with academic, health and wellness, and college and career readiness enrichment activities June through August.



Calls from families sharing their needs were coming in from early morning until evening. We were able to support financial needs like rent and energy bills, provide a weekly food distribution at Leschi, and connect students to other resources they needed, such as transportation for housing-insecure students, emotional support and counseling referrals, and access to before- and after-school programs."

partner spotlight

MICHELLE MITCHELL-BRANNON

Director of Youth and Education Support,
Atlantic Street Center
Strategy Area:
Opportunity & Access



Enrichment programming is essential because learning shouldn't be limited to the traditional classroom. Not all youth learn and develop their skills in that way. By giving youth a space to express themselves and explore their interests, we're providing opportunities for all our youth. At ASC, our goal is to provide daily interaction with community members of color working in various fields, so youth can begin to picture themselves in these careers or educational settings as they get older. Exposure to BIPOC business owners and local entrepreneurs helped one of our youth write a business proposal and build a successful online shop with her own line of lip gloss."



K-12 SCHOOL AND COMMUNITY FINDINGS

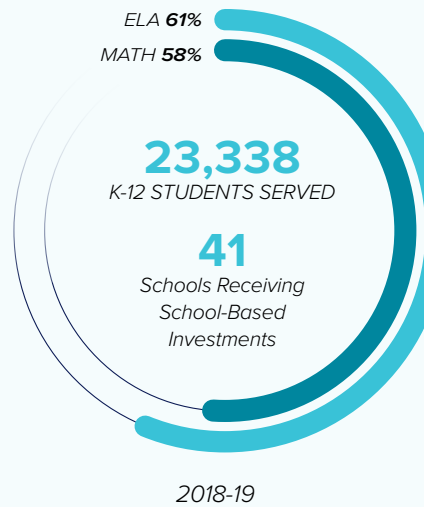
3rd – 8th grade Math proficiency **DROPPED BY 25%** and ELA proficiency **DROPPED 12%**

among FEPP-supported students, similar to losses seen on the district and state level
(Source: Office of Superintendent of Public Instruction)

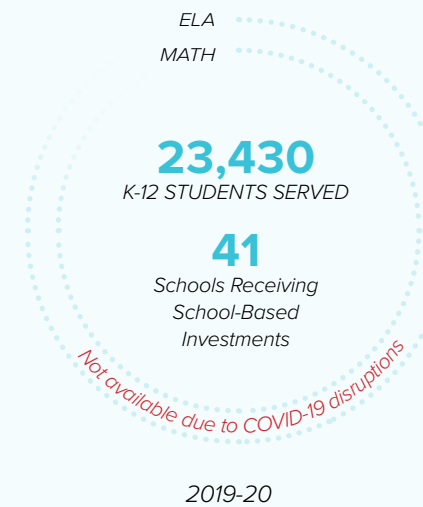
Four-year graduation rates continue to rise for Seattle Public Schools overall. At baseline, graduation rates for the five levy-supported high schools trail District graduation rates **85% vs. 87% respectively**



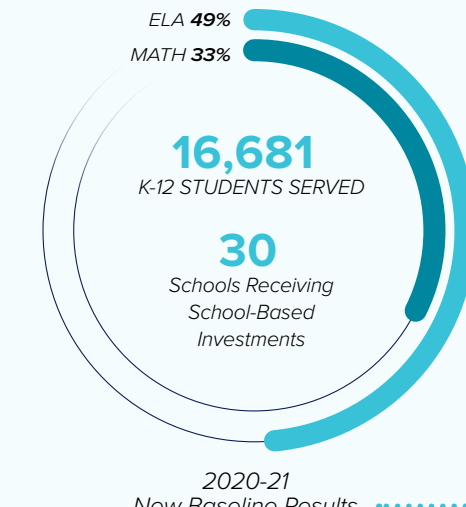
Source: DEEL



2018-19



2019-20



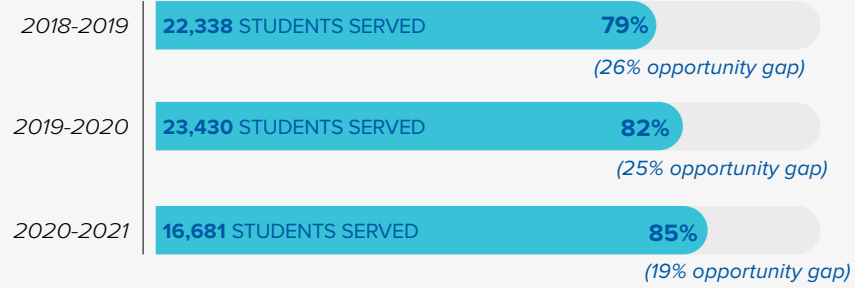
2020-21
New Baseline Results

The transition in K-12 investment strategy from the Families and Education Levy to the FEPP Levy beginning in the 2020-2021 school year resulted in fewer overall schools receiving funding, but greater investments in high-school aged students, as well as a more intentional focus on students and communities furthest from educational justice and an increased emphasis on college and career readiness. This, along with changes in how and when state assessments were conducted for the 2020-2021 school year, means that **K-12 results from this school year are better viewed as new baseline data for assessing future levy results than as an accurate analysis of historical trends.**

* Results are from Smarter Balance Assessments conducted in Fall 2021 instead of the standard springtime assessment.



ON-TIME, FOUR-YEAR GRADUATION RATES for Partner Schools Receiving School-Based Investments*



*The number of schools funded and the number of students served changed between 2019-2020 and 2020-2021 school years and the transition from Families and Education Levy (FEL) and the FEPP Levy. Numbers above reflect data from SBI schools only and exclude FEL schools no longer funded under FEPP.



Our levy supports have enabled us to expand our school's International Baccalaureate program to more students and tailor it to their needs and dreams. As a result, we're putting more students on a pathway to college and a higher paying career. One of my students last year told me that he never envisioned himself going to college because he couldn't afford it and he wasn't 'that kind of kid.' He's at UW this year on a full-ride scholarship and loving it."



partner spotlight

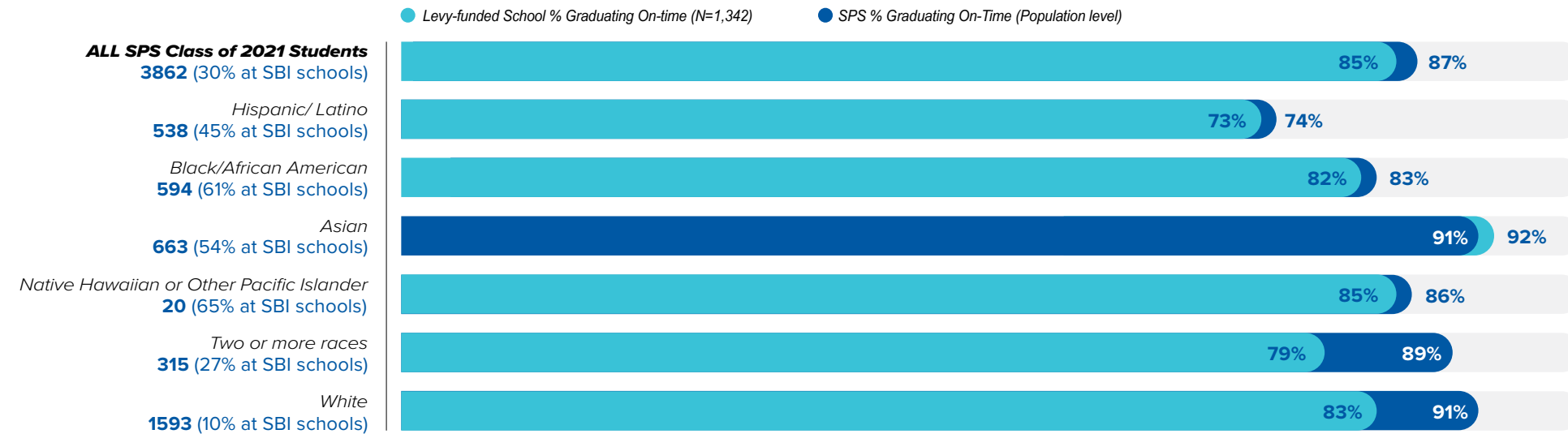
STEVEN MILLER

International Baccalaureate Program Coordinator, Rainier Beach High School

Strategy Area: School-Based Investments

4-YEAR GRADUATION OPPORTUNITY GAPS School-Based investments, Class of 2021*

How K-12 students at Levy-supported schools compared to Seattle Public Schools students overall, broken down by race/ethnicity



Fewer than 10 students who identified as American Indian/Alaska Native were served at SBI schools. Their results have been excluded from view due to privacy and reliability concerns.

*The five SBI schools contributing to the data in the two tables above—Chief Sealth International, Interagency Academy, Cleveland STEM, Rainier Beach, and Franklin—were chosen during the Request for Investment process precisely for their demonstrated need for greater supports. The graduation rates seen here provide baseline numbers for future years' analysis of levy results.



SCHOOL HEALTH

K-12 School Health investments provide an important bridge between health and education that promotes school attendance and improved academic performance by providing direct health services to students. Services include preventive care and immunizations, comprehensive primary and acute health services, oral health services, mental health services, age-appropriate reproductive health care, and health insurance enrollment assistance. In the 2020-2021 school year, \$16.4 million was spent on K-12 School Health investments, representing 15% of total FEPP Levy spending for the year.

Access to School Based Health Centers is available for all Seattle Public Schools students regardless of the presence of an SBHC on their school campus. While services are universally accessible to all SPS students, outreach and referrals for services are focused on students with the greatest need such as those experiencing non-academic barriers to learning, students not yet meeting grade-level learning standards, students less likely to access care in

the community, and other historically underserved student groups, including students experiencing homelessness and LGBTQ students.

Public Health Seattle & King County



DEEL partners with Public Health—Seattle & King County (PHSKC) to administer comprehensive medical and mental health services in 29 School Based Health Centers (SBHCs) across the city. PHSKC's role includes managing SBHC contracts with healthcare providers, overseeing Request for Application processes, and providing direct services at three SBHCs within Seattle Public Schools (Cleveland, Ingraham, and Rainier Beach high schools).

SBHC providers quickly adapted to the COVID-19 pandemic and the closure of school buildings in spring of 2020 to offer telehealth services and expand access to community-based clinics. These adapted services continued into the 2020-2021 school year through

a combination of in-person services, telehealth, and community-based care for students and families. Following the Centers for Disease Control & Prevention (CDC) emergency authorization of the Pfizer vaccine for 12–15-year-olds, SBHCs also began supporting youth vaccine education and access.

In total, 6,787 students received health services at 29 SBHCs citywide from seven SBHC clinical sponsors during the 2020-2021 school year.

SBHC Clinical Partners

- Country Doctor Community Health Centers
- International Community Health Services
- Kaiser Permanente
- Neighborcare Health
- Odessa Brown Children's Clinic
- Public Health—Seattle & King County
- Swedish Medical Center



partner spotlight

ANA SHORT

International Community Health Services Behavioral Health Provider, Seattle World School SBHC

Strategy Area:
School-Based Health



ON-TIME GRADUATION TRENDS

For Seniors Receiving SBHC Services Compared to Overall Seattle Public Schools Rates

- Overall SPS % Graduating On-Time
- Students who received SBHC services % Graduating On-Time (N=1,250)

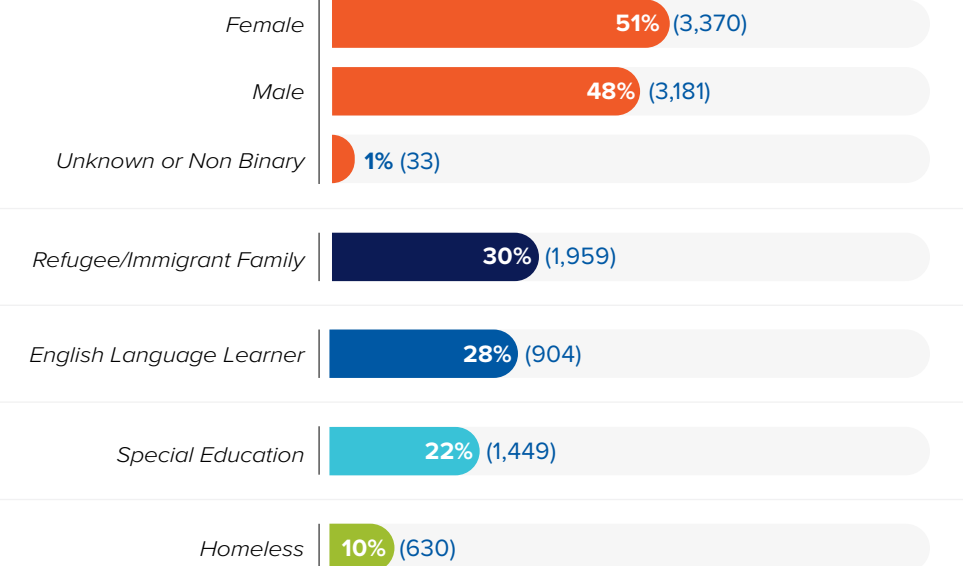
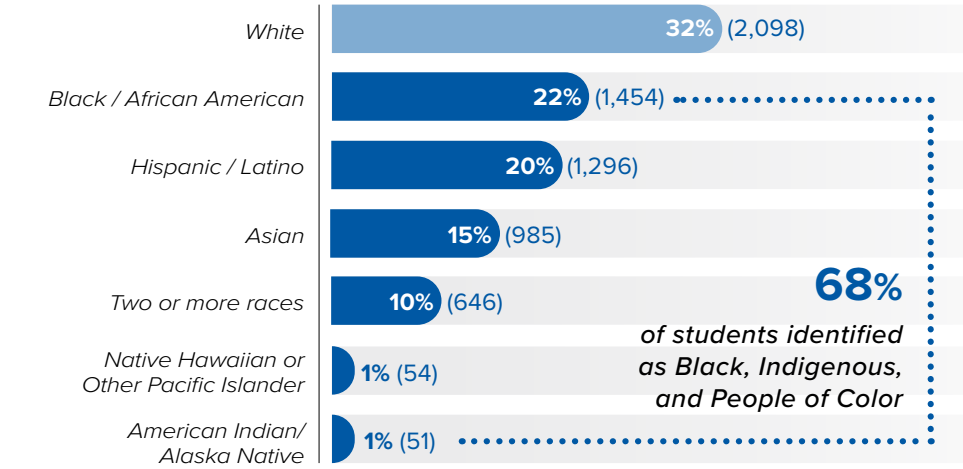


* Fewer than 10 Native Hawaiian or Other Pacific Islander students served; results excluded

“There is an enormous need for behavioral health services and families face long waits to schedule a behavioral health intake. School-based clinics can and have provided an immediate response to this need. In September 2020, we began offering both in-person and telehealth mental health appointments, in-language outreach, social and emotional learning supports, and group activities like gardening and cooking that taught coping strategies as a counseling alternative.”

K-12 SCHOOL HEALTH WHO DID WE SERVE?

6,787* STUDENTS OVERALL
THROUGH 7 PROVIDER AGENCIES
AT 29 SITES



* Demographic data was unavailable for 203 students.

POSTSECONDARY ACCESS AND COMPLETION

PRESCHOOL AND EARLY LEARNING INVESTMENTS

2021 FEPP Levy Spending

\$6.3M 6% of 2021 FEPP Levy spending

7-year FEPP Levy Spending Plan

\$40.7M 54% of planned spending through 2026

Seattle Promise is a universal-access college tuition and success program designed to support Seattle students, especially first-generation students and underserved populations, on a direct path from high school to college. Seattle Promise supports scholars in achieving a certificate, credential, degree, or transfer to four-year institution and prepares them for participation in our region's vibrant workforce and economy without taking on overwhelming college debt. The program is implemented by Seattle Colleges, in close partnership with the City of Seattle and Seattle Public Schools (SPS).

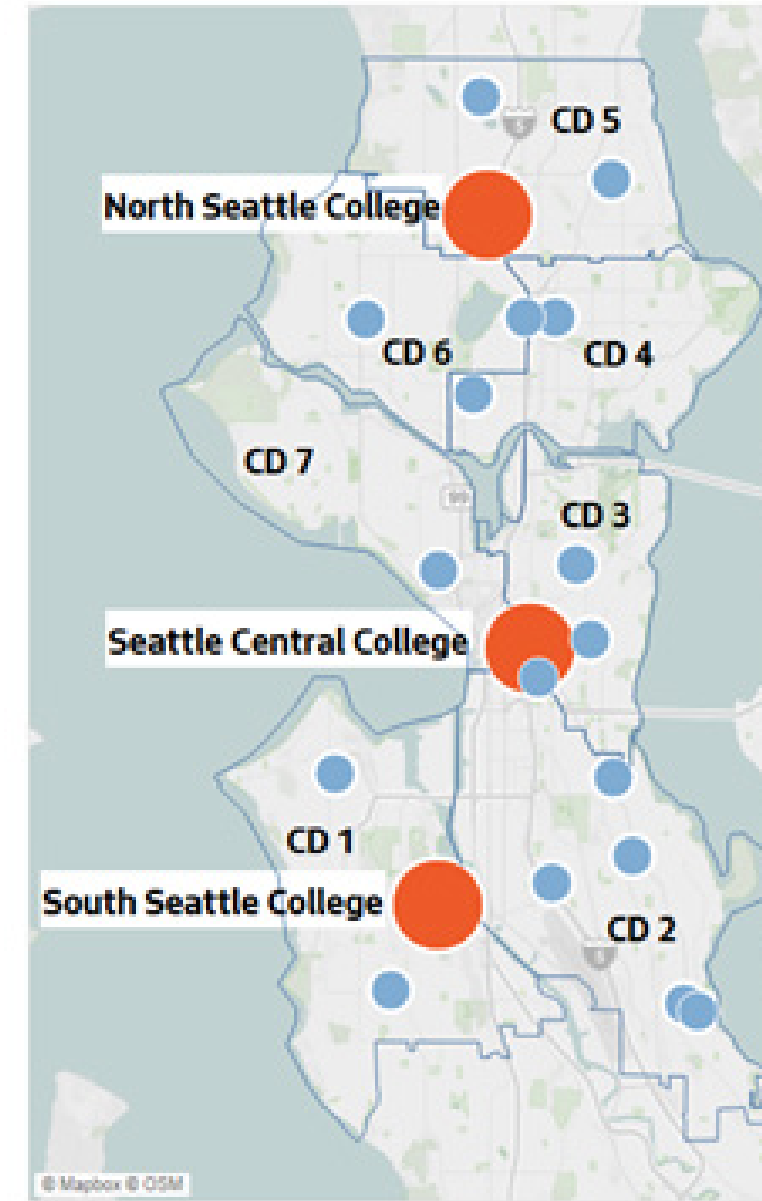
The Seattle Promise program, first established in 2017 as an expansion of the 13th Year program at South Seattle College and adopted as part of the FEPP Levy in November 2018, has



three core components: preparation and persistence supports, a last-dollar tuition scholarship that covers remaining costs of tuition after all other public funding or grants have been applied, and an equity scholarship of \$500 per quarter for students with the greatest financial need. Beginning in their junior year of high school, SPS students receive college and career readiness supports from Seattle Promise outreach specialists assigned to their high school. Upon matriculating to the program, Promise scholars receive persistence supports and are eligible for both tuition and equity scholarships based on financial need. The Equity Scholarship is flexible funding that students can use to pay for non-tuition related expenses such as books, fees, child care, food, housing, transportation, or other expenses.

The 2020-2021 school year marked the first incoming cohort of Promise scholars from all 17 Seattle Public Schools (SPS) high schools, following an expansion of the program from its beginnings at South Seattle College when graduates from only three high schools had access to tuition scholarships. SPS graduates are eligible for the program regardless of grade point average (GPA), income, ability, or country of birth. As a result of expanded eligibility, Seattle Colleges welcomed the largest number of Promise scholars to date at its three campuses (North, Central, and South): 689 first-year scholars (2020 Cohort) and 148 second-year scholars (2019 Cohort). This more than doubled the number of students in the program, with roughly 18% of the SPS graduating class of 2020 participating.

The expansion in eligibility to all 17 SPS high schools resulted in a higher percentage of white students being enrolled in the program as well as more students from higher income families (66% students of color in 2020 cohort vs 76% in 2019 cohort). Almost one-third of Promise students enrolled in 2020-2021 reported being a first-generation college student with neither parent or guardian having completed a bachelor's degree.

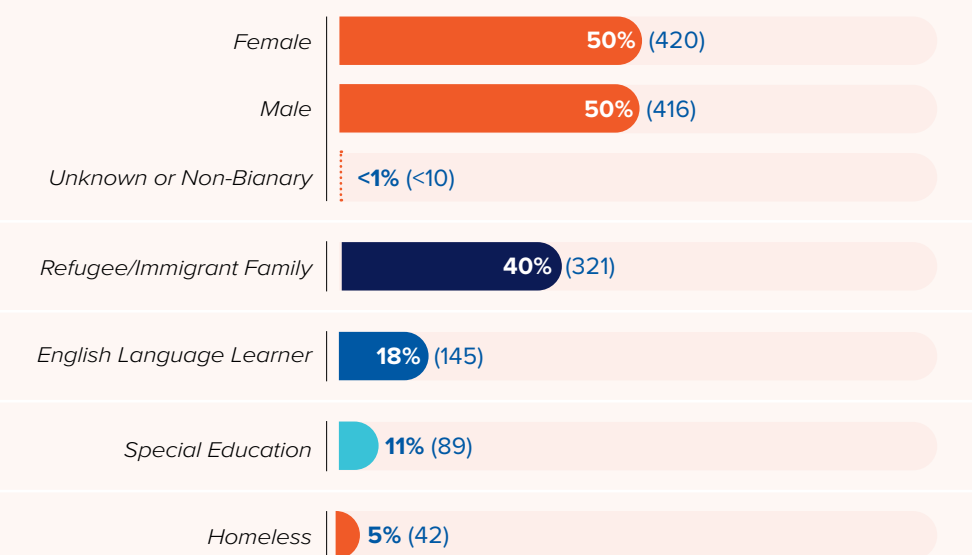
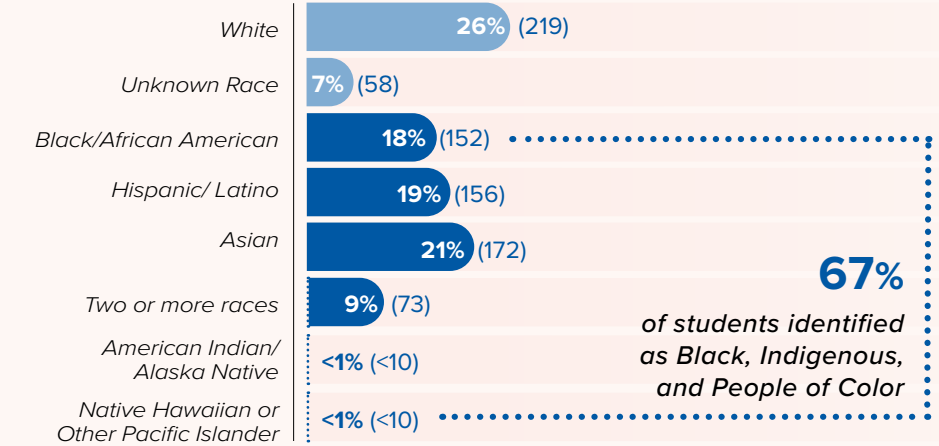


Orange dots: Campuses where Fall 2020 Promise scholars enrolled
Blue dots: SPS high schools where Fall 2020 Promise scholars graduated

SEATTLE PROMISE WHO DID WE SERVE?

837

STUDENTS OVERALL FROM 17 HIGH SCHOOLS AT 3 SEATTLE COLLEGES CAMPUSES





Early in the pandemic, I felt overwhelmed with the sadness of not getting into my “dream” school and the cost of college hanging over my head. I came across the Seattle Promise scholarship and decided to take a leap of faith in starting with community college. That was the best decision I’ve made yet in my young adult life. Seattle Promise gave me access to resources and the skills I need to be a successful first-generation college student. I’m transferring in Fall 2022 to Western University to pursue a career as a Speech Language Pathologist.”



partner spotlight

MAQUISA SIMS

Promise Scholar, Seattle Central College

Strategy Area:
Seattle Promise

Over the course of the 2020-2021 school year, DEEL conducted a process evaluation examining Seattle Promise scholar persistence and the advising supports students receive, in order to understand how to increase completion rates and better support students furthest from educational justice. The evaluation found that Promise retention rates decreased after the start of the COVID-19 pandemic. Focus groups and surveys conducted as part of the evaluation with Promise scholars and Promise retention specialists, employed by Seattle Colleges, revealed a variety of persistence barriers affecting student progress toward a postsecondary degree:

- Satisfactory Academic Progress (SAP) and full-time enrollment were the most challenging Seattle Promise program requirements for scholars to maintain, impacting their ability to remain eligible for participation in Promise. Full-time enrollment was more challenging for scholars who were struggling academically, experiencing personal hardship, or enrolled in high-credit STEM courses.
- Seattle Promise’s 90-credit or two-year participation limit was challenging for many scholars, especially for those struggling academically, undecided about career goals, or those who started college needing to take developmental courses.
- The top personal persistence challenges participants reported were remote learning, indecision about career goals, and pressures related to family and employment.
- The lack of flexible leave options or a pathway to regain eligibility for Promise after experiencing a persistence barrier.

Many of the barriers identified were similar to findings that emerged during the Seattle Promise Racial Equity Toolkit (RET) process that occurred during the 2019-2020 school year. RETs are implemented by City departments as part of the City’s Race and Social Justice Initiative to review existing or planned programs and policies for their impact on racial equity. Recommendations from the Seattle Promise RET influenced policy changes implemented during the 2020-2021 school year, detailed in the COVID-19 Adaptations section below.

COVID-19 Adaptations to Seattle Promise

As reflected in findings from the 2020-2021 process evaluation report, the impacts of the pandemic on Seattle Promise scholars was significant and presented barriers to both persistence and completion. To mitigate many of these challenges, Seattle Colleges

and DEEL adapted both programmatic and policy components within the program to better support students and their changing needs during the pandemic.

PROGRAMMATIC CHANGES

During a typical school year, incoming Promise scholars would have attended an in-person Summer Bridge orientation to help them prepare for the start of classes in the fall. Due to COVID-19 and the decision to offer fully remote programming in September 2020, Seattle Colleges provided students with an alternative orientation experience. Students were invited to attend a virtual Summer Bridge where staff focused on surveying students about their technology and academic needs and provided workshops on how to build a class schedule, register for classes, and interact with instructors.

Throughout the year, Seattle Colleges made upgrades to their technology to better support students on virtual platforms. This included alerts that would go to program staff for students who missed regular sign-ins to their learning portals, identifying students who may need greater outreach and supports. Promise outreach and retention specialists were available for either scheduled or pop-in virtual meetings with both enrolled scholars and with high school students considering the Promise pathway.

POLICY CHANGES

In the fall of 2020, the City and Seattle Colleges acted in response to student requests to enroll part-time or defer enrollment due to challenges of shifting to remote instruction and other COVID-19 circumstances. In December 2020, legislation that temporarily waived the two-year enrollment limit for Promise scholars at the Seattle Colleges was passed with the support of the FEPP Levy Oversight Committee, Mayor’s Office, and City Council. The effect of the policy change was to give Promise scholars enrolled during the early days of COVID greater flexibility to change their enrollment status without losing eligibility.

Toward the close of the 2020-2021 school year, the City of Seattle announced additional funding for equity enhancements to the Seattle Promise program with the support of new federal funding under the American Rescue Plan Act (ARPA). Under ARPA, approximately \$10.7 million in Coronavirus Local Fiscal Recovery funding between 2021 and 2023 will go toward expansion and enhancements to the Seattle Promise program as part of the City’s COVID-19 recovery strategy.

In spring of 2021, it was announced that CLFR would provide financial support to pilot program equity enhancements designed to address racial disparities in Promise retention and completion, including:

- Offering a path to program re-entry
- Extending the two-year/90-credit time to completion
- Increasing the Equity Scholarship award amounts from \$500 to \$1,000 a quarter, and expanding Equity Scholarship eligibility in alignment with federal Pell grant standards to allow more students to receive additional financial support
- Providing more personalized and differentiated staffing supports reflective of student needs
- Supporting transfer pathways and 4-year degree attainment through a new transfer partnership with the University of Washington
- Providing seed funding for a partnership with the Washington State Opportunity Scholarship

WHY STUDENTS CHOSE SEATTLE PROMISE TOP THEMES

DEEL’s Seattle Promise Process Evaluation report provided insights into scholar motivations for applying to the Seattle Promise program, with the following top themes emerging:

PATHWAY TO HIGHER EDUCATION

Seattle Promise offered a supportive pathway between high school and a four-year institution for scholars who sought a supportive setting to improve their academic performance and build confidence in their ability to navigate the perceived rigor of a larger university.

COLLEGE ACCESS

Seattle Promise provided college access to scholars for whom the cost of entering higher education immediately after high school was prohibitive.

CAREER EXPLORATION

Seattle Promise created opportunity for high school graduates who were undecided about attending college to build a stronger understanding of their career interests and goals without taking on a heavy financial burden.

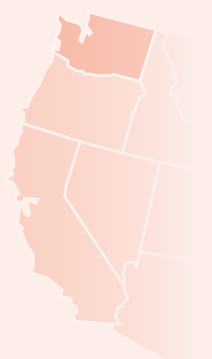
COST-SAVING

Seattle Promise presented an opportunity for scholars to reduce the financial burden on their families by earning their first college credential tuition-free.

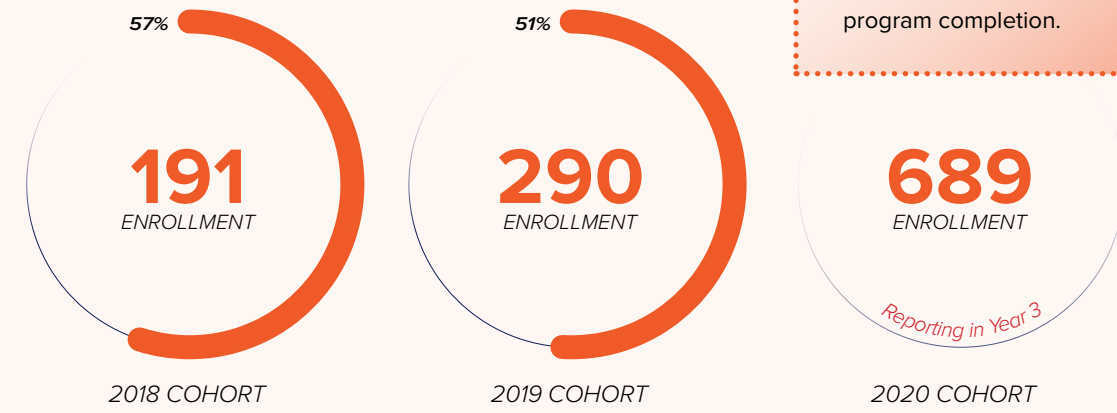


RACIAL EQUITY FINDINGS

Across all races and ethnicities, 3-year completion rates for **SEATTLE PROMISE MET OR EXCEEDED THE NATIONAL AVERAGE**



SEATTLE PROMISE PERSISTENCE RATES



PERSISTENCE

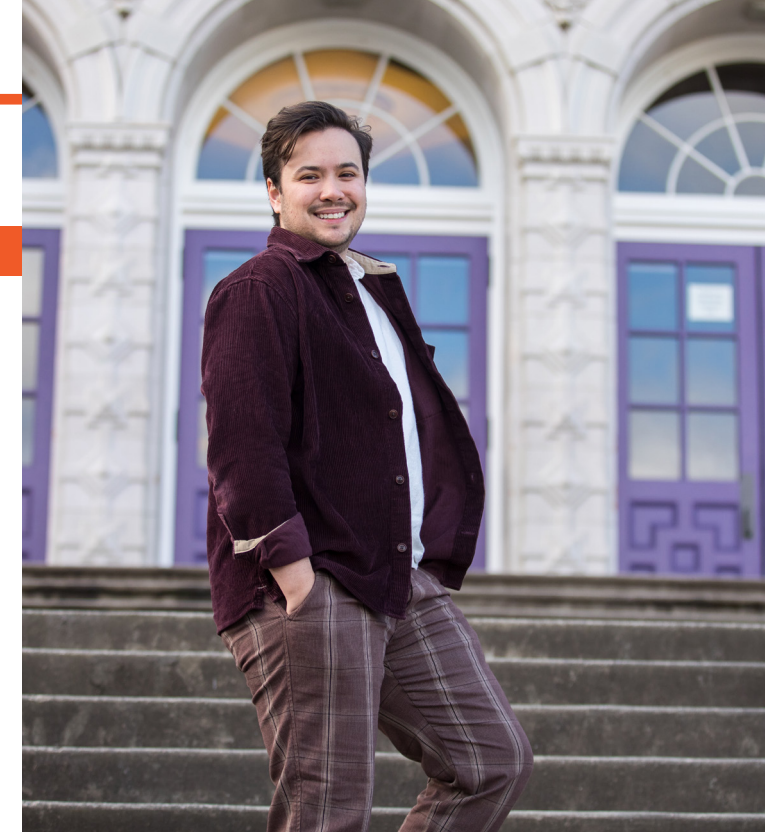
Refers to a student's continued enrollment or program completion.

partner spotlight

LEE WESTRICK

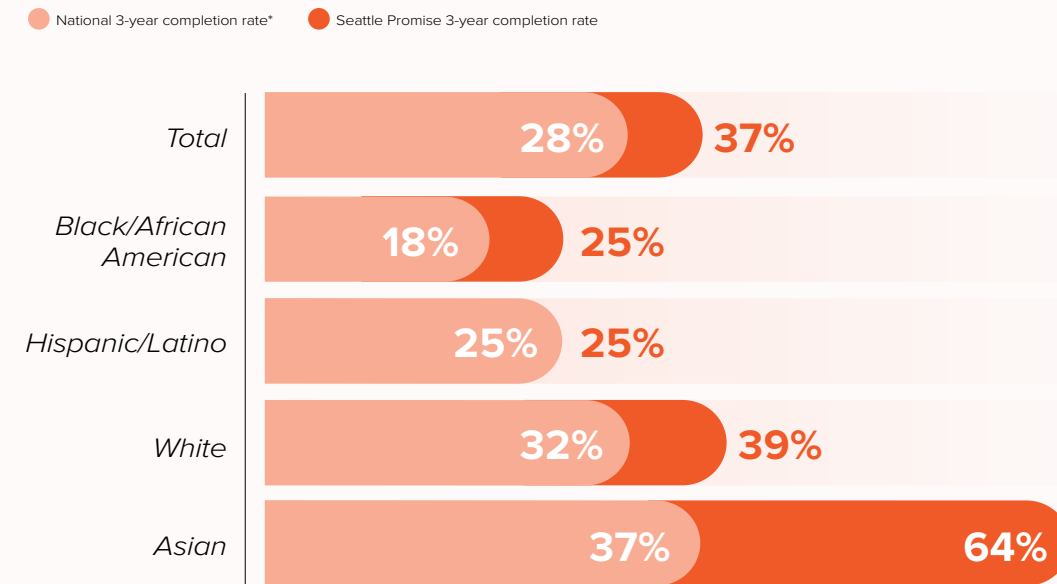
Seattle Promise Outreach Specialist

Strategy Area: Seattle Promise



Seattle Promise's outreach work is about exploring the landscape of future opportunity with students. Sometimes they aren't sure what's out there or have a limited understanding of what can be done after high school. It's our job to listen to what they're excited about and say, "Hey, have you ever heard of this career or degree?" Starting that conversation and walking them through all the steps to get there helps students avoid overwhelm and increases their chance of success."

SEATTLE PROMISE 3-YEAR COMPLETION RATES 2018 Cohort



*Data source: National Center for Education Statistics, students entering public 2-year postsecondary institutions in 2016
 **Fewer than 10 students who identified as American Indian/Alaska Native, Native Hawaiian or Other Pacific Islander, or Two or More Races from the 2018 Cohort completed their certificate, credential, or degree within the Seattle Promise program. Their results have been excluded from view due to privacy and reliability concerns.





Source: DEEL

OUR MISSION

The mission of the Department of Education and Early Learning is to transform the lives of Seattle's children, youth, and families through strategic investments in education.



Source: SPS



Source: SPS

OUR VISION

We envision a city where all children, youth, and families have equitable opportunities and access to high quality education services, support, and outcomes.

OUR COMMITMENT TO WMBE VENDORS

The City of Seattle and the Department of Education and Early Learning (DEEL) support the utilization of Women- and Minority-Owned Business Enterprises (WMBE) in City consulting and purchasing contracts.

DEEL would like to thank the WMBE consultants who assisted in the production of this report.

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Department of Education and Early Learning

Families, Education, Preschool, and Promise Levy
Year 2 Annual Report and Year 3 Progress Update



Purpose

1. Formally submit to Council the FEPP Levy Year 2 Annual Report
2. Share progress update on Year 3 of FEPP Levy implementation (2021-2022 School Year)

FEPP Year 2 (SY '20-'21)



Timeline

FEPP Year 2 By-the-Numbers



Early Learning: Year 2 Summary

- SPP programming was offered in remote, in-person, and hybrid formats, with roughly a third of children participating in each format
- Summer extension programming was piloted, with 878 participants
- Kindergarten Readiness
 - Overall scores continue to rise
 - Opportunity gaps widened during COVID-19
 - Year Two innovations resulted in promising approaches for future



Image: Seattle Preschool Program participant, Rising Star Elementary SPP

K-12: Year 2 Summary

- Challenges to academic progress were similar to results seen across the state and nation
- At FEPP-supported schools, significant drops occurred in 3rd-8th grade Math and ELA assessments
- Four-year graduation rates continue to rise district-wide, although Class of 2021 rates were potentially impacted by modified state policies during COVID-19
- School Health investments shifted focus to telehealth options, mental health supports, and COVID-19 vaccine education and access
- Family support workers provided technology resources, meal distribution, and other basic needs assistance for families adversely impacted

Image: Rising Star Elementary Robotics Class, courtesy of SPS

Promise: Year 2 Summary

- First Promise cohort with students from all 17 SPS high schools resulted in largest enrollment to date
- 2020 Cohort had higher percentage of white students and those with more financial resources compared to previous cohorts
- In Dec 2020, scholars were given flexibility for either part-time or deferred enrollment during the pandemic
- Three-year completion rates for 2018 cohort topped national averages, but fall-to-fall persistence rates fell for cohorts 2019 and 2020



Image: South Seattle College Promise Scholar

FEPP Year 3 (SY '21-'22)



FEPP Year 3: Context

- School Year 2021-2022 marked the full return to in-person learning for our school partners
- Partners continued to persevere through COVID-19 variants, youth/staff illness and isolation, and other challenges to standard work
- Year 3 academic outcome data is expected in Oct '22

Image: Wing Luke Elementary first day of school, September 2021

FEPP Year 3: Progress Update



Leilani Dela Cruz
Interim Early Learning
Division Director

Chris Alejano
K-12 and Postsecondary
Division Director

Katrina Caron
Northwest Center Kids
Chinook

Dr. Keisha Scarlett
SPS Assistant
Superintendent
of Academics



**Dr. Rosie Rimando-
Chareunsape**
South Seattle College
President

A photograph of graduates in red caps and gowns at a graduation ceremony. The graduates are wearing white sashes with '2022' and a 'G' logo. One graduate in the center is pointing towards the camera. The background shows a large stadium with blue seats and a crowd of people.

Thank you & Questions

Image: Cleveland STEM High School Graduation, June 2022



Legislation Text

File #: CB 120335, Version: 1

CITY OF SEATTLE

ORDINANCE _____

COUNCIL BILL _____

AN ORDINANCE relating to service animals; conforming the definition of “service animal” to federal and state law; establishing a uniform definition for “service animal” by removing similar terms and including the definition in the Parks Code; making technical corrections; and amending Sections 6.310.465, 9.25.023, 9.25.082, 11.40.180, 14.04.030, 14.06.020, 14.06.030, 14.08.015, 14.08.020, 14.08.045, 14.08.070, 14.08.190, 18.12.030, and 18.12.080 of the Seattle Municipal Code.

WHEREAS, in the Seattle Municipal Code (SMC) there are multiple references to “dog guide” or other terms related to service animals; and

WHEREAS, in 2011, Ordinance 123527 defined “service animal” but did not include this definition in the Parks Code and did not amend existing terms related to service animals, such as “dog guide”; and

WHEREAS, addition of the existing definition of “service animal” to the Parks Code and deletion of “dog guide” and other related terms would establish uniform definitions for service animals throughout the Seattle Municipal Code by making every use of “service animal” tie to identical definitions in Sections 9.25.023, 14.04.030, and 18.12.030; and

WHEREAS, this ordinance extends the objective of Ordinance 123527 “to be consistent with Federal and State anti-discrimination law”; NOW, THEREFORE,

BE IT ORDAINED BY THE CITY OF SEATTLE AS FOLLOWS:

Section 1. Section 6.310.465 of the Seattle Municipal Code, last amended by Ordinance 124524, is amended as follows:

6.310.465 For-hire driver passenger relations standards

* * *

E. A for-hire driver shall not refuse to transport in the taxicab or for-hire vehicle any passenger's wheelchair which can be folded and placed in either the passenger, driver, or trunk compartment of the taxicab or for-hire vehicle; ~~((, an assist dog or guide dog to assist the disabled or handicapped,))~~ a service animal as defined in Section 9.25.023; groceries, packages, or luggage when accompanied by a passenger (Class B).

Section 2. Section 9.25.023 of the Seattle Municipal Code, last amended by Ordinance 123646, is amended as follows:

9.25.023 Definitions-P-T~~((,))~~

As used in this ~~((chapter))~~ Chapter 9.25, except where a different meaning is plainly apparent from the context, the following definitions apply:

* * *

D. "Service animal" means an animal that does work for, performs tasks for, or provides medically necessary support for the benefit of an individual with a disability.

* * *

Section 3. Section 9.25.082 of the Seattle Municipal Code, last amended by Ordinance 119998, is amended as follows:

9.25.082 Offenses relating to safety and sanitation~~((,))~~

It is unlawful for an owner to:

A. Allow the accumulation of animal feces in any open area, run, cage, or yard wherein animals are kept and to fail to remove or dispose of feces at least once every ~~((twenty-four (24)))~~ 24 hours;

B. Fail to remove the fecal matter deposited by ~~((his/her))~~ the owner's animal on public property or private property of another before the owner leaves the immediate area where the fecal matter was deposited;

C. Fail to have in ~~((his/her))~~ the owner's possession the equipment necessary to remove ~~((his/her))~~ the owner's animal's fecal matter when accompanied by said animal on public property or public easement;

D. Have possession or control of any animal sick or afflicted with any infectious or contagious disease

and fail to provide treatment for such infection or disease, or suffer or permit such diseased or infected animal to run at large, or come in contact with other animals, or drink at any public or common watering trough or stream accessible to other animals.

Owners of service ~~((dogs))~~ animals shall be exempted from subsections 9.25.082.B and 9.25.082.C. ~~((of this section.))~~

Section 4. Section 11.40.180 of the Seattle Municipal Code, last amended by Ordinance 123420, is amended as follows:

11.40.180 ~~((Standard of care))~~ Precautions for drivers of motor vehicles ~~((Blind pedestrians carrying))~~ approaching a wheelchair user or pedestrian who is using a white cane ~~((or using guide dog.))~~ or service animal

The driver of a vehicle approaching a totally or partially blind pedestrian who is carrying a cane predominantly white in color (with or without a red tip), a totally or partially blind or hearing impaired pedestrian using a ~~((guide dog))~~ service animal as defined in Section 9.25.023, a person with physical disabilities using a service animal as defined in Section 9.25.023, or a person with a disability using a wheelchair or a power wheelchair as defined in ~~((RDW))~~ RCW 46.04.415 shall take all necessary precautions to avoid injury to such pedestrian or wheelchair user. ~~((No driver))~~ It shall be unlawful for the operator of any vehicle ~~((shall))~~ to drive into or upon any crosswalk while there is on such crosswalk ~~((any))~~ such pedestrian or wheelchair user ~~((who is))~~ crossing or attempting to cross the roadway, ~~((and))~~ if such pedestrian or wheelchair user is using a white cane, using a ~~((guide dog or))~~ service animal, or using a wheelchair or a power wheelchair as defined in RCW 46.04.415.

The failure of any such pedestrian or wheelchair user so to signal shall not deprive ~~((him/her))~~ the individual of the right-of-way accorded ~~((him/her))~~ to the individual by other laws. ~~((RCW 70.84.040))~~

Section 5. Section 14.04.030 of the Seattle Municipal Code, last amended by Ordinance 126514, is amended as follows:

14.04.030 Definitions

When used in this Chapter 14.04, unless the context otherwise requires:

* * *

“Service animal” means an animal that does work for, performs tasks for, or provides medically necessary support for the benefit of an individual with a disability.

* * *

Section 6. Section 14.06.020 of the Seattle Municipal Code, last amended by Ordinance 126514, is amended as follows:

14.06.020 Definitions

Definitions as used in this ~~((chapter))~~ Chapter 14.06, unless additional meaning clearly appears from the context, shall have the meanings subscribed:

* * *

“Service animal” means an animal that does work for, performs tasks for, or provides medically necessary support for the benefit of an individual with a disability.

* * *

Section 7. Section 14.06.030 of the Seattle Municipal Code, last amended by Ordinance 124829, is amended as follows:

14.06.030 Unfair practices~~(=)~~

* * *

B. It is an unfair practice for any person to discriminate in a place of public accommodation by:

1. Requiring, directly or indirectly, any person to pay a larger sum than the usual uniform rates;

or

2. Refusing or withholding admission, patronage, custom, presence, frequenting, dwelling,

staying, or lodging; or

3. Denying, directly or indirectly, the full enjoyment of any available goods, services,

accommodations, facilities, privileges, or advantages; or

4. Printing, circulating, issuing, displaying, posting, mailing, or otherwise causing, directly or indirectly, to be published a statement, advertisement, or sign (~~(which)~~) that indicates directly or indirectly that the full enjoyment of the goods, services, facilities, privileges, advantages, and accommodations will be refused, withheld, denied, or in some manner limited or restricted or that an individual's patronage of or presence at a place of public accommodation is objectionable, unwelcome, unacceptable, or undesirable; or

5. Harassing, intimidating, or otherwise abusing any person or person's friends or associates because of race, color, creed, religion, ancestry, national origin, citizenship or immigration status, age, sex, marital status, parental status, sexual orientation, gender identity, political ideology, honorably discharged veteran or military status, participation in a Section 8 program, the presence of any disability, the use of a (~~trained dog guide or~~) service animal by a disabled person, or a mother breastfeeding her child with the purpose or effect of denying to such person the rights granted in this Chapter 14.06; or

6. Harassing, intimidating, retaliating, or obstructing a person in any manner because such person complied with or proposed to comply with this Chapter 14.06 or any order issued under this Chapter 14.06, or filed a charge or complaint, testified, or assisted in any investigation, proceeding, or hearing under this Chapter 14.06; or

7. Coercing, intimidating, threatening, or otherwise interfering with any person in the exercise or enjoyment of or on account of such person having aided or encouraged any other person in the exercise or enjoyment of any right granted or protected under this Chapter 14.06; or

8. Applying any economic sanctions or denying membership privileges because of compliance with this Chapter 14.06; or

9. Aiding, abetting, inciting, compelling, or coercing the doing of any act defined in this Chapter 14.06 to be an unfair practice; or

10. Attempting to commit any act defined in this Chapter 14.06 to be an unfair practice; or

11. Denying, directly or indirectly, an individual's right to use gender-specific restrooms and other gender-specific facilities in places of public accommodation including but not limited to dressing rooms, locker rooms, homeless shelters, and group homes that are consistent with the individual's gender identity or expression.

C. Compliance with conditions and limitations established by law and applicable to all persons regardless of race, color, creed, religion, ancestry, national origin, age, sex, marital status, parental status, sexual orientation, gender identity, political ideology, honorably discharged veteran or military status, participation in a Section 8 program, the presence of a disability, or the use of a (~~trained dog guide or~~) service animal by a disabled person is not an unfair practice under this (~~section~~) Section 14.06.030.

* * *

Section 8. Section 14.08.015 of the Seattle Municipal Code, last amended by Ordinance 126514, is amended as follows:

14.08.015 Seattle Open Housing Poster

All persons required to post a fair housing poster pursuant to 24 CFR 110 shall also post a Seattle Open Housing Poster at the same locations required in the federal regulation. A person who fails to post a Seattle Open Housing Poster as required in this Section 14.08.015 is subject to a fine of \$125 for a first violation and a fine of \$500 for each subsequent violation. The Seattle Open Housing Poster shall provide a notice that it is illegal in (~~The City of~~) Seattle to discriminate against any person because of race, color, creed, religion, ancestry, national origin, citizenship or immigration status, age, sex, marital status, parental status, sexual orientation, gender identity, political ideology, honorably discharged veteran or military status, participation in a Section 8 or other subsidy program, alternative source of income, the presence of any disability, or the use of a (~~trained dog guide or~~) service animal by a disabled person. The Department shall adopt a rule or rules to enforce this Section 14.08.015 that shall include the availability of such posters from the Department.

Section 9. Section 14.08.020 of the Seattle Municipal Code, last amended by Ordinance 126514, is

amended as follows:

14.08.020 Definitions

Definitions as used in this Chapter 14.08, unless additional meaning clearly appears from the context, shall have the meanings subscribed:

* * *

“Service animal” means an animal that does work for, performs tasks for, or provides medically necessary support for the benefit of an individual with a disability.

* * *

Section 10. Section 14.08.045 of the Seattle Municipal Code, last amended by Ordinance 126514, is amended as follows:

14.08.045 Retaliation, harassment, or coercion

* * *

B. It is an unfair practice for any person, whether or not acting for profit, to harass, intimidate, discriminate against, or otherwise abuse any person or person’s friends or associates because of race, color, creed, religion, ancestry, national origin, citizenship or immigration status, age, sex, marital status, parental status, sexual orientation, gender identity, political ideology, honorably discharged veteran or military status, alternative source of income, participation in a Section 8 or other subsidy program, the presence of any disability, or the use of a (~~trained dog guide or~~) service animal by a disabled person with the purpose or effect of denying to such person the rights granted in this Chapter 14.08 or the right to quiet or peaceful possession or enjoyment of any real property.

* * *

Section 11. Section 14.08.070 of the Seattle Municipal Code, last amended by Ordinance 126514, is amended as follows:

14.08.070 Unfair inquiries or advertisements

It is an unfair practice for any person to:

A. Require any information, make or keep any record, or use any form of application containing questions or inquiries concerning race, color, creed, religion, ancestry, national origin, citizenship or immigration status, age, sex, marital status, parental status, sexual orientation, gender identity, political ideology, honorably discharged veteran or military status, participation in a Section 8 or other subsidy program, the presence of any disability, or the use of a ~~((trained dog guide or))~~ service animal by a disabled person in connection with a real estate transaction unless used solely:

1. For making reports required by agencies of the federal, state, or local government to prevent and eliminate discrimination or to overcome its effects or for other purposes authorized by federal, state, or local agencies or laws or rules adopted thereunder,

2. As to “marital status,” for the purpose of determining applicability of community property law to the individual case, or

3. As to “age,” for the purpose of determining that the applicant has attained the age of majority, or in the case of housing exclusively for older persons as described in subsection 14.08.190.E, for the purpose of determining the eligibility of the applicant;

* * *

Section 12. Section 14.08.190 of the Seattle Municipal Code, last amended by Ordinance 125114, is amended as follows:

14.08.190 Exclusions

Nothing in this Chapter 14.08 shall:

* * *

B. Be interpreted to prohibit any person from making a choice among prospective purchasers or tenants of real property on the basis of factors other than race, color, creed, religion, ancestry, national origin, citizenship or immigration status, age, sex, marital status, parental status, sexual orientation, gender identity,

political ideology, honorably discharged veteran or military status, alternative source of income, participation in a Section 8 or other subsidy program, the presence of any disability, or the use of a ~~((trained dog guide or))~~ service animal by a disabled person where such factors are not designed, intended, or used to discriminate;

* * *

Section 13. Section 18.12.030 of the Seattle Municipal Code, last amended by Ordinance 118607, is amended as follows:

18.12.030 Definitions-Rules of construction~~((:))~~

A. Unless clearly inconsistent with the context in which used, the following definitions apply:

1. “Adequate leash” means a leash of ~~((eight (8)))~~ 8 feet in length or shorter.
2. “Aquarium” means a facility with artificial habitats containing aquatic or other forms of life for purposes of research, recreation, conservation, education, or viewing.
3. “At large” means a dog or other animal inside ~~((The City of))~~ Seattle, off the premises of the owner, and not under control by adequate leash.
4. “Camp” means to remain overnight, to erect a tent or other shelter, or to use sleeping equipment, a vehicle, or a trailer camper, for the purpose of or in such a way as will permit remaining overnight.
5. “City park zone” means:
 - a. A group of parks determined by the Superintendent to be so related to one another geographically or by function, or both, that the Superintendent determines that, generally, exclusion from one park would be ineffective without exclusion from the other or others. A park can be part of more than one City park zone.
 - b. A City park that is not included in a City park zone defined in subsection ~~((A5a))~~

18.12.030.A.5.a is itself a City park zone.

6. “Felony violation” means the violation of a criminal law, the conviction of which would:

- a. Carry a maximum sentence in excess of one ~~((1))~~ year's imprisonment; or
- b. Constitute a felony in Title 9A ~~((of the Revised Code of Washington))~~ RCW.

7. "Knowingly" means to act when:

- a. One is aware of a fact, facts, circumstances, or result described by a statute or ordinance defining an offense; or

- b. One has information which would lead a reasonable person in the same situation to believe that facts exist which facts are described by a statute or ordinance defining an offense.

8. "Off-leash area" means an area designated in subsection ~~((B of Section))~~ 18.12.080B where dogs, and no other animal, shall be allowed to run at large.

9. "Park" means all parks and bodies of water contained therein, squares, drives, parkways, boulevards, trails, golf courses, museums, aquaria, zoos, beaches, playgrounds, playfields, botanical gardens, greenbelts, parking lots, community centers, ~~(())~~ and other park, recreation, and open space areas, ~~((and))~~ buildings, and facilities comprising the parks and recreation system of the City under the management and control of the Superintendent.

10. "Park rule" for purposes of Section 18.12.278 means those particular rules or codes of conduct the Superintendent has adopted and has designated, by rule, as those for which a violation may lead to exclusion from a park under Section 18.12.278.

11. "Recreation program" means any program or activity conducted, sponsored, or assisted by the Department of Parks and Recreation, whether or not it occurs in a park.

12. "Service animal" means an animal that does work for, performs tasks for, or provides medically necessary support for the benefit of an individual with a disability.

~~((12))~~ 13. "Superintendent" means the Superintendent of Parks and Recreation of the City and authorized agents of the Superintendent, who may include, without limitation, the Chief of Police of The City of Seattle and ~~((his or her))~~ the Chief's subordinate officers, Seattle animal control officers, and staff of the

Department of Parks and Recreation.

~~((13))~~ 14. “Superintendent’s Hearing Officer” means the individual who is the Superintendent of Parks and Recreation and each person or panel of persons on whom the Superintendent has conferred responsibility to conduct the hearing authorized in ~~((Section))~~ subsection 18.12.278.E.

~~((14))~~ 15. “Violation” means an act or omission or combination thereof that is contrary to any park rule or any civil or criminal provision of the Revised Code of Washington or the Seattle Municipal Code proven by a preponderance of the evidence.

~~((15))~~ 16. “Weapon violation” means possession or use of a weapon in violation of ~~((Chapter))~~ chapter 9.41 ~~((of the Revised Code of Washington))~~ RCW or Chapter 12A.14 ~~((of the Seattle Municipal Code))~~.

~~((16))~~ 17. “Zoo” means a zoological garden where animals are kept for purposes of research, recreation, conservation, education, or viewing.

~~((17))~~ 18. “Zoo exhibit” means an area in the Zoo reserved for the purpose of exhibiting Zoo animals.

B. Wherever consistent with the context of this ~~((chapter))~~ Chapter 18.12, words in the present, past, or future tenses shall be construed to be interchangeable with each other~~((, words in the singular number shall be construed to include the plural, and words in the masculine gender shall apply to the feminine and neuter genders))~~.

Section 14. Section 18.12.080 of the Seattle Municipal Code, last amended by Ordinance 123361, is amended as follows:

18.12.080 Animals running at large prohibited ~~((:))~~

A. Except as expressly allowed in subsection 18.12.080.B, ~~((hereof,))~~ it is unlawful for any person to allow or permit any dog or other pet to run at large in any park, or to permit any dog or other pet with or without a leash, except ~~((Seeing Eye or Hearing Ear dogs))~~ service animals or dogs used by public law

enforcement agencies and under control of a law enforcement officer, to enter any public beach, swimming or wading area, pond, fountain, stream, organized athletics area, or designated children’s play area. The Superintendent may ban dogs and other pets, or a specific dog or other pet, from areas of any park where ((he or she)) the Superintendent determines the same may be a nuisance.

* * *

Section 15. This ordinance shall take effect and be in force 30 days after its approval by the Mayor, but if not approved and returned by the Mayor within ten days after presentation, it shall take effect as provided by Seattle Municipal Code Section 1.04.020.

Passed by the City Council the _____ day of _____, 2022, and signed by me in open session in authentication of its passage this _____ day of _____, 2022.

President _____ of the City Council

Approved / returned unsigned / vetoed this _____ day of _____, 2022.

Bruce A. Harrell, Mayor

Filed by me this _____ day of _____, 2022.

Monica Martinez Simmons, City Clerk

(Seal)

Attachments:

SUMMARY and FISCAL NOTE*

Department:	Dept. Contact/Phone:	CBO Contact/Phone:
Seattle Office for Civil Rights	Helen Gebreamlak 206.905.9945	Lisa Gaccione 206.684.5339

** Note that the Summary and Fiscal Note describes the version of the bill or resolution as introduced; final legislation including amendments may not be fully described.*

1. BILL SUMMARY

Legislation Title:

AN ORDINANCE relating to service animals; conforming the definition of “service animal” to federal and state law; establishing a uniform definition for “service animal” by removing similar terms and including the definition in the Parks Code; making technical corrections; and amending Sections 6.310.465, 9.25.023, 9.25.082, 11.40.180, 14.04.030, 14.04.040, 14.04.050, 14.06.020, 14.06.030, 14.08.015, 14.08.020, 14.08.040, 14.08.045, 14.08.070, 14.08.190, 18.12.030, and 18.12.080 of the Seattle Municipal Code.

Summary and background of the Legislation: In 2019, the DOJ requested the CAO look into updating the "service animal" definition in Title 14 Human Rights Code and SMC 18.12.080.A (and other relevant sections in the Seattle Municipal Code (SMC)) to be in compliance with the ADA and WA state law. Our existing definition is: “an animal that provides medically necessary support for the benefit of an individual with a disability.” This definition has existed since 2011 and has been interpreted as providing broader protections for persons using service animals than its federal and WA state counterparts. However, CAO recommends SOCR amend Title 14 Human Rights Code and SMC 18.12.080.A (SMC 14.04, 14.06, 14.08 and other relevant sections in the SMC) to the satisfaction of the DOJ and to avoid potential enforcement action. This language has been approved by the DOJ and would not disrupt or otherwise impact current SOCR and City enforcement and practices.

2. CAPITAL IMPROVEMENT PROGRAM

Does this legislation create, fund, or amend a CIP Project? ___ Yes ___X___ No

3. SUMMARY OF FINANCIAL IMPLICATIONS

Does this legislation amend the Adopted Budget? ___ Yes ___X___ No

Does the legislation have other financial impacts to the City of Seattle that are not reflected in the above, including direct or indirect, short-term or long-term costs?

No. There are no financial implications for the Seattle Office for Civil Rights.

Is there financial cost or other impacts of *not* implementing the legislation?

There are potential other impacts if the City does not implement the legislation. For instance, the DOJ may take enforcement action and/or a potential complainant may allege they are excluded from the use of a service animal as defined in the SMC when they are otherwise protected under the WA state or federal law.

4. OTHER IMPLICATIONS

a. Does this legislation affect any departments besides the originating department?

Yes, the service animal definition has been added to the Parks Code and updated in SMC 9.25 for the Animal Control division within FAS. There are potential operational impacts for both Parks and Animal Control because technical amendment now reads full protections for all service animals rather than just guide dogs. However, this technical amendment is consistent with Seattle Office for Civil Rights' existing interpretation and application of the definition for "service animal" for the instances stated in SMC 9.25 (Animal Control) and in the Parks Code.

b. Is a public hearing required for this legislation?

No.

c. Is publication of notice with *The Daily Journal of Commerce* and/or *The Seattle Times* required for this legislation?

No.

d. Does this legislation affect a piece of property?

No.

e. Please describe any perceived implication for the principles of the Race and Social Justice Initiative. Does this legislation impact vulnerable or historically disadvantaged communities? What is the Language Access plan for any communications to the public?

This technical amendment will help realize the City's commitment to being a welcoming and equitable City for all its residents, visitors, and workers. To avoid any possible future exclusions for service animals and people with disabilities, we should align the City's definition with the ADA and WA state law. This will ensure our City has jurisdiction to investigate claims of discrimination and broaden pathways to justice for those most vulnerable.

f. Climate Change Implications

1. Emissions: Is this legislation likely to increase or decrease carbon emissions in a material way?

No.

2. **Resiliency: Will the action(s) proposed by this legislation increase or decrease Seattle’s resiliency (or ability to adapt) to climate change in a material way? If so, explain. If it is likely to decrease resiliency in a material way, describe what will or could be done to mitigate the effects.**

No.

- g. **If this legislation includes a new initiative or a major programmatic expansion: What are the specific long-term and measurable goal(s) of the program? How will this legislation help achieve the program’s desired goal(s).**

N/A

List attachments/exhibits below:



Legislation Text

File #: CB 120360, **Version:** 1

CITY OF SEATTLE

ORDINANCE _____

COUNCIL BILL _____

AN ORDINANCE relating to historic preservation; imposing controls upon the Original Van Asselt School, a landmark designated by the Landmarks Preservation Board under Chapter 25.12 of the Seattle Municipal Code, and adding it to the Table of Historical Landmarks contained in Chapter 25.32 of the Seattle Municipal Code.

WHEREAS, the Landmarks Preservation Ordinance, Chapter 25.12 of the Seattle Municipal Code (SMC), establishes a procedure for the designation and preservation of sites, improvements, and objects having historical, cultural, architectural, engineering, or geographic significance; and

WHEREAS, the Landmarks Preservation Board (“Board”), after a public meeting on March 20, 2019, voted to approve the nomination of the improvement located at 7201 Beacon Avenue S and the site on which the improvement is located (which are collectively referred to as the “Original Van Asselt School”) for designation as a landmark under SMC Chapter 25.12; and

WHEREAS, after a public meeting on May 1, 2019, the Board voted to approve the designation of the Original Van Asselt School under SMC Chapter 25.12; and

WHEREAS, on May 5, 2021, the Board and the Original Van Asselt School’s owner agreed to controls and incentives to be applied to specific features or characteristics of the designated landmark; and

WHEREAS, the Board recommends that the City Council enact a designating ordinance approving the controls and incentives; NOW, THEREFORE,

BE IT ORDAINED BY THE CITY OF SEATTLE AS FOLLOWS:

Section 1. Designation. Under Seattle Municipal Code (SMC) 25.12.660, the designation by the

Landmarks Preservation Board (“Board”) of the improvement located at 7201 Beacon Avenue S and the site on which the improvement is located (which are collectively referred to as the “Original Van Asselt School”) is acknowledged.

A. Legal Description. The Original Van Asselt School is located on the property legally described as:

THAT PORTION OF LOT 43, PLAT OF SOMERVILLE FILED ON JANUARY 24TH, 1887 IN VOLUME 2, PAGE 63 OF PLATS, RECORDS OF KING COUNTY, WASHINGTON, MORE PARTICULARLY DESCRIBED AS FOLLOWS; BEGINNING AT THE INTERSECTION OF THE SOUTHEAST MARGIN OF BEACON AVENUE, SAID MARGIN BEING 63' SOUTHWEST AND PARALLEL WITH IT'S CENTERLINE ACCORDING TO THE CITY OF SEATTLE ORDINANCE NUMBER 30071, AND THE CENTERLINE OF VACATED SHAFFER AVENUE SOUTH ACCORDING TO SURVEY FILED UNDER RECORDER'S NUMBER 20030814900008, RECORDS OF KING COUNTY, WASHINGTON. THENCE SOUTH 0°33'57" WEST ALONG SAID CENTERLINE, A DISTANCE OF 196.70 FEET TO THE NORTH LINE OF THE PLAT OF DUWAMISH HEIGHTS AS RECORDED IN VOLUME 15 OF PLATS, PAGE 96, RECORDS OF KING COUNTY, WASHINGTON, THENCE NORTH 87°30'12" WEST ALONG SAID NORTH LINE, A DISTANCE 530.53 FEET TO A POINT ON EAST MARGIN OF VACATED PERKINS AVENUE; THENCE NORTH 0°39'12" EAST ALONG SAID EAST MARGIN, 289.63 FEET TO IT'S INTERSECTION WITH THE SOUTH MARGIN OF VACATED SOUTH ORCHARD STREET; THENCE SOUTH 87°24'16" EAST ALONG SAID SOUTH MARGIN, 419.37 FEET TO SAID SOUTHEAST MARGIN OF BEACON AVENUE, THENCE SOUTH 44°30'17" EAST ALONG SAID SOUTHEAST MARGIN, A DISTANCE OF 135.15 FEET TO THE POINT OF BEGINNING. SITUATED IN KING COUNTY, WASHINGTON.

B. Specific Features or Characteristics Designated. Under SMC 25.12.660.A.2, the Board designated the following specific features or characteristics of the Original Van Asselt School:

1. The site as illustrated in Attachment A to this ordinance.
2. The exterior of the 1909 building (excluding the 1940 and 2002 rear additions).
3. The interior of the 1909 building (excluding the 1940 and 2002 rear additions).

C. Basis of Designation. The designation was made because the Original Van Asselt School is more than 25 years old; has significant character, interest, or value as a part of the development, heritage, or cultural characteristics of the City, state, or nation; has integrity or the ability to convey its significance; and satisfies the following SMC 25.12.350 provisions:

1. It is associated in a significant way with a significant aspect of the cultural, political, or

economic heritage of the community, City, state, or nation (SMC 25.12.350.C).

2. It embodies the distinctive visible characteristics of an architectural style, or period, or of a method of construction (SMC 25.12.350.D).

Section 2. Controls. The following controls are imposed on the features or characteristics of the Original Van Asselt School that were designated by the Board for preservation:

A. Certificate of Approval Process.

1. Except as provided in subsection 2.A.2 or subsection 2.B of this ordinance, the owner must obtain a Certificate of Approval issued by the Board according to SMC Chapter 25.12, or the time for denying a Certificate of Approval must have expired, before the owner may make alterations or significant changes to the features or characteristics of the Original Van Asselt School that were designated by the Board for preservation.

2. No Certificate of Approval is required for the following:

a. Any in-kind maintenance or repairs of the features or characteristics of the Original Van Asselt School that were designated by the Board for preservation.

b. Removal of trees less than 6 inches in diameter measured 4-1/2 feet above ground.

c. Removal of mature trees that are not included in any of the following categories:

1) Significant to the property's history or design, as outlined in the nomination application.

2) A designated Heritage Tree on the City of Seattle/Plant Amnesty list.

3) An Exceptional Tree per City of Seattle regulations.

d. Planting of new trees in locations that will never obscure the view of designated features of the landmark, or physically undermine a built feature of the landmark.

e. Planting or removal of shrubs, perennials, or annuals, in locations that will never obscure the view of designated features of the landmark, or physically undermine a built feature of the landmark.

f. Installation, removal, or alteration of the following site furnishings: benches, chairs, tables, swings, movable planters, and trash/recycling receptacles, and bike racks.

g. Installation, removal, or alteration (including repair) of underground irrigation and underground utilities, provided that the site is restored in kind.

h. Repaving and restriping of existing asphalt paved areas.

i. Installation, removal, or alteration of play equipment in existing outdoor play areas.

j. Installation, removal, or alteration of signage for accessibility compliance, school safety, and other signage as required by City code or Seattle Public Schools safety signage for playgrounds; e.g., “No Guns” or “No Trespassing.”

k. Installation, removal, or alteration of a building identification sign defined by the following criteria:

1) The sign shall be freestanding on the site.

2) The sign shall not be attached to built historic features.

3) The sign location shall not obscure the view of designated features of the buildings or site.

4) The sign’s content may include the building name, street address, and logo associated with the school’s identity.

5) The sign shall not be internally illuminated.

6) The sign shall be no more than 30 square feet in area, and the top of the sign shall not exceed 4 feet above grade.

l. Removal of portable classroom buildings.

m. Installation of new single-story portable classrooms or a storage shed, when located within the area illustrated in Attachment B to this ordinance.

n. Installation or removal of interior, temporary window shading devices that are

operable and do not obscure the glazing when in the open position.

o. Installation, removal, or alteration of curbs, bollards, or wheelstops in parking areas.

p. Installation or removal of artwork located at the building interior, when fastened to gypsum wallboard surfaces.

q. Installation, removal, or alteration of the playfield surface, track materials, field lights, field drainage, ground source wells, and other track/field equipment.

r. Demolition of the 1950 building.

s. Alterations or changes to the portion of the 1950s building located on the designated site, provided they do not increase the footprint or height of the building.

t. Alterations or changes to the site beyond the designated portion of the site, as illustrated in Attachment B to this ordinance.

B. City Historic Preservation Officer (CHPO) Approval Process.

1. The CHPO may review and approve alterations or significant changes to the features or characteristics listed in subsection 2.B.3 of this ordinance according to the following procedure:

a. The owner shall submit to the CHPO a written request for the alterations or significant changes, including applicable drawings or specifications.

b. If the CHPO, upon examination of submitted plans and specifications, determines that the alterations or significant changes are consistent with the purposes of SMC Chapter 25.12, the CHPO shall approve the alterations or significant changes without further action by the Board.

2. If the CHPO does not approve the alterations or significant changes, the owner may submit revised materials to the CHPO, or apply to the Board for a Certificate of Approval under SMC Chapter 25.12. The CHPO shall transmit a written decision on the owner's request to the owner within 14 days of receipt of the request. Failure of the CHPO to timely transmit a written decision constitutes approval of the request.

3. CHPO approval of alterations or significant changes to the features or characteristics of the

Original Van Asselt School that were designated by the Board for preservation is available for the following:

a. The installation, removal, or alteration of ducts, conduits, HVAC vents, grills, pipes, panels, weatherheads, wiring, meters, utility connections, downspouts and gutters, or other similar mechanical, electrical, and telecommunication elements necessary for the normal operation of the building or site.

b. Installation, removal, or alteration of exterior light fixtures, exterior security lighting, and security system equipment.

c. Installation of new single-story portable classrooms or a storage shed, when located on the designated site, outside of the area approved in subsection 2.A.2.m of this ordinance.

d. Removal of trees more than 6 inches in diameter measured 4-1/2 feet above ground, when identified as a hazard by an International Society of Arboriculture (ISA) Certified Arborist, and not already excluded from review in subsection 2.A.2.c of this ordinance.

e. Installation, removal, or alterations to fences, gates, and barriers.

f. Signage other than signage excluded in subsections 2.A.2.j and 2.A.2.k of this ordinance.

g. Installation, removal, or alteration of improvements for safety or accessibility compliance.

h. Installation, removal, or alteration of fire and life safety equipment.

i. Installation, removal, or alteration of painted murals and other art installations located on features or characteristics of the landmark that were designated by the Board for preservation, other than those excluded in subsection 2.A.2.p of this ordinance.

j. Installation, removal, or alteration of new learning gardens or play areas, including expansions of their existing areas.

k. Installation, removal, or alteration of garden logs and boulders for outdoor seating, and other landscape features or accessories.

l. Alterations to interior features or characteristics of the landmark that were designated by the Board for preservation.

m. Installation of photovoltaic panels.

n. Changes to paint colors for any of the features or characteristics of the landmark that were designated by the Board for preservation.

o. Replacement of non-historic doors and windows within original openings, when the staff determines that the design intent is consistent with the *Secretary of the Interior's Standards for Rehabilitation*.

p. Alterations or changes to the portion of the 1950s building located on the designated site, when the footprint or height of the building is proposed to be increased, and the project does not qualify for review by the Landmarks staff under the State Environmental Policy Act (SEPA).

q. Emergency repairs or measures (including immediate action to secure the area, install temporary equipment, and employ stabilization methods as necessary to protect the public's safety, health, and welfare) to address hazardous conditions with adverse impacts to the buildings or site as related to a seismic or other unforeseen event. Following such an emergency, the owner shall adhere to the following:

1) The owner shall immediately notify the City Historic Preservation Officer and document the conditions and actions the owner took.

2) If temporary structural supports are necessary, the owner shall make all reasonable efforts to prevent further damage to historic resources.

3) The owner shall not remove historic building materials from the site as part of the emergency response.

4) In consultation with the City Historic Preservation Officer and staff, the owner shall adopt and implement a long-term plan to address any damage through appropriate solutions.

Section 3. Incentives. The following incentives are granted on the features or characteristics of the

Original Van Asselt School that were designated by the Board for preservation:

A. Uses not otherwise permitted in a zone may be authorized in a designated landmark by means of an administrative conditional use permit issued under SMC Title 23.

B. Exceptions to certain of the requirements of the Seattle Building Code and the Seattle Energy Code, adopted by SMC Chapter 22.101, may be authorized according to the applicable provisions.

C. Special tax valuation for historic preservation may be available under chapter 84.26 RCW upon application and compliance with the requirements of that statute.

D. Reduction or waiver, under certain conditions, of minimum accessory off-street parking requirements for uses permitted in a designated landmark structure may be permitted under SMC Title 23.

Section 4. Enforcement of this ordinance and penalties for its violation are as provided in SMC 25.12.910.

Section 5. The Original Van Asselt School is added alphabetically to Section IV, Schools, of the Table of Historical Landmarks contained in SMC Chapter 25.32.

Section 6. The City Clerk is directed to record a certified copy of this ordinance with the King County Recorder's Office, deliver two certified copies to the CHPO, and deliver one copy to the Director of the Seattle Department of Construction and Inspections. The CHPO is directed to provide a certified copy of this ordinance to the Original Van Asselt School's owner.

Section 7. This ordinance shall take effect and be in force 30 days after its approval by the Mayor, but if not approved and returned by the Mayor within ten days after presentation, it shall take effect as provided by Seattle Municipal Code Section 1.04.020.

Passed by the City Council the _____ day of _____, 2022, and signed by me in open session in authentication of its passage this _____ day of _____, 2022.

President _____ of the City Council

Approved / returned unsigned / vetoed this _____ day of _____, 2022.

Bruce A. Harrell, Mayor

Filed by me this _____ day of _____, 2022.

Monica Martinez Simmons, City Clerk

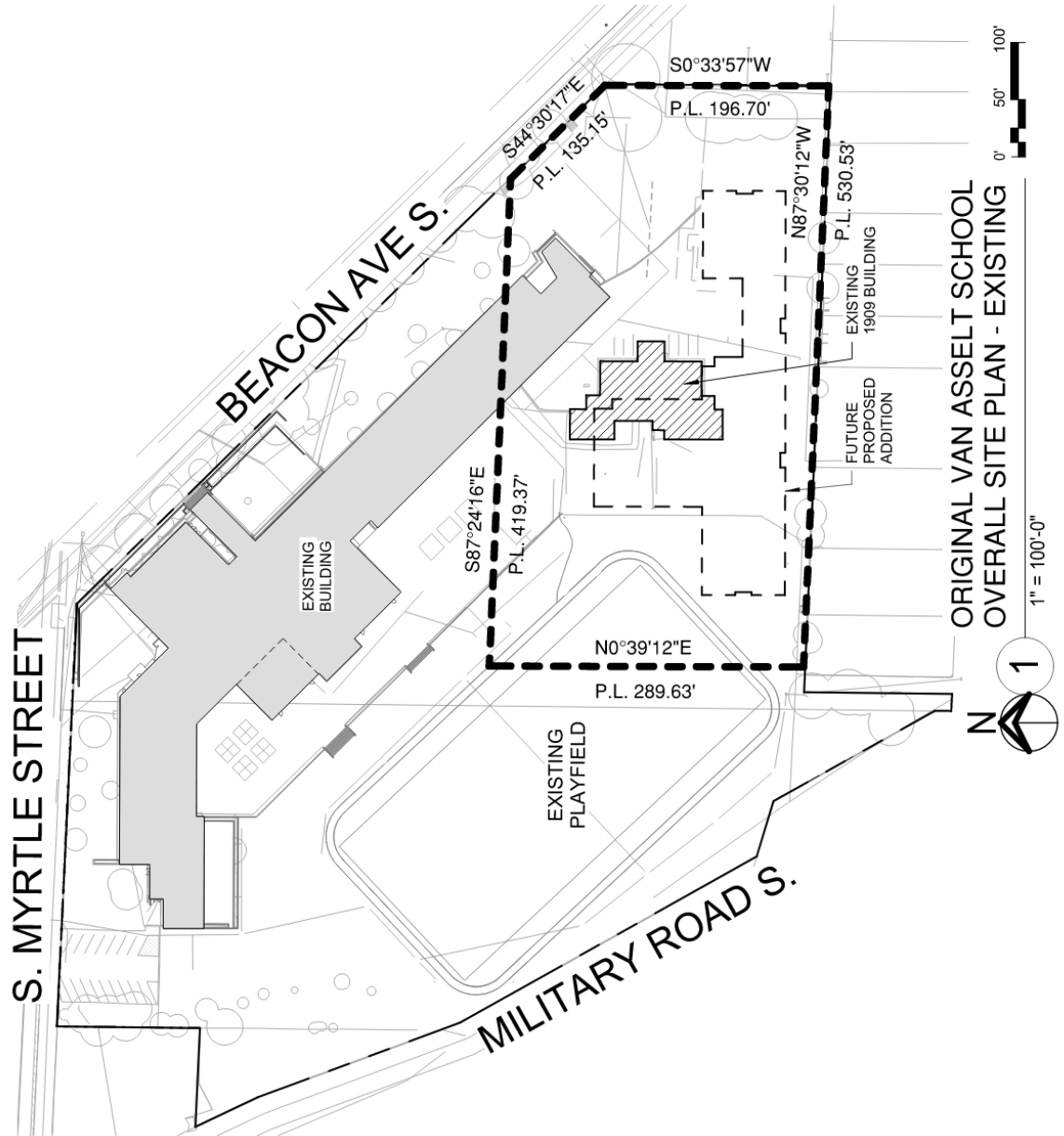
(Seal)

Attachments:

Attachment A - Original Van Asselt School Overall Site Plan - Existing

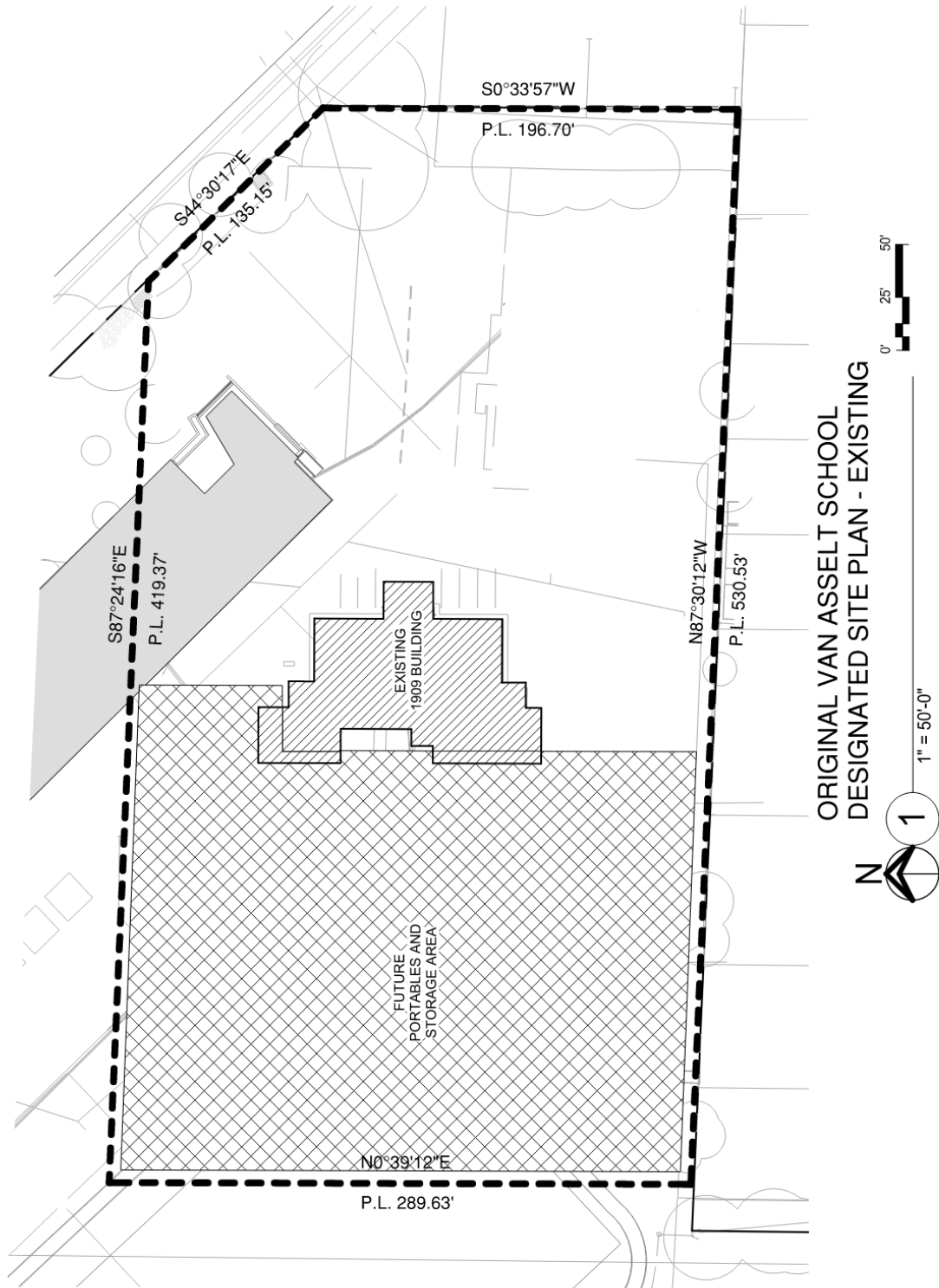
Attachment B - Original Van Asselt School Designated Site Plan - Existing

LANDMARK LEGAL DESCRIPTION
 THAT PORTION OF LOT 43, PLAT OF SOMERVILLE FILED ON JANUARY 24TH, 1887 IN VOLUME 2, PAGE 63 OF PLATS, RECORDS OF KING COUNTY, WASHINGTON, MORE PARTICULARLY DESCRIBED AS FOLLOWS: BEGINNING AT THE INTERSECTION OF THE SOUTHEAST MARGIN OF BEACON AVENUE, SAID MARGIN BEING 63' SOUTHWEST AND PARALLEL WITH IT'S CENTERLINE ACCORDING TO THE CITY OF SEATTLE ORDINANCE NUMBER 30071, AND THE CENTERLINE OF VACATED SHAFFER AVENUE SOUTH ACCORDING TO SURVEY FILED UNDER RECORDER'S NUMBER 20030814900008, RECORDS OF KING COUNTY, WASHINGTON. THENCE SOUTH 0°33'57" WEST ALONG SAID CENTERLINE, A DISTANCE OF 196.70 FEET TO THE NORTH LINE OF THE PLAT OF DUWAMISH HEIGHTS AS RECORDED IN VOLUME 15 OF PLATS, PAGE 96, RECORDS OF KING COUNTY, WASHINGTON. THENCE NORTH 87°30'12" WEST ALONG SAID NORTH LINE, A DISTANCE 530.53 FEET TO A POINT ON EAST MARGIN OF VACATED PERKINS AVENUE. THENCE NORTH 0°39'12" EAST ALONG SAID EAST MARGIN, 289.63 FEET TO IT'S INTERSECTION WITH THE SOUTH MARGIN OF VACATED SOUTH ORCHARD STREET; THENCE SOUTH 87°24'16" EAST ALONG SAID SOUTH MARGIN, 419.37 FEET TO SAID SOUTHEAST MARGIN OF BEACON AVENUE. THENCE SOUTH 44°30'17" EAST ALONG SAID SOUTHEAST MARGIN, A DISTANCE OF 135.15 FEET TO THE POINT OF BEGINNING. SITUATED IN KING COUNTY, WASHINGTON.



ORIGINAL VAN ASSELT SCHOOL
 OVERALL SITE PLAN - EXISTING

ATTACHMENT A



ORIGINAL VAN ASSELT SCHOOL
DESIGNATED SITE PLAN - EXISTING

ATTACHMENT B

SUMMARY and FISCAL NOTE*

Department:	Dept. Contact/Phone:	CBO Contact/Phone:
Neighborhoods	Erin Doherty/206-684-0380	Miguel Jimenez/206-684-5805

** Note that the Summary and Fiscal Note describes the version of the bill or resolution as introduced; final legislation including amendments may not be fully described.*

1. BILL SUMMARY

Legislation Title:

AN ORDINANCE relating to historic preservation; imposing controls upon the Original Van Asselt School, a landmark designated by the Landmarks Preservation Board under Chapter 25.12 of the Seattle Municipal Code, and adding it to the Table of Historical Landmarks contained in Chapter 25.32 of the Seattle Municipal Code.

Summary and Background of the Legislation:

The attached legislation acknowledges the designation of the Original Van Asselt School as a historic landmark by the Landmarks Preservation Board, imposes controls, grants incentives, and adds the Original Van Asselt School to the Table of Historical Landmarks contained in SMC Chapter 25.32. The legislation does not have a financial impact.

The Original Van Asselt School was built in 1909. The property is located in the South Beacon Hill neighborhood. A Controls and Incentives Agreement has been signed by the owner and has been approved by the Landmarks Preservation Board. The controls in the agreement apply to the 1909 site, and the 1909 building exterior and interior, but do not apply to any in-kind maintenance or repairs of the designated features.

2. CAPITAL IMPROVEMENT PROGRAM

Does this legislation create, fund, or amend a CIP Project? ___ Yes X No

3. SUMMARY OF FINANCIAL IMPLICATIONS

Does this legislation amend the Adopted Budget? ___ Yes X No

Does the legislation have other financial impacts to The City of Seattle that are not reflected in the above, including direct or indirect, short-term or long-term costs?
No.

Are there financial costs or other impacts of *not* implementing the legislation?
No.

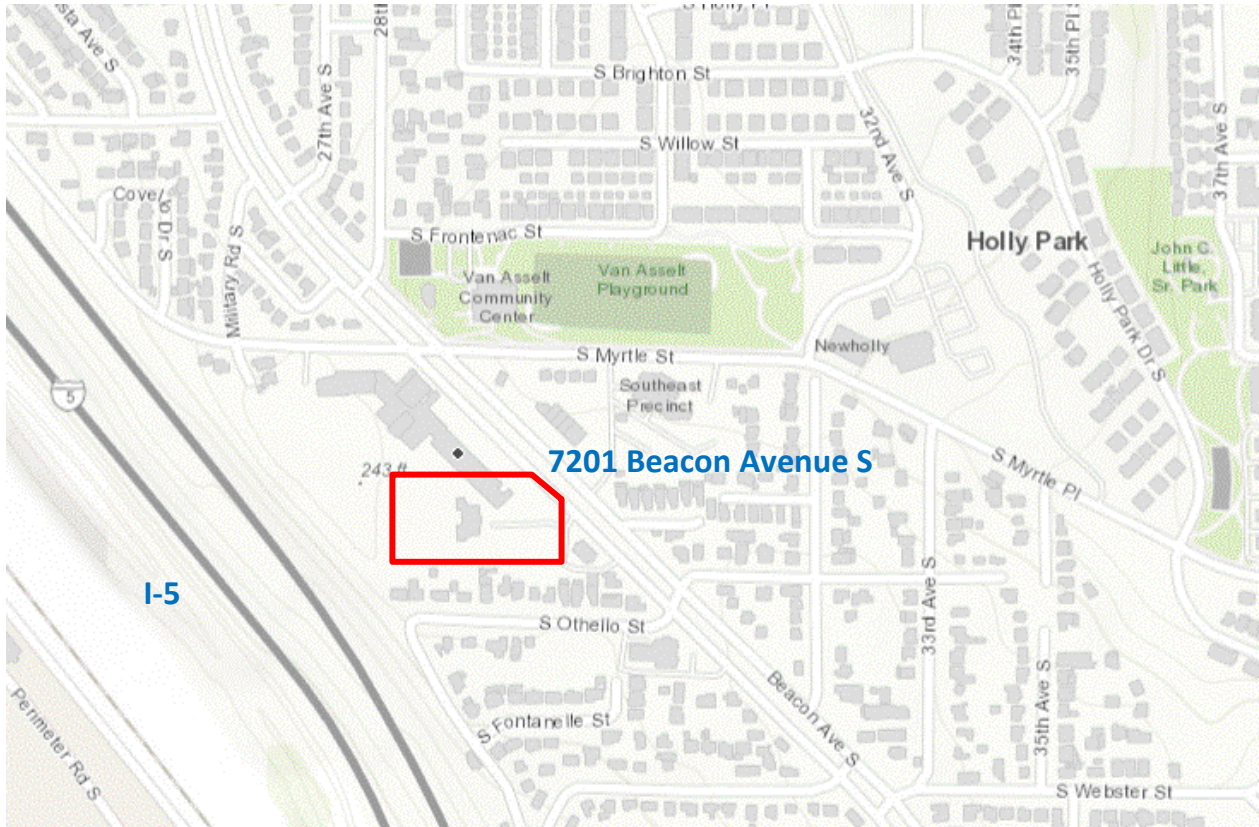
4. OTHER IMPLICATIONS

- a. **Does this legislation affect any departments besides the originating department?**
No.
- b. **Is a public hearing required for this legislation?**
No.
- c. **Is publication of notice with *The Daily Journal of Commerce* and/or *The Seattle Times* required for this legislation?**
No.
- d. **Does this legislation affect a piece of property?**
Yes, see attached map.
- e. **Please describe any perceived implication for the principles of the Race and Social Justice Initiative. Does this legislation impact vulnerable or historically disadvantaged communities? What is the Language Access plan for any communications to the public?**
We have heard from Beacon Hill community members that there are far too few designated landmarks in these neighborhoods, so the addition of this 112 year old school building and site is notable. A language access plan is not anticipated.
- f. **Climate Change Implications**
- 1. Emissions: Is this legislation likely to increase or decrease carbon emissions in a material way?**
This legislation supports the sustainable practice of preserving historic buildings and their embodied energy. Reuse and restoration of a building or structure reduces the consumption of new natural resources, and the carbon emissions associated with new construction. Preservation also avoids contributing to the ever-growing landfills.
 - 2. Resiliency: Will the action(s) proposed by this legislation increase or decrease Seattle’s resiliency (or ability to adapt) to climate change in a material way? If so, explain. If it is likely to decrease resiliency in a material way, describe what will or could be done to mitigate the effects.**
Many historic buildings possess materials and craftsmanship that cannot be duplicated today. When properly maintained and improved, they will benefit future generations, and surpass the longevity of most of today’s new construction. They can also support upgraded systems for better energy performance, and these investments typically support local or regional suppliers, and labor industries.
- g. **If this legislation includes a new initiative or a major programmatic expansion: What are the specific long-term and measurable goal(s) of the program? How will this legislation help achieve the program’s desired goal(s)?**
No new initiative or programmatic expansion.

Summary Attachments:

Summary Exhibit A – Vicinity Map of Original Van Asselt School

Summary Ex A – Vicinity Map of Original Van Asselt School
V1a



Note: This map is intended for illustrative or informational purposes only and is not intended to modify anything in the legislation.



The City of Seattle

Landmarks Preservation Board

Mailing Address: PO Box 94649, Seattle WA 98124-4649

Street Address: 600 4th Avenue, 4th Floor

LPB 267/19

REPORT ON DESIGNATION

Name and Address of Property: **(original) Van Asselt School – 7201 Beacon Avenue S**

Legal Description: Lots 1 through 7 inclusive Maplewood subdivision of Lot 42 Somerville, according to the plat thereof recorded in Volume 11 of Plats page 52 records of King County, Washington.

Lots 1 through 12 inclusive, Lathrop's unrecorded addition of Somerville tracts. That portion of Government Lot 9 lying east of Military Road, except any portion thereof lying west of the easterly margin of Seattle Freeway, also except the north 30 feet thereof for street purposes.

Together with vacated S. Orchard Street Vacation Ordinance #78535, vacated 28th Avenue S Vacation Ordinance #7853 and #78862.

Except portion deeded for Shaffer Avenue S, D.O. #78536.

At the public meeting held on May 1, 2019 the City of Seattle's Landmarks Preservation Board voted to approve designation of the (original) Van Asselt School at 7201 Beacon Avenue South as a Seattle Landmark based upon satisfaction of the following standard for designation of SMC 25.12.350:

- C. *It is associated in a significant way with a significant aspect of the cultural, political, or economic heritage of the community, City, state or nation.*
- D. *It embodies the distinctive visible characteristics of an architectural style, or period, or a method of construction.*

DESCRIPTION

Location & Neighborhood Character

The subject building is located in the portion of Beacon Hill identified by the Seattle City Clerk as South Beacon Hill. The greater Beacon Hill area is made up of four neighborhoods: North Beacon Hill, Mid Beacon Hill, Holly Park, and South Beacon Hill. South Beacon Hill is a 1.37-square-mile residential neighborhood, mostly zoned for single-family development,

**Administered by The Historic Preservation Program
The Seattle Department of Neighborhoods**

"Printed on Recycled Paper"

with pockets of low-rise development and only two areas of neighborhood commercial-zoned areas along Beacon Avenue S. These nodes are located at Beacon Avenue S and S Graham Street and Beacon Avenue S and S Myrtle Street, including two lots directly across the street from the subject site zoned NC1-30. Low-rise zoning includes the New Holly development in the Holly Park neighborhood.

South Beacon Hill is less densely populated than the city as a whole, with approximately 5,133 people per square mile, and a racially diverse population with a minority white population, Asians are the most represented race, and significant percentages of black and Hispanic. Although there are houses in the neighborhood dating from before 1939, a major building boom between 2000 and 2004 accounts for 25% of the South Beacon Hill housing stock. The average estimated value of both detached and attached houses in South Beacon Hill is little more than half the citywide average prices. The Chief Sealth Trail, opened in 2007, runs along a green belt to the east of the subject site, along a Seattle City Light transmission right-of-way. The Seattle Police Department South Precinct is located one block east of the subject site on S Myrtle Street.

Designated City of Seattle Landmarks in the Beacon Hill neighborhood include: the former U.S. Marine Hospital/Pacific Medical Center (1932, Bebb & Gould with John Graham & Co.), Fire Station #13 (1928, architect unknown), Cleveland High School (1927, Floyd Naramore), Cheasty Boulevard South (Olmsted Brothers), the Black Property (now known as Katie Black's Garden, 1914), and Beacon Hill First Baptist Church (1910, Ellsworth Storey).

Site

Site Description

The subject site is irregularly shaped and includes two vacated streets, 28th Avenue S and S Orchard Street. It comprises two separate tax parcels: no. 2824049028 to the west and no. 5129000050 to the east. The site is bounded by Beacon Avenue S on the northeast, S Myrtle Street on the north, and Interstate 5 to the west. A portion of the subject lot's eastern property line abuts a lot owned by the Beacon Avenue Church of God, and the southern property line abuts residential lots. Approximate site measurements are as follows: 370 feet along S Myrtle Street, 609 feet along Beacon Avenue S, 223 feet along the eastern property line, 517 feet along the southern property line, 500 feet along the angled property line abutting the freeway to the southwest, and 337 feet along the western property line. The 1909 building is located on a southern portion of the site, the 1950 building stretches along the eastern and northern portions of the site abutting Beacon Avenue S and S Myrtle Street, with grassy areas separating the building from the street. A playfield is located on the western half of the site. The site contains several parking and vehicle access areas. A gravel parking area is located on the southern end of the site in front of the 1909 building. There are two smaller paved areas: one in the northeastern corner adjacent to the boiler and utility area, and one in the northwestern corner of the site. As of 2018 two double portable classrooms were located on the southeastern portion of the site. Brick retaining walls bound the site as the street slopes to the east along S Myrtle Street and as the site slopes to the south along Beacon Avenue S. The parking strip includes mature street trees.

Documented Site Alterations

Originally the site was bounded by Orchard Street to the north, and, to the east, an ungraded street that intersected with Beacon Avenue S. As is the nature of public school sites, there have been numerous additions and removals of portable buildings to the site over the years. Of note is the toilet building added to the site in 1911, as the 1909 building did not originally include toilets. Sometime during the 1920s, perhaps in 1928, a portable building was added for a lunchroom, as the original building also lacked a communal eating space. The northern and western portions of the site were added in 1949 and the roads were vacated at that time. In 1950 an additional building was added to the site, as described below. The synthetic turf field was added in 2007.

Recorded Permits & SPS records:

Date	Description	Designer	Permit #
1909	Build School [see below]	Edgar Blair	
1911	Build toilet building 17x25	Edgar Blair	107153
1911	Locate 12 portable classrooms		NA
1924	Build 10x12 one-story building build [illegible...perhaps portable		232553
1928	lunchroom]		275120
1942	Install portable classroom 25x62		NA
1943	3 classroom building	Naramore & Brady	NA
1950	Build School [see below]	Jones & Bindon	
1950	Install storage tank		403424
1952	Grading and fencing	SPS Maintenance	NA
1953	Build portable classroom		422776
1954	Build 4 portable classrooms		427822
1955	Move existing portable to site		437405
1956	Remove portable from site		4463381
1957	Move existing portable to site		456820
1958	Move existing portable to site		466525
1960	Move existing portable to site		484511
1962	Move existing portable to site		498805
1965	Remove portable from site		513524
1966	Construct single classroom portable		519457
1966	Remove portable from site		519847
1967	Move existing portable to site		524178
	Install 100' concrete wall along Beacon Ave	SPS Facilities	
1970	S		NA
1970	Move existing portable to site		538095
1975	Alter sewer lines to old building		NA
1977	Pave playground	SPS Facilities	NA

1980	Add concrete walk (angled walk to front entry)	Cuykendall, Iles & Assoc.	NA
2007	Playfield renovation	F.E. Tompkins Studio Meng	NA
2012	Renovate play-chip area	Strazzara	
2018	Install 2 double classroom portables		6669176-CN

Building 1: 1909, 1940 addition

Building Structure & Exterior Features

The two-story wood-framed building has a full basement and a hipped roof with a cross gable at the eastern entry of the main block, which was constructed in 1909. A one-story addition on the western side was constructed in 1940. The 1909 building measures approximately 82' north-south by 32' east-west and is approximately 51'-6" from finished grade to the main roof ridge. The 1940 addition overall measures approximately 16 feet tall and 133'-3" north-south by approximately 37'-8" east-west, slightly overlapping the 1909 portion of the building. The central entry, at ground level midway between the basement level and first floor, is defined by a porch capped with a gable roof and a projecting central bay capped with the cross-gable roof. The hipped roof is crowned with a ventilation cupola. Originally the main ridge of the hipped roof and the lower ridge of the cross gable were capped with a simple galvanized iron ridge crest. Typical materials include parge-coated concrete at basement level, horizontally scored at one-inch increments, with diagonal scoring at the window heads; painted wood lap siding with four-inch exposure; stucco at the infill of the half-timbering; a gray asphalt shingle roof; painted metal gutters; and wood sash windows. As of 2018 all windows were covered with painted plywood at the exterior.

The eastern façade is primary. The central entry bay, capped with a 12-in-12 pitch gable roof, is 24' wide and projects 6' to the east. The entry porch is approximately 19'-4" wide and 10'-10" deep, with a 6-in-12 pitched gable roof. Basement windows, five on either side of the entry bay, are 3'-6" wide, 6' tall, and spaced 1'-8" apart, with original six-over-two wood sashes. A painted wood water table caps the basement wall, and wood siding with mitered corners clads the upper two floors. There are five ganged windows at each floor level on either side of the central bay. The windows measure 4' wide by a little over 9' tall with 14" mullions, and comprise two-over-two wood sash windows with six-light transoms. A cornice board rings the upper portion of the wall, and exposed fancy-cut rafter tails form a 2' overhang of the main hipped roof.

The wall plate height of the central entry bay is approximately 3' lower than that of the main volume, and the ridge of the cross gable is also approximately 3' lower than that of the main roof ridge. The main entry consists of two sets of 5'-8" wide double doors with eight light transoms. Ganged 6-over-2 wood sash windows are located at each floor level of the central bay. The middle-level windows are 6'-0" tall by 3'-6" wide with 14" mullions. Upper-level windows are approximately 6'-6" tall by 3'-6" wide with 14" mullions. The upper level of the central bay is half-timbered with stucco infill. A tapered half-timber beam with dentils spans

the bay at the window head. A small casement window with two six-light sashes is centered in the pediment of the gable end and framed by half-timbering.

The entry porch is supported on three 10"-by-10" wooden columns spaced 1'-3" apart, with each inner column tied to the corner column by two horizontal wood members at the top of each column. The original design also called for two horizontal wooden members at the lower portion of the columns. Curved wooden brackets connect the inner column to the main beam, which is tapered with dentils at the upper edge. Stucco with half-timbering fills in the gable end of the porch.

The northern and southern façades of the 1909 portion of the building are almost identical, with typical wall finishes. There are three wood sash windows at the basement level, spaced 1'-8" apart, and centered in each façade. There is one window at each of the upper floors, located approximately 1'-11" from the western corner of the wall. The windows are 3'-0" wide and approximately 7'-5" tall at the first floor, and 7'-0" at the second floor. The 1940 addition adjoins the 1909 portion of the building at the western end.

The two halves of the 1940 addition's eastern façade are symmetrical on either side of the 1909 portion of the building, although the addition itself is not symmetrical. The addition is clad in 4" exposure wood siding, and has a flat roof with a parapet and metal cap flashing. The addition has two entry doors: one on the northern end of the eastern façade, and one on the southern end of the eastern façade. The entry doors are covered by a hip-roofed porch covered with standing seam metal roofing. Plywood-clad cheek walls enclose the porch, angle back to the doors at approximately 15 degrees, and bear a decorative motif of a circle under vertical lines at the top of the wall. The double doors originally had a 6-light panel in each and a 6-light transom. The wall portion of the wall housing the entry doors is 11'-4" long, then the wall returns to the west (the as part of the northern façade on one side, and part of the southern façade on the other) and contains two 3'-6" wide, 5'-6" tall, six-over-six wood sash windows. The eastern façade of the 1940 addition on the northern end stretches 14'-10" further with a blank wall. The remaining portion of the northern façade of the 1940 addition is an approximately 26'-2"-long blank wall. The eastern façade of the 1940 addition on the southern end stretches approximately 6'-8" with a blank wall. The remaining portion of the southern façade of the 1940 addition is an approximately 26'-2" wall with two centrally located 3'-4" wide, 5'-6" tall, 6-over-6 wood sash windows spaced 1'-2" apart.

The western façade comprises several portions. The 1909 portion of the building is visible at the upper two floors. Originally this façade contained a set of three centrally located two-over-two wood sash windows with six light transoms at each of the upper two floors. The brick chimney is located to the north of these windows. A scuttle is visible at the center of the roof. In 1940, the windows at the first floor were removed, along with the southernmost window on the second floor.

The 1940 addition consists of a collection of rectangular volumes. The largest of these are the ground-level horizontal volumes of the two added classrooms, one on the north and one on the south. Between those sits the western façade of the original, 1909 boiler room, and a 1940 addition above the boiler room. Behind and overlapping the boiler room and the southern

classroom sits a two-story addition for a second egress stair. In 2002, another volume was added north of the southern classroom, connecting to the two-story egress stair, containing an elevator. This vertical addition extends up above the roofline of the stair addition, and includes a two-story wing wall stretching approximately 10' to the west, defining the entry to the elevator volume.

Fenestration on the 1940 portion of the western façade consists of three types of windows: those at the classrooms, those at the offices above the boiler room, and those at the egress stair. At each of the classrooms a set of five 4'-4"-wide, 8'-9"-tall six-over-six wood sash windows are mullied together with 1'-2" mullions, and are located beginning approximately 3'-5" from the northern corner of each classroom volume. A sixth 4'-4"-wide, 8'-9"-tall, six-over-six wood sash window is located approximately 4'-0" to the south of each of the grouping of five windows. (These windows light the cloakrooms at the interior.) On the northern classroom volume, the wall turns the corner approximately 1'-2" south of this sixth window. The southern façade of the northern classroom volume is blank and covered with typical wood cladding. At the southern classroom volume, a blank wall stretches approximately another 13'-6" to the south before turning the corner to the southern façade of this volume, described above. The central portion of the western façade is recessed to the east approximately 16'-0" from the western walls of the classroom volumes. The northern twelve feet of this central portion is the same 16'-0" height as the classroom volumes. It contains one 4'-4" wide 8'-9" tall six-over-six wood sash window located approximately 1'-9" from the northern inside corner of the central portion of the façade. A portion of the original 1909 western boiler room façade is still apparent at the ground level. The boiler room contains a steel-lined (fireproof) access door and a steel sash window with a nine-light hopper and a penetration for a metal duct above it. Originally the boiler room measured 32'-0" north-south. Today approximately 10'-0" of the southern portion of this façade is obscured by the 2002 elevator addition, which projects to the west approximately 15'-6". In 1940, offices were added above the boiler room, rising approximately 4'-6" above the parapet of the classroom volumes. Three of the 3'-wide, 5'-6"-tall, six-over-six wood sash windows from 1940 are still in existence at this upper level (although covered with plywood sheathing). The original six-light window on the western façade of the 1940 egress stair has been removed for the 2002 elevator addition, but two of this window type are visible at the upper portion of the northern façade of the 1940 egress stair addition.

Building 1: Plan & Interior Features

The 1909 portion of the building has a central entry and stair hall with two classrooms per floor, one on either side of the entry hall and stair. Originally a furnace room projected 18'-10" to the west, creating a slightly asymmetrical cruciform basement plan, with a 6'-8"-wide coal vault positioned to the north of the furnace room causing the asymmetry. The eastern porch foundation is unexcavated at the basement level. Originally the classrooms at the basement level were named "Boys' Playroom" on the south and "Girls' Playroom" on the north. The stair hall between the two is bifurcated by a solid wall with a connecting door on the western end. The finish floor of the basement rooms is located approximately 3'-0" below the exterior grade, and each of the former "playrooms" has a flight of five risers leading to a door on the outer western corner. These doors now lead to the northern entry hall and southern stair hall of the

1940 classroom addition. Between the stair hall and the furnace room is a janitor's room, accessed from the "girls" side of the stair hall, a plenum chamber south of the janitor's room, and the aforementioned furnace room and coal vault. These rooms separate the 1940 classrooms, which have no hall connecting them to the 1909 building. The northern 1940 classroom has a coatroom spanning the southern end, accessed by two doors from the southern wall of the classroom. There is a two-stall boys' toilet accessed from the entry hall. The southern 1940 classroom also has a coatroom spanning the southern end, and south of that, a six-stall girls' toilet is accessed from the southern stair hall.

The first floor is located 15 risers up from the entry landing. The hall at the top of the stair is 22'-0" wide and 15'-0" long, with access to the classroom through 3'-4"-wide, 7'-6"-tall, single-light doors on the northern and southern walls. Classrooms measure 32'-0" north-south and 22'-0" east-west. On the western side of the classrooms, 5'-6"-wide cloakrooms are accessed by two undercut doors spaced approximately 10'-9" apart. Each cloakroom has a sink located at the outer end. Plenums for HVAC chases occupy the inner 5'-3" section of western side. Each classroom has a 4'-6"-wide built-in cabinet on the western wall. Finishes in the classrooms consist of wood flooring, plaster walls, blackboards, corkboards, windows, doors and casework surrounded by stained wood trim, and acoustical tile ceilings. Lighting fixtures are fluorescent. Each classroom originally contained nine schoolhouse light fixtures.

The 1940 addition is accessed through a 13-foot-wide opening in the western wall of the first-floor hall. A corridor leads to the secondary stair hall to the south, and three rooms originally called janitor's room, office, and store room. More recently these have been used as office space and a library. The elevator stair hall extends to the west from the top of the secondary south stair hall, terminating in the elevator door and shaft. Finishes in the main floor portion of the 1940 addition are wood flooring, painted plaster walls, and acoustical tile ceilings. Finishes in the elevator hall are gypsum wallboard at the wall and ceiling and resilient flooring.

Classrooms at the second floor are substantially similar to those on the first floor in both plan and finishes. The second-floor landing has two of the three original windows on the western wall, and an opening to the 1940 addition secondary southern stair located directly the south of those windows, with another opening to the west for the 2002 elevator hall.

Another upper-floor room is located on the eastern side of the building, above the main entry hall, up nine risers of stair located on the northern side of the stair hall. The room was labeled on the original plans as a teachers' room, but the word "nurse" on the door indicates it had a different use later on. The room contains built-in cabinetry and a door leading to the attic stair on the southern side.

Finishes at the basement level in the 1909 portion of the building consist of exposed concrete floors, painted board form concrete, painted hollow clay-tile partition walls, painted wood trim at the windows, and exposed brick at the furnace room. Finishes in the 1940 addition consist of concrete flooring at the entry halls and toilet rooms, wood floors covered with resilient flooring, painted plaster walls, and cellulose acoustical tile ceilings at the classrooms. The classrooms have stained wood trim surrounding corkboards and blackboards, and at the

windows. Provisional secondary egress is provided by a stair with a flight of six risers leading to the northern window of the northern classroom.

Building 1: Documented Building Alterations

The two main visible alterations to the subject building include the 1940 two-room addition on the western side of the building, and the 2002 elevator addition. Many of the alterations are described above. The 1940 addition was designed by Seattle Public Schools Maintenance, and included a classroom layout similar to Blair’s original classroom layout, including coat rooms spanning the length of the room and decorative architectural details at the exterior doors. The elevator addition by DKA in 2002 on the western side of the building left most of the original building fabric intact. Other apparent changes to the building include removing the original glass roof of the cupola and replacing it with sheathing and shingles; replacing the entry doors and exterior gutters; and removing the top part of the brick chimney. The original windows are visible from the inside of the building, protected by the plywood sheathing installed at the exterior. Recorded electrical improvements and seismic upgrades have not made a significant impact on the original building design or materials, although the original schoolhouse lighting fixtures at the interior have all been replaced by flush-mounted fluorescent fixtures.

SPS records on File:

Date	Description	Designer	Contractor	Permit #
1909	Build	Edgar Blair	Peder Gjarde	NA
1925	Fire escape & outside stairway	F. A. Naramore SPS maintenance/O.A. Christianson supervisor, A.		NA
1940	2-room addition	Mallen Architect		NA
1956	Electrical remodel	SPS Maintenance		NA
1968	Add sprinklers	Viking	Viking	NA
1972	Add shelves for book room	SPS Facilities		NA
1991	Seismic improvements	McLaren Peterson		
1991	Fire protection modifications			
1991	Install new outside exit door	SPS Facilities		
1992	Seismic improvements	McLaren Peterson Thomas Cook		
2002	Technology improvement	Reed Reinvald		
2002	Add elevator	DKA		

Building 2, 1950

Building Plan, Structure & Exterior Features

The 1950 building is a long, flat-roofed, single-story structure. The structure consists of concrete foundations, concrete exterior walls and wood frame interior partition walls, and

metal-framed roofs with corrugated metal decking topped by rigid insulation and membrane roofing. Steel pipe columns support entry canopies. Most of the building is constructed on a concrete foundation with a crawl space beneath floor joists, except for the auditorium/lunch room and the gymnasium, both of which are slab on grade. Exterior walls are of painted concrete, with portions of red-brown Roman brick cladding. Painted metal flashing caps the parapet. Typical exterior features include three-light exterior doors and aluminum frame windows, some replaced in 2006 with green-tinted double-pane glazing, and some original single-pane windows and glass block.

The building is generally organized around a double-loaded corridor running the entire length of the building. Two thirds of the building run northwest to southeast; the northern third angles to the west. For ease of description, the southwestern façades of the southern and central portions of the building will be referred to as the western façade, the northeastern façade as the eastern façade, the southeastern façade as the southern façade, etc.

As with many mid-century modern buildings, the design deemphasizes the primary façade, although the main entry to the building is located in the central portion on the eastern side of the building. The building consists of three portions: a southern classroom wing; a central portion containing administration, auditorium, and gymnasium; and a classroom wing in the northwestern angled portion of the building. The southern classroom wing measures approximately 293'-0" long and 67'-0" wide. The central portion measures approximately 265'-0" long and is 191'-0" wide at its widest point. The northwestern classroom wing measures approximately 179'-0" long and 74'-0" wide, excluding the 30'-0"-wide uncovered kindergarten play court. The total length of the building is approximately 763'-0".

Southern Classroom Wing

The southern classroom wing originally contained six classrooms on either side of the double-loaded corridor. The southern classroom wing has two entry points. One on the southern end, and one located at the midpoint of the western side at a covered play court. A paved walk leads from the sidewalk along the street to the southern entry. The eastern façade is approximately 245'-0" long, and total height to the top of the parapet was originally approximately 14'-3" tall; subsequent alteration added insulation to the roof and increased the overall exterior height of the building. This façade is divided into six bays, each corresponding to a classroom at the interior. The wall at this façade is clad with Roman brick below a continuous precast concrete sill under the windows. Windows are approximately 33'-7" wide, separated by 7'-0" sections of painted concrete wall above the concrete sill. Originally the spandrel above the windows and on the parapet was covered in painted asbestos cement board. Currently the four windows in this section are mullied, aluminum-frame windows consisting of four lights above a row of three lights. The two interior units are 10'-2" wide, the two outer units are 6'-8" wide, per the original configuration, although originally the windows consisted of glass-block above a row of three lights. On the southern end of the wall, the brick cladding extends up to the spandrel. The brick wall returns 25'-0", forming a blank section of the southern façade.

A 47'-6"-long, 39'-8"-wide recessed entry court is located at the southern end of the building. Roman brick planters and low walls enclose the entry porch. The main corridor extends into the entry court, and is enclosed by a 23'-6"-wide glazed wall between brick wall sections. The

glazed wall comprises 35 lights, organized in seven columns and five rows, with the lower seven lights filled in with painted cement board panels. The glazed wall appears to have the original aluminum-tubing sash. The entry doors are on the southern façade of this portion of the building. These are located in another glazed wall of four columns and five rows. The double doors are located in the central two columns, and bottom three rows. The bottom two panels on either side of the doors are filled in with painted cement panels. The doors are painted metal with three lights. A flat roof supported on five painted metal pipe columns, located on a 10' by 13' grid, extends to the west and leads to the southern entry door. Roman brick clads the 10'-2"-long eastern façade wall and turns the corner to clad the 25'-8"-long southernmost portion of the southern façade.

The western façade of the southern classroom wing comprises three bays on the southern end, an entry porch in the center, and three more bays on the northern end of this section of the building. The cladding on this façade is similar to that on the eastern façade, as is the fenestration. South of the entry porch is a fan room, and a square metal louver is located in the concrete of this wall. The Roman brick under the pre-cast concrete sill continues for approximately 20'-0" in front of the entry porch, breaking for an 8'-6"-wide opening to access the porch. Two square columns sit atop the concrete sill to support the parapet above. The roof above the entry court is cut back at this enclosed porch to allow light into a 19'-6"-wide glazed wall adjacent to double entry doors, which directly access the central corridor. The glazed wall has six columns and five rows, the bottommost of which is filled in with painted concrete panels. The aluminum frame tubing sash appears original. The entry door is set in a Roman brick-clad wall, and as is typical, the doors have three lights each in a painted metal door. The southern wall of the porch is blank painted concrete with a central metal louver to the fan room. The northern wall of the porch is clad with Roman brick under the concrete sill, which turns the corner to the western façade to run under the windows of the remaining three bays of this section of the building. The northern three bays of this section of the building are similar to the southern three bays, with typical 33'-7" window openings, and replacement aluminum window sash as described above.

Central Portion

The central portion of the building connects to the southern classroom wing on the south and the north classroom wing on the north. The materials of the southern wing continue through the central portion, except at two separate, taller volumes, which project out to the east and west from the double loaded corridor which continues through to the northern portion of the building. The separate volumes contain the auditorium/lunchroom on the eastern side and the gymnasium on the western side. On the eastern side of the central portion of the building, a 21'-6"-wide main entry path leads under a canopy supported on pairs of piloti to the main front door. Between the sidewalk and the path, a flight of stairs with 11 risers ascends from street level to the level of the main floor of the building. Roman brick retaining walls at the street level provide a planting strip for trees along the sidewalk and return in 5'-6"-wide cheeks at the stairs to an upper retaining wall of Roman brick. The entry is located on the southern side of the auditorium volume, and a service court is located on the northern side. At the western side a paved play court surrounds the building, connecting the three portions of the building.

The central corridor at this portion of the building angles wide at the central entry and narrow at the stair up to the northwestern classroom wing. The western side of the corridor contains girls' and boys' toilets, passages to the play courts, the entries to the gymnasium, and one classroom on the northern end. On the eastern side of the corridor the main central entry is located opposite the gymnasium. South of the main entry are the administration offices. North of the main entry is the auditorium/lunch room, with a separate bar for the kitchen and storage, a book room, and, as the corridor turns the corner to the northern angled portion, the janitorial spaces and boiler room. As the corridor turns to the northeast, an 11' wide set of stairs ascends up 9 risers to the northwestern portion of the building. A stair lift was installed in a former storage/janitorial space on the western side of the stair around 1985.

Fenestration at the eastern façade south of the main entry consists of a ribbon window of aluminum sash, originally fixed frame over alternating fixed and hopper windows. These original aluminum windows appear to be intact. A long Roman brick planter spans the 88'-0"-long portion of this façade from a Roman brick wing wall that divides the central section of the building from the southern classroom wing to the recess of the main entry. An overhang situated approximately 4'-0" lower than the main roof extends out over the Roman brick wall, and a canted spandrel returns to the window head, turning at the jamb to create a canted wall return on the northern side of the window.

The main entry is covered by a canopy supported on pairs of round metal-column piloti. The canopy angles up to 14'-3" in height near the stair to the sidewalk and lowers to approximately 10'-0" at the main entry doors and at the two entries on the southern façade of the auditorium/lunchroom volume to the north. On the eastern façade of the building, two pairs of double doors set in a 31'-7"-long window wall form the main entry. The window wall is divided into five rows and ten columns.

North of the main entry, the volume containing the auditorium and lunch room is 28'-9" tall at the eastern façade, sloping to approximately 23'-0" at the western side. It measures approximately 70'-0" north-south, and approximately 92'-0" east-west, with the western 24'-0"-foot portion devoted to the stage and circulation at the interior. Wall are painted concrete, with 1'-6" square concrete columns on the east and south where 7'-2"-tall curtain wall windows clad the building above a Roman brick-clad sill. These windows stretch across the eastern façade, and along the southern façade interrupted by a pair of double entry doors on the eastern end and a double door on the western end. A Roman brick planter at the exterior of the southern façade stretches between the two sets of entry doors. The windows were replaced in 2006 with aluminum sash storefront system. Metal lettering spelling "VAN ASSELT" is located on the southern end of the eastern façade above the window head. The roof structure is made of steel trusses spanning 67'-7" east-west and wide flange steel joists spaced at approximately 5'-2" on center, with corrugated metal decking forming the roof structure.

A storage and kitchen bar, approximately 19'-7" wide, stretches along the northern side of the auditorium, projecting 4'-3" farther to the east than the auditorium. The storage and kitchen areas are clad in Roman brick all the way up to the metal cap flashing of the parapet. The roof of the kitchen and storage volume is lower than that of the auditorium, matching the approximately 14'-3" height of the classrooms and corridor. The eastern wall of this volume

merges with the upper retaining wall of Roman brick. Fenestration consists of three windows along the northern facade, a set of double entry doors, and a single access door.

The eastern façade on the northern end of the central section of the building is clad in Roman brick and is located adjacent to a service yard north of the auditorium/lunchroom. A painted cement asbestos board clads the parapet at this portion of the building, and has a painted metal cap flashing above it. A recessed loading area contains a single access door and a large aluminum-frame tripartite window above a concrete sill. The janitorial room is lit by a single window and accessed by an adjacent door. The boiler room is accessed by a single steel access door. The façade turns the corner to become the northeastern façade. An original five-part window consisting of four 12-light windows and painted steel vent louvers in the northernmost bay rests on a concrete sill, and lights the boiler room located at the interior. A square concrete vent stack rises approximately 30'-0" above the roof of the boiler room.

On the western façade of the central portion of the building, a recessed window wall with Roman brick sidewalls divides the southern classroom wing from the gymnasium play court portion of the building. A painted concrete wall extends back to the west, and contains a double entry door, screened by a concrete sidewall and canopy. The sidewall contains three square perforations, mimicking the door lights of the double doors beyond.

The gymnasium walls are made of painted concrete. They measure approximately 22'-6" high at the top of the parapet. The dimensions are approximately 70'-0" east-west and 42'-0" north-south. The roof system is made of steel wide flange beams, with steel joists and corrugated metal decking. Glass-block clerestory windows originally lit the gymnasium at the northern and southern façades, but these have been replaced with opaque glass aluminum-frame window units. Open-air play courts with enclosing concrete half-walls and chain link fencing flank either side of the gymnasium volume. These project to the west approximately 54'-3" from the western facade. The roof system of the play courts is made of wood beams connecting to two steel wide-flange beams running east-west and topped with wooden decking. The steel beams connect to a continuation of the concrete parapet supported on round steel columns at the eastern façade. The roof of the play courts was originally lower than that of the gymnasium, and only slightly higher than the 15'-0" double-loaded corridor. Added insulation clad with painted metal cladding makes the roof heights identical. At the interior of the play courts, pairs of typical three-light doors provide access to the covered space from the interior hallway.

North of the gymnasium volumes, the western façade contains one bay of a typical classroom façade, clad with Roman brick below a continuous pre-cast concrete sill under the windows. On the northern end of the wall, the brick cladding extends up to the spandrel, and a painted metal louver is centered in the roman brick wall.

Northern Classroom Wing

The floor level of the northern classroom wing of the building is located approximately 5'-0" above the main floor level of the central and southern portions of the building, with a concurrent rise in the roof level at the exterior of the building. This portion of the building angles to the west, creating an obtuse angle with the central and southern portions of the

building. This portion of the building is accessed from the central portion of the building by a stair on the southern end of the central corridor as described above. The plan of this portion of the building is a double-loaded corridor with seven classrooms: three on the northeastern side and four on the southwestern side, two of which are kindergarten rooms, on the northwestern end of the wing adjacent to a separate paved play court. A northern entry is located on the northern end facing S Myrtle Street, with a paved walk to the sidewalk.

The northern façade contains three bays of a typical classroom façade, clad with Roman brick below a continuous pre-cast concrete sill under the windows, with painted concrete spandrels between windows and flanked at either end with full-height Roman brick. On the eastern and northern ends of the wall, the brick cladding extends up to the parapet cladding. These three classrooms contain the only remaining original classroom windows. Each 33'-7" window unit is divided into four sections with aluminum clad mullions. These units contain horizontal two-light fixed aluminum-sash view windows below large glass-block transoms that extend up to the parapet spandrel cladding. The outer sections of the window are narrower than the two inner ones, with two fixed sashes under the transom versus the three sashed under the transom in the two central units, with the middle sash operating as a hopper.

A Roman brick planter extends 25 feet towards the sidewalk on the western end of the classroom block, delineating the northern entry. The Roman brick wall turns the corner to a portion of the northern façade and returns 26'-9" to the recessed northern building entry. The entry volume is 35'-8" long and 13'-8" wide. The width of the entry volume is the same as the corridor at the interior. The entry volume has a lower roof that extends out for a 20'-0" overhang on the western end, supported on two round steel columns and angling to an approximate 10'-0" overhang as the roof meets the classroom wall on the eastern end of the volume. Unlike the other roofs of the building, this roof has a canted edge. The typical double entry doors on the eastern end of the northern façade of the entry volume have sidelights and a transom, and the rest of the wall is painted concrete and contains a painted mural depicting animals. Another double entry door with sidelights and a transom is located on the western side of the entry volume. The western end of the northern facade is clad in Roman brick and extends to the west by 26'-0" beyond the entry volume.

The western façade consists of a Roman brick-clad wall 35'-0" in length. A 6'-10" section on southern end of the wall steps down approximately 5'-6" above the kindergarten alcove spaces, and then transitions into a 30'-0"-long, approximately 3'-0"-tall Roman brick wall and planter, capped with a concrete sill enclosing the kindergarten play court.

The southern façade is composed in two portions with two classrooms at each portion. The kindergarten classrooms contain reading alcoves and covered exterior doors to access the kindergarten play court under a lower roof that extends 98'-0" along the western end of the southern façade. Clerestory windows above the lower roof light the interior of the classrooms. These clerestory windows were originally glass block, but have been replaced with aluminum sash windows. The alcoves originally had continuous ribbon windows above Roman brick walls and concrete sills. Those have been replaced with double-pane aluminum storefront systems with three square units below two-light horizontal transoms. The windows wrap the corner of the alcoves and return to the recessed play court doors. The plans of the two kindergarten rooms mirror one another, and the play court entry doors are separated by a

Roman brick-clad volume housing the kindergarten toilet rooms. Four aluminum-sash windows with concrete head, jamb, sill and mullions light these toilet rooms.

A concrete retaining wall divides the façade between the kindergarten and regular classroom bays, and the site drops down from the playfield level to the paved play court which surrounds the rest of the western side of the building.

The eastern two bays of the southern façade of the northern portion of the school are typical classroom façade bays. It is clad with Roman brick below a continuous pre-cast concrete sill under the windows, with a painted concrete spandrel between windows, and flanked at either end with full-height Roman brick on the southeastern and northwestern ends of the wall. The windows have been replaced with aluminum storefront glazing with a green tint. The outer sections of the window are narrower than the two inner ones, with six lights in the outer units and three horizontal lights under four lights in the two central units.

Building 2: Interior Features & Finishes

Typical interior finishes include painted gypsum drywall at the walls with metal lockers lining the hallways. Tiled niches at the hallway contain drinking fountains. Flooring is vinyl composite or polished concrete, except at the gymnasium which has a typical maple gym floor. Ceilings have acoustical ceiling tiles. Typical lighting is fluorescent. Classroom doors are wooden flush panel and have a single light at the upper portion. Classrooms have a variety of built-in cabinetry at the interior. These include sliding door units in alcoves which provide table or seating space above, and file drawers on either side of the former blackboards, which are now covered over.

Building 2: Documented Building Alterations

The alteration to the building with the most impact on the building design and original materials is the window replacement project of 2006. All classroom windows on the western side of the building were replaced, although the original aluminum-sash windows can still be seen where the hallway exits to the paved playfield on the western side. Original classroom windows are intact on the northern elevation along S Myrtle Street. Flooring was also replaced in 2006. In 2013 the finishes in the classroom were updated, including painting chalkboards with marker board paint. The kitchen was also remodeled in 2013. Brace frames were added at certain bays on the interior side of the exterior walls in 2013. An unrecorded alteration is the removal of a wall between two classrooms to create a library in the southern wing.

Recorded Permits:

Date	Description	Designer	Contractor	Permit #
1950	Build	Jones & Bindon	Cawdrey & Vemo	400420
1957	Alter Women’s Lav	SPS	Maintenance	NA
1971	Add Range & Kettle @ kitchen	SPS Facilities		NA
1972	Alter Teachers' Lounge	SPS Facilities		NA

1977	Add door between classrooms (11 & 9)	SPS Facilities	NA
1979	Alter Library (add conf. room)	SPS Facilities	
1980	Seismic upgrades	Cuykendall, Iles & Assoc. Stickney & Murphy	NA
1985	Electrical & Plumbing upgrades	Murphy	NA
1988	Electrical upgrades	SPS Sparling & Assoc.	
1990	Electrical upgrades	Hargis	NA
2001	Electrical upgrades	Engineers Thomas Cook	NA
2002	Technology Improvement	Reed Reinald	
2006	Window & Flooring replacement	Waldron Akira	
2008	Seismic upgrade & re-roofing	F.E. Tompkins Schemata	
2011	Re-roofing	workshop	
2012	BTA Upgrades, including added brace frames	Studio Meng Strazzara	

SIGNIFICANCE

Historic Neighborhood Context: Beacon Hill

Early Neighborhood Development

Prior to 1850, the Duwamish village of Tal-tal-kus, consisting of five cedar longhouses, stood at what would later be the intersection of Airport Way South and South Spokane Street. The year 1850 marked the migration of European-American settlers to the region, and on September 16, 1851, the first white settlers staked claims on the low-lying floodplains southeast of what would become downtown Seattle. These settlers were Henry Van Asselt, Luther M. Collins, and Jacob Maple and his son Samuel. The Dutch immigrant Van Asselt—farmer, gold prospector, and cabinetmaker—was the first of the settlers, staking his claim of 360 acres in 1851. It lay where Boeing Field is today. Collins and the Maple staked their claims two years later in what is now Georgetown. Beacon Hill was originally called Maple Hill (sometimes spelled Mapel).

Two years later, John Cornelius Holgate and Edward and John Hanford filed additional claims on what was then known as “Maple Hill.” These early settlements, however, were destroyed by Native Americans during the Indian War of 1855-1856. Military Road, which used to ascend the hill west of the subject site and connect Olympia to Seattle was constructed in 1860. The through road was interrupted by the construction of the I-5 freeway.

Charles Plummer, who had arrived in Seattle in 1853, platted the hill, which was in turn called Plummer’s Addition. The area went mostly undeveloped for the next forty years. M. Harwood Young, a real estate developer from Boston, named the hill after the historic Beacon Hill neighborhood in Boston. In 1889 Young built a streetcar line that ran between Beacon Hill and downtown Seattle. As a result of the streetcar, residential development in the area soon increased, as did industrial development, with the establishment of slaughterhouses, breweries, and various factories.

The Van Asselt post office, located at 32nd Avenue S and S Myrtle Street, opened in 1892. In 1902 Eli Mapel remembered the “Van Asselt Blockhouse” from his time serving in the army during the Indian war of 1855 to 1857: “Under Edward Landes our captain, we returned to the Original Van Asselt blockhouse and were quartered there until discharged, which was the 29th day of July, 1856.”

Developing Infrastructure & Public Works

The topography of the area, with steep slopes flanking the tideflats, meant that Beacon Hill was slow to develop. In 1885 Eugene Semple, the former territorial governor, proposed creating a canal from Elliot Bay to Lake Washington that would run through Beacon Hill. Work on the canal started, and 1,400 acres of Duwamish tide flats were filled in until the project stalled due to lack of support. The southern canal was abandoned, and in 1900 the state legislature approved building a canal north of downtown. The Lake Washington Ship Canal was built

between 1911 and 1917, cutting through the Montlake, Fremont, and Ballard neighborhoods instead of Beacon Hill.

A *Seattle Post-Intelligencer* article describes Beacon Hill's early history as being defined by "illness and open spaces," many examples of which played out on and near the parkland now known as Jefferson Park and Golf Course. In the 1880s, a private water company built a reservoir on the hill to contain water pumped from Lake Washington. In 1892, the city established an isolation hospital for smallpox patients, also known as a pesthouse, on Beacon Hill; the hospital operated there until 1914, when it moved to Firlands. In 1898, the city acquired 235 acres to establish a cemetery and a public reservoir. From 1909 to 1918, Beacon Hill was home to a stockade built to house jail inmates and to replace Seattle's chain gang. The land that had been set aside for a cemetery was instead turned into a park and then into a golf course; inmates at the stockade cleared the land that made up the park. The park was named Jefferson Park after Thomas Jefferson. Jefferson Park Golf Course opened on May 12, 1915, becoming the first municipally-owned golf course in Seattle. In 1918 the park served as an impromptu airfield, hosting a fleet of touring U.S. Army warplanes. This event made clear the necessity of an airfield in Seattle, and by 1928 Boeing Field was open for business. Other golf courses in Seattle only allowed entrance to white people, yet Jefferson Park Golf Course was frequented by Chinese-, Japanese-, and African American players; the Japanese Golf Association held tournaments there in the 1930s.

The Van Asselt land was annexed by the City of Seattle in 1907, as part of a huge expansion that included all of Beacon Hill, the southern portion of Rainier Valley, West Seattle, and Ballard. For the most part, early residential development took place north of South Snoqualmie Street, which was as far as the streetcar line ran. South of that was mostly farmland, primarily farmed by Italian and Japanese families, who sold their produce in the city.

In 1933, the U.S. Marine Hospital (Bebb & Gould, City of Seattle Landmark, National Register of Historic Places) was built on the site of M. Harwood Young's residence on the north end of Beacon Hill. Operated by the U.S. Public Health Service, the facility cared for veterans from all divisions of the military. The Art Deco building operated as a hospital until 1981. From 2000 to 2011, online retailer Amazon leased a large portion of the building for its company headquarters.

Redlining & Restrictive Covenants

Beacon Hill was one of the few areas where people of racial and ethnic minority groups were allowed to purchase property, due to racial restrictive covenants and the practice of "redlining." Redlining became popular in the 1930s as part of the Federal Housing Authority's home loan guarantee program. The FHA guaranteed loans for private homes in areas that were not considered "hazardous." The hazard rating of an area increased if the area contained any minority or non-white populations, along with other environmental factors such as propensity for landslides. The effect was that banks would not grant mortgages to people of color.

A large portion of North Beacon Hill was deemed "Hazardous," from north of Dearborn Street as far south as S McClellan Street. Also labeled "Hazardous" was the western slope of the

central portion of Beacon Hill, from just north of S Spokane Street then wrapping along the western slope of the hill, between the railroad area that would become Interstate 5 (west) and Beacon Avenue S (east), tapering to where those met at S Myrtle Street, immediately west of the subject building. The reason given for this classification included "This is a sparsely settled and underdeveloped section. Most of property is located on a sidehill. Transportation is a problem in this area." The portion containing the subject building, along with a large swath of South and Central Beacon Hill was labeled "Definitely Declining," described in part as being a "very spotted residential district composed of people of various nationalities." In south Beacon Hill, redlining first was put into practice due to sparse settlement, hilly terrain, and difficult transportation.

Only two pockets within Beacon Hill were deemed "Still Desirable." One was located southeast of Jefferson Park, from S Edmunds Street to a half-block south of South Dawson Street north-to-south, and west-to-east from 24th Avenue S to a half-block east of 29th Avenue S. The other of the two was located immediately west and northwest Jefferson Park Municipal Golf Links, extending as far north as S College Street and as far south as S Angeline Street.

Racial restrictive covenants were attached to land titles, specifying areas where only white people, often specifically non-Jewish white people, were allowed to live. The two Beacon Hill plats that carried racial restrictive covenants were both located in one of the "still desirable" portions. These adjacent plats are located north of Jefferson Park in the area around 15th and 17th Avenues S, And from S Dakota Street to S Snoqualmie Street. The restrictive language for the Jefferson Park Addition Division 1 is as follows:

"No person other than one of the Caucasian race shall be permitted to occupy any portion of any lot in said plat or any building thereon except a domestic servant actually employed by a Caucasian occupant of said lot or building."

The restrictive language attached to Ladd's Second Addition and Jefferson Park Addition #2 is as follows:

"No person other than one of the Caucasian race shall reside on any of said described premises excepting that a domestic servant in the actual employ of an occupant may reside in the home of his master."

Those areas with few racial restrictive covenants, such as areas in southeast Seattle, became the available areas for minority populations and people of color to live. One result of redlining is that Beacon Hill's population has had much more racial and ethnic diversity than nearly any other Seattle neighborhood, a diversity which has persisted through the 20th century and up to the present day.

World War II & Holly Park

During World War II, the U.S. Army commandeered Jefferson Park to establish anti-aircraft artillery units and later a recreation center, gymnasium, and tents to house servicemen. After the war, the city deeded forty-four acres of land at the southwestern corner of Jefferson Park to

the federal government for the creation of a veteran's hospital, now the VA Puget Sound Health Care System.

In 1945, to serve the increased population of the neighborhood, a branch of the Seattle Public Library was established in Beacon Hill. The branch opened in a storefront on Beacon Avenue S on October 22, 1945, and operated initially on a trial basis. Community groups and the Beacon Hill Parent-Teacher Association rallied to make the branch permanent, a bid the library board granted in 1947. In 1962 the library moved to another former retail space, at 15th Avenue S. Funding for a new, dedicated library building for the Beacon Hill branch was approved in 1998, and the building opened in 2004.

The influx of defense industry workers to Seattle during World Wars I and II spurred the development of housing to accommodate the workers and their families.

At the federal level, in June 1940 Congress amended the 1937 U.S. Housing Act to fund new housing for defense industry workers. Later that year Congress passed the Lanham Act, allowing the building of public housing for such workers. With funds from the Lanham Act, the Seattle Housing Authority (established 1939) built three housing developments: High Point in West Seattle, Rainier Vista in the Rainier Valley, and Holly Park, located directly across the street Beacon Ave S from Van Asselt School. Holly Park opened in 1942, with 896 housing units on 108 acres. In addition to homes, the complex included a daycare, community center, laundry facilities, and nursing services. The development was designed with the "garden city" concept, with open green space, curving roads, and cul-de-sacs.

After World War II, Holly Park's primary tenants were veterans and their families. During the Korean War (1950-1953), the complex again housed industrial workers. In 1953 the Seattle Housing Authority (SHA) took over ownership of Holly Park from the Federal government, and converted the development to low-income housing. In 1963 the SHA opened a center for senior citizens at Holly Park.

In the 1940s and 1950s most Holly Park residents had been white, with a minority of African Americans. By 1975 65% of residents were white, 27% were African American, and the remaining 8% were a mix of Hispanic, Asian, Native American, and other racial minorities. By 1993, the racial makeup was 18% white, 33% African American, and the remaining 49% were Hispanic, Asian, Native American, and other racial minorities.

In an oral history project conducted by the Wing Luke Asian Museum, Eltrina McCray, who lived in Holly Park from 1975 to 1979, said this of the neighborhood: "Probably pretty much all the children in the community knew each other because everybody just played together, being at the parks, being at Wing Luke, at Van Asselt, we just knew everybody. It didn't matter what culture, what race you were, they (adults) were looking out."

In 1994 the Department of Housing and Urban Development granted the city \$47.1 million to rebuild Holly Park, which was considered the "most degraded and degrading" of the three developments originally built to house military industry workers.

Demolition began in 1997, and rebuilding was completed in 2007. Renamed NewHolly, the development now had 1,390 housing units, of which 63% were apartments for low-income families and individuals, 7% were houses subsidized for low-income or first-time buyers, and 30% were houses for sale at market rates. Centrally located in the development is the NewHolly Neighborhood Campus, which includes, among other services, the following resources: the NewHolly branch of the Seattle Public Library (opened 1999); a gathering hall for events or classes; the NewHolly Learning Center, a service of South Seattle College providing ESL lessons and vocational training; and the NewHolly Early Childhood Center, offering preschool classes.

In 1967, construction of the Interstate 5 corridor from Everett to Tacoma was completed, with the last portion running from Dearborn Street in North Beacon Hill to approximately 15 miles south.

Diverse Communities of Beacon Hill

Due to the practice of redlining and racial restrictive covenants, in the early decades of the 20th Century the minority populations of Seattle were essentially shoehorned into portions of the Central District and into Chinatown and Nihonmachi (Japan Town)—now collectively known as the International District. Beacon Hill, thanks to its less restrictive housing options, was an appealing draw to Asian and Asian American families who wanted more space while also maintaining proximity to the cultural hub of the International District.

By around 1920 Beacon Hill was home to only three Japanese families. The Japanese Language School (1414 S Weller Street, S. Shimuzu, City of Seattle Landmark) provided language instruction and served as a cultural hub for the community, and its location immediately north of Beacon Hill helped draw Japanese families to the neighborhood. In the 1920s Japanese people replaced Chinese as the most numerous non-white group in Seattle.

By the 1930s North Beacon Hill was home to many Japanese-owned business in North Beacon Hill. The forced relocation and internment of the Japanese community in 1942 resulted in houses and businesses being abandoned. After World War II, the Japanese community was slow to redevelop. By 1964, however, Japanese American students made up 22.2% of the student body at Beacon Hill Elementary, and more than 50% by the early 2000s.

In the 1930s there were approximately seven Chinese American families living in Beacon Hill. During the Japanese internment, more Chinese people moved to the area to take over operation of formerly Japanese-run and -owned businesses. After World War II ended, many (primarily white) Boeing employees began moving from Beacon Hill to the suburbs. Many families of Chinese descent moved south into homes on Beacon Hill, particularly North Beacon Hill. This influx continued through the 1950s.

Seattle was also home to a sizeable Filipino and Filipino American population, many of whom also moved to Beacon Hill from the International District. In the 1970s there was a particular rise in the numbers of Japanese and Chinese communities in Beacon Hill. The mid- and late 1970s saw an increase in immigrants to south Seattle from Southeast Asia, fleeing the

aftermath of the Vietnam War. By the 1990s the neighborhood was a robust "multiracial zone" of "Asians of many nationalities, Blacks, Whites, Native Americans, and Latinos."

African American people have had a presence on Beacon Hill since the late 1860s, when businessman George Riley purchased approximately ten acres of land lying between S Lander and S Forest streets, and 19th and 21st Avenues S. In the 1920s and 1930s a handful of black families lived on Beacon Hill. Although the Supreme Court had ruled racial covenants unenforceable in 1948, de facto segregation remained, due to realtors' and white homeowners' unofficial refusal to sell homes to people of color. As such, Beacon Hill was by necessity a popular choice for African American families moving out of the Central District.

During the 1990s, King County saw an influx of refugees and immigrants from East Africa, many of whom settled on Beacon Hill. East African Community Services, located in the NewHolly Neighborhood Campus, located just east of the subject building, offers social and education support to refugees and their families. NewHolly contains the largest number of Seattle Public School students living in public housing; of this subset, more than 65% are of East African descent.

Beacon Hill School & El Centro de la Raza

In 1972 funding cuts to a federal anti-poverty program resulted in the City of Seattle eliminating the Adult Education program at South Seattle Community College (now South Seattle College). Angered at the loss of their educational home, approximately twelve Latino students, SCC faculty and staff, and supporters occupied the building that had formerly housed the Beacon Hill School. The school had moved to a new facility in 1971, and the 1904 building, designed by former District Architect James Stephen, was standing empty. The action was spearheaded by Mexican American activist Roberto Maestas, who had been selected to run the English as a Second Language (ESL) program at SCC. When the funding was pulled, Maestas and staff petitioned the school district to let their group use the unoccupied school building for their ESL program. The district refused their request.

On December 10, 1972, Maestas led a group of between 70 and 80 students, activists, and staff into the school building. The protesters remained in the building, which had no heat or running water, for the next three months. Finally, the city and the school district agreed to allow the group use of the school building. El Centro de la Raza, the group that was born out of the occupation, leased the building from the district for \$1 per year. In 1997 the district demanded fair market rent for the school, which came to \$12,000 per month. Within two years, "El Centro" owed the school district \$150,000 in back rent, but grants from the city and the state allowed the organization to purchase the building in 1999. Today El Centro de la Raza offers a multitude of services, including childcare, language programs, tutoring, cultural education workshops, healthcare and hunger outreach, community building and activism, environmental advocacy, and more.

Light Rail & Contemporary Beacon Hill

In 1997 Seattle voters approved a ten-year plan to establish a light rail system running from Northgate to Sea-Tac Airport. The following year Sound Transit, the regional transit authority, modified the initial plan to include a tunnel under Beacon Hill. The decision to bore a tunnel rather than build a route on surface streets saved many homes and business in the neighborhood from demolition. One notable casualty of the new construction, however, was the South China Restaurant in North Beacon Hill. The establishment, which had been around since the 1950s, was described in a 2002 *Seattle Times* article as "a restaurant and watering hole known as much for its racial diversity as its dive-bar ambience." The restaurant moved to Bellevue in 2004, but closed permanently in 2014. Tunnel drilling began in January 2006, and ended in May 2007, emerging on the eastern slope of Beacon Hill. The station opened on July 18, 2009, offering service northward to downtown Seattle, and southward as far as Tukwila.

Today Beacon Hill is a popular residential neighborhood. The Chief Sealth Trail is a 3.6-mile recreational trail that runs the length of a Seattle City Light right-of-way. Sound Transit Light Rail service now extends as far north as the Roosevelt District and as far south as Sea-Tac Airport. As of 2013 Beacon Hill had more than 19,000 residents, and still has significantly more racial diversity than many other Seattle neighborhoods.

History of Schools in Beacon Hill

Early School History

The history of schools in the Beacon Hill neighborhood effectively begins in the early 1860s, when Henry Van Asselt donated a portion of his claim, Duwamish bottomland that would come to be known as Georgetown, to create a school. The resulting building was the first erected in King County for the purpose of housing a school, and was known variably as Van Asselt School and the Duwamish School. John Maple (sometimes spelled "Mapel") also donated a piece of his land for a school in the area that is now Boeing Field. This one-room building, known as the Maple School, was built in 1865. That same year, the students of the Duwamish/Van Asselt School transferred to Maple. The original Van Asselt building remained in place until 1907, when it was torn down to make way for the Oregon & Washington Railway.

Maple's one-room building was replaced in 1900 by a two-story school just south of the first, which remained in use as a community gathering space. The two-story building was torn down in 1907-08, also to make way for the railroad line. A new four-classroom, two-story school was erected on Roosevelt Hill in Georgetown in 1909. In 1910 the school was incorporated into the Seattle school district. At the time, the school had five grades, 179 students, and four teachers. In 1918, due in part to an influx of defense industry workers during World War I, a "Liberty Building" school annex was erected on the Maple site.

Thanks to the streetcar system, the population of Beacon Hill had grown enough by 1892 that the school district purchased land from the city to build a school, which would be the first on Beacon Hill itself. When the Beacon Hill School opened in 1899, on 16th Avenue S and S

Lander Street, it served grades one through three, but within two years expanded to five grades and 100 students. The following year the school expanded to grades one through eight, and enrollment doubled. In 1904 the school added a Colonial Revival-style building (altered, now El Centro de la Raza), designed by James Stephen as part of his model school plan, though retaining the original 1899 structure. The school began offering kindergarten in 1913, and by 1916 enrollment was at 500. By 1918 the Beacon Hill School was so crowded that the Robert Fulton School was built to serve as an annex, housed in a Liberty Building at 24th Avenue S and Stevens Street. Fulton closed in 1922, and in 1923 Beacon Hill School got an addition of 12 classrooms, creating an H-shaped building.

By 1912, older students from neighborhoods in Seattle's south end attended high school at either Broadway, Queen Anne, or the provisional location of Franklin High (located at 18th Avenue S and S Main Street, just south of Yesler Way E). The city believed south Seattle would not grow enough to warrant its own high school. However, in 1918 residents petitioned the school board for a new high school to accommodate students leaving various schools in Van Asselt, South Beacon Hill, Georgetown, South Park, and other far-south neighborhoods. In 1925 the school board voted to establish a new high school on the site of the Maple School. In 1926 the Maple School and Maple Annex were moved several blocks to the east, 17th Ave S and S Lucile Street.

District Architect Floyd Naramore designed the new high school in a Georgian Revival style. Grover Cleveland High School opened in the middle of the 1926-1927 school year, serving grades seven through twelve, and with 52 graduating seniors in its first year. Although Cleveland offered grades seven through twelve, the middle and high schools operated separately and had different principals.

After Cleveland High opened, Beacon Hill, like much of the city as a whole, saw a nearly 25-year lull in the building of new schools. During the Great Depression district-wide school enrollment declined and new construction of all types nearly ceased. T. T. Minor (Naramore & Brady, 1700 E Union Street) opened in 1941. During World War II, public resources tended to go towards wartime industries rather than new school.

Mid-Century Growth

In the 1950s one elementary and two middle schools were opened in or in close proximity to Beacon Hill. The elementary, Southeast Beacon Hill School (11230 Luther Avenue S), opened in 1953 entirely as portable buildings. Later renamed Rainier View Elementary, the school was established at the urging of the Rainier Valley Community Club, who wanted the Parks Department to build a playfield in the area. Sharples Middle School (3928 S Graham St, William Mallis, now Aki Kurose) opened in 1952. Although located 1.5 blocks east of Martin Luther King Jr. Way S (formerly known as Empire Way), and thus not within the present-day boundaries of Beacon Hill as defined by the Seattle City Clerk, the school took in students from several south end neighborhoods, including students from Van Asselt and Beacon Hill schools. In 1957, five years after Sharples opened, Asa Mercer Middle School (1600 Columbian Way, John W. Maloney) opened at the southwestern corner of Jefferson Park. Cleveland's seventh and eighth grades were transferred to Mercer, as were many of Sharples'

students. Enrollment continued to surge in the district, and by the 1959-60 school year Sharples had, in addition to its permanent building, seventeen portable buildings. Within one year of its opening Mercer required two portable buildings, and by the 1963-1964 school year there were sixteen portables at Mercer.

In the 1960s Beacon Hill gained three new schools: the Beacon Hill Annex, formerly Fulton, was opened in 1960 in portable buildings, and became an independent school named Kimball in 1964. In 1961 Rainier View, which had opened in 1953 as Southeast Beacon Hill School, moved from portables into a new building (11650 Beacon Ave S, Durham, Anderson & Freed). In 1962 the Van Asselt Annex was established in portables at the southernmost end of Beacon Ave S. This annex became Wing Luke in 1969.

The former site of Fulton was reopened in 1960, when the site was revived to again serve as an annex for Beacon Hill School, consisting entirely of portable buildings. In 1963 the school became an independent institution, and the following year was named after Captain George Kimball. The Maple School was closed in 1960, and the Liberty Building that housed the Maple Annex was demolished in 1964.

1971 saw five new school buildings opening in Beacon Hill. All five of these were designed as "open plan" schools, based on emerging pedagogical theories of team teaching and the benefits of open space. Fred Bassetti & Co. designed the dedicated building for Wing Luke (3701 S Kenyon Street) and Dearborn Park Elementary (2820 S Orcas Street). The firm of Durham, Anderson & Freed designed three new open plan buildings for existing schools: Beacon Hill (2025 14th Ave S), Maple (4925 Corson Ave S), and Kimball (3200 23rd Ave S). The former Beacon Hill School on 16th Avenue S closed in March 1971, and was occupied the following year by Chicano protesters. The Maple School just NE of Cleveland was revived as an alternative school in 1972, then closed and demolished in 1982.

Busing & the Seattle Plan

By 1977 Seattle Public Schools was charged with racially integrating its schools, either by a voluntary system or by federal court order. To avoid the latter, the city instituted sweeping desegregation regulations, and in 1978 established a citywide busing program, known as the "Seattle Plan," wherein students from neighborhoods north of the Lake Washington Ship Canal and West Seattle were bused to the Central District and south end, and vice versa. There was an immediate public outcry over this change. To avoid the mandatory busing program, many families in Seattle's north end moved out of the school district boundary, and many enrolled their children in private schools. As a result, enrollment at many south end schools plummeted, as local students were being bused to the north end or to West Seattle, but there was not an equivalent number of students being bused in. Enrollment at Franklin and Rainier Beach high schools had dropped by fall of 1978; Cleveland, however, slightly exceeded its expected enrollment.

Mandatory busing ended in 1989 and was replaced with a plan called "controlled choice." That year, 16 out of 86 schools were considered racially imbalanced, meaning that "white- or minority-student enrollment is 20 percentage points above or below the districtwide profile, or

if it enrolls 70 percent of combined minority students or 50 percent of any single minority group." Of the nine "racially imbalanced" schools, nine were located in south end neighborhoods, and five of those in Beacon Hill: Cleveland (72.1% racial minority), Beacon Hill (73.9%), Rainier View (72.5%), Van Asselt (77.3%), and Wing Luke (73.8%). Once again, many parents in the north end and West Seattle opted to put their children in private schools or move out of the district.

By the fall of 1981, only one school in the district, Columbia Elementary, was still considered racially imbalanced. However, this was less due to successful integration of all schools as it was due to an increase in the overall minority student enrollment throughout the district. (From 35.7% in 1977 to 45.9% in 1981). Asian American students accounted for much of this increase. The Asian American student population nearly doubled between 1971 and 1981, from 4,698 to 8,082, accounting for 17.3% of the district enrollment.

In 1984 the school board implemented various "options" programs throughout the district, to make the busing plan more appealing to families and giving students more choice of activities and programs of study. Within Beacon Hill schools, the following specialty programs were established: music (Dearborn Park), science/technology (Beacon Hill and Van Asselt), all-day kindergarten (Rainier View and Maple), world languages (Rainier View and Wing Luke), and a gifted/enrichment program (Dearborn Park).

A 1995 study revealed that standardized test scores of students who were bused were lower across race and class lines. Given that most of the students who were bused were minorities, this disadvantage hit minority students disproportionately. By many accounts, the entirety of the Seattle Plan was a failure, one that neither properly integrated schools nor improved student achievement. Retired University of Washington geographer Richard L. Morrill referred to the plan as "one of those well-intentioned social experiments that don't work."

Turn of the New Century

After the flurry of five new schools in 1971, school development in Beacon Hill halted for nearly thirty years. Sharples Middle School, which had been closed since 1981 and had housed the Sharples Alternative Secondary School, reopened in September 1999 as Sharples Middle School, and was renamed Aki Kurose later that year.

In 1996 Cleveland High had an enrollment of 743 students. Of these, 55% were Asian American, 19% were African American, 17% were white, 7% were Hispanic, and 2% were Native American. The racial makeup of the teaching staff was 77% white, 14% African American, and 9% Asian American.

In 2000 the African American Academy moved into a new building at 8311 Beacon Ave S. Established in 1991, the African American Academy originally occupied part of the Colman School (2300 S Massachusetts Street, James Stephen, City of Seattle Landmark, now the Northwest African American Museum). The school was founded with the help of African American education activists in the belief that black students would thrive in a school with a faculty and curriculum focused on African American experience and community. After nine

years in a several different venues, the school moved into the new building, designed by the firm of Streeter & Associates with a central circular dome representing a *dogon*, an architectural feature found in several African nations. The school's test scores did not meet the standards set by the Bush-era No Child Left Behind act and the resulting sanctions, as well as a precipitous drop in enrollment, led the school board to close the school at the end of the 2008-2009 school year. Today this building houses Van Asselt Elementary School.

Currently existing and open schools in Beacon Hill are Cleveland High School, Asa Mercer Middle School, Aki Kurose Middle School, and the following elementary schools: Rainier View, Beacon Hill, Wing Luke, Maple, Dearborn Park, Kimball.

As is the case with Beacon Hill as a whole, racial and ethnic diversity in its schools is much greater than elsewhere in Seattle. At Cleveland High School as of October 2017, 50% of students were Asian or Pacific Islander, 25% were African American, 11% Hispanic, 8% white, and 1% Native American. 56% of the students qualified for free or reduced lunch, approximately 50% more than the average district-wide percentage for high schools. At Beacon Hill School in North Beacon Hill, the racial and ethnic breakdown is as follows: 35% Hispanic (approximately triple the district-wide average for elementary schools), 27% Asian or Pacific Islander, 16% White, 14% multiracial or unknown, and 7% African American, with 53% of the student body qualifying for free or reduced lunch. At Maple Elementary in Mid Beacon Hill, the student body as of October 2017 was 51% Asian or Pacific Islander, 16% Hispanic, 14% white, 7% African American, and nearly 58% qualify for free or reduced lunch, nearly double the districtwide average for elementary schools.

At Van Asselt Elementary, during the 2017-2018 school year the student body was 40% African American, 36% Asian or Pacific Islander, and 11% Hispanic. 80% of the student body qualified for free or reduced lunch, more than double the districtwide average for elementary schools.

Building History

As stated in section 4.2, the first Van Asselt school—also the first dedicated school building in Seattle—was erected near the site of the original Van Asselt family home in 1858 or 1859, in the area that would come to be known as Georgetown. The first class had seven students. This school building was torn down in 1907 to make way for the railway. In late 1907, after the original Van Asselt school building was demolished, the school district purchased the 320-acre former Van Asselt land claim and opened a new Van Asselt School in a portable building on 2.48 of those acres, located on south Beacon Hill at what is now Boeing Field, east of what is now Airport Way S. The district added three more portable buildings the following year, at which point Van Asselt was converted into the annex for the Columbia City School. Overcrowding remained an issue, and the school district provided eighth grade students with streetcar tickets to attend farther-flung schools.

The oldest still-existing portion of the subject site was constructed in 1909, designed by District Architect Edgar Blair, and constructed by builder Peder Gjarde. The school served grades 1 through 6 and had a 192-student capacity. In February 1929, the fire

marshal deemed Van Asselt a "virtual fire trap," and members of the Parent-Teacher Association petitioned through the neighborhood to have fire hydrants added to the streets near the school.

Van Asselt playfield was begun in the mid-1930s. By 1936 parents were demanding the Parks Department complete the playfield. In 1938 the South Beacon Hill Improvement Club, an organization established in 1907 to "cooperate with all persons and organizations interested in the development of Beacon Hill," demanded "a playfield instead of a mud hole" for the school. As early as 1937 the South Beacon Hill Community Club was seeking a new building for the school, with parents complaining of the conditions at the school, including poor lighting and inadequate heating. The new addition was completed in 1940, and was dedicated on November 5, 1940. The addition added two classrooms, offices, and indoor plumbing.

When Holly Park housing development opened, the school was unprepared for the sudden influx of students. By 1942 the overcrowding was so dire that the school considered operating on "quadruple shifts" throughout a 24-hour period.

Before the war Van Asselt's enrollment had been between 160 and 200 students, and by spring of 1943 had tripled. The principal at the time, Paul Van Cruyningen, estimated that enrollment would swell to 700 by the fall of that year. In 1943 the Seattle School Board applied for federal funding for three more portable buildings to address ongoing overcrowding at the school, and in March 1944 a three-room addition was completed. This did little to staunch the overcrowding, and students were eating lunches in shifts in one of the old portable buildings. In 1944 the school board approved \$25,000 towards a new lunchroom at Van Asselt, though construction was delayed.

In 1947 the school board approved construction of a new school building at the site of the previous building and some adjoining property. The new building cost \$736,233, and opened for 1950-1951 school year with 650 students. The new building was dedicated on October 4, 1951. By 1955 Van Asselt's student body was more than 750 students, and a total of 19 portable buildings were in use to meet the school's needs. For some time in the autumn of 1957 Van Asselt had the largest enrollment of any elementary school in Western Washington, with 1,271 students.

By 1962 enrollment had nearly doubled from ten years before. With 1,100 students, the school was still facing serious overcrowding, and parents of students were demanding the school board replace or expand the school. The school district chose a four-acre tract of land 1.5 miles south of the original Van Asselt school for an addition to Van Asselt that would house grades K through 3. This land, which also had two houses upon it, was owned by Mr. and Mrs. E. Shigeru Kiba. The Kibas asked for \$63,000 for the land, but the School District only offered \$44,000. In fall of 1964 the Kibas sued the school district, and a judge ruled in their favor, awarding the Kibas \$62,000.

The Van Asselt Annex opened in September 1962, housing grades K-3.

In 1962 the NAACP, citing the *Brown vs. Board of Education* decision that desegregated schools, sued the Seattle School Board on the grounds that the Lake Washington Ship Canal

essentially created a line of segregation, with schools to the north having overwhelmingly white student bodies and those to the south having overwhelmingly racial and ethnic minority student bodies. In a preamble to the mandatory busing program instituted in the late 1970s, in 1963 the School Board agreed to create a "voluntary transfer" program, which would give students the option of attending a school outside of the one assigned them by their location. When the Board expanded the voluntary transfer program in 1967, Van Asselt was listed as a "leaving school" for Asian American students, meaning that Asian American students would have the option of attending a school other than Van Asselt.

In the mid 1980s Van Asselt was one of two schools participating in a pilot Child Development Program, which provided "specialized, intensive counseling for emotionally troubled children."

In 1999 no school in the district had 95% minority students, however, by 2007 the racial stratification had increased and ten schools were 95% or more minority students. In 2004 Van Asselt had a student body of 454, four of whom were white. Although the number of white students in the district continued to rise, de facto racial segregation meant that by 2007 Van Asselt's enrollment was 460 students, with a single white student. A study the year before had determined that 86% of Van Asselt students came from homes where English was not the first language, and that three quarters of the student body qualified for free or reduced-price lunch.

In 2001 Van Asselt was put on a federal list of failing schools. However, in 2003 the school was awarded the second annual John D. Warner Excellence in Education Award, an unrestricted grant award of \$25,000 from the Boeing Company. In 2006 the school was again being heralded as a success story, with standardized test scores placing Van Asselt in the top 20 of 67 elementary and K-8 schools in the district. The success has been attributed to the school maintaining its recess, art, gym, and music programs, rather than shunting nearly all resources toward testable subject matter. At the same time, instruction was aimed at the most talented students, an approach called "Teach to the Highest."

In June 2009 a centennial celebration was held for Van Asselt school, which included an "open house, tours, performances, a reception, and displays of historical costumes and the school's history." That fall Van Asselt Elementary moved into its current location at the former African American Academy (Streeter & Associates, 2000) at 8311 Beacon Ave S, the site of the former Van Asselt annex.

The 1909/1940 and 1950 buildings on the subject site are now known as Original Van Asselt (OVA). The 1909/1940 portion has been vacant since 2009 and is currently used for storage. In 2015 the Seattle School Board voted to establish a preschool in Original Van Asselt, as part of a citywide program that "subsidize[d] preschool for 3- and 4-year-olds based on a sliding scale according to household income." The preschool operated out of the 1950 building, offering both the preschool program and a developmental preschool, for children ages 3 to 5 who experience developmental challenges. The preschool operated until spring 2018, before being occupied as an interim school for Wing Luke Elementary in fall 2018.

Historic Architectural Context: School Buildings

19th & Early 20th Century School Typology

Horace Mann and Henry Barnard, the secretaries to the Boards of Education in Massachusetts and Connecticut, respectively, were major influencers of early school designs. Horace Mann is largely attributed with the promotion and formation of compulsory public education in the United States. He also published a plan for a one-room schoolhouse that would be regular, modern, and allow adequate light and air for the student. Barnard published tracts called *School Architecture* in 1838 and 1842, which excoriated the existing haphazard school designs and used Mann's design as a model, with windows on both sides, and a clear pedagogical hierarchy, with the teacher in the front of the classroom. According to Barnard the architecture of the school building should express the community's commitment to education. This model was used as a classroom unit and grouped together in buildings where the classrooms became increasingly prescriptive in their designs. During this period, classrooms were clearly hierarchical, with the teacher at the front and students in facing rows, with windows on the left, for illumination for right-handed students. This model was still in effect until 1932, when the so-called Rosenwald Schools were being constructed in the southeastern United States. American businessman and philanthropist Julius Rosenwald funded more than 5,000 schools at the encouragement of Booker T. Washington; with these schools Rosenwald and Washington sought to highlight and correct the inherent inequalities of segregationist primary schools in the southern United States. With the windows on one side of the schoolroom, school could be arranged around a double-loaded corridor for efficiency. In the 1890s, the New York School Board adopted an H-plan school, with classrooms grouped about central courtyards for light and air, with outdoor play space provided for in an urban environment. Other letter shapes were also adopted. These schools also provided large windows for light, forced air ventilation, central heating, fireproof materials, and fire escapes.

In 1910, A. D. Hamlin published *Modern School Houses; Being a Series of Authoritative Articles on Planning, Sanitation, Heating and Ventilation*. In 1915 Wilbur T. Mills published *American School Building Standards*. The guidelines published in these and other books were widely adopted. In order to maximize light penetration, the area of the classroom was based on the size of the students' desks; the width of the classrooms was based on the height of the windows. The window area and spacing was designed to minimize shadows for a right-handed student. At the same time that school design was becoming increasingly codified, John Dewey was advocating for reform in education and school design. As early as 1900, he advocated for more flexibility for students and expanded curricula that would provide education in subjects besides basic literacy and math, with auditoriums, gymnasiums, and rooms for special topics and laboratories. Despite Dewey's push for more flexibility in classroom design, classrooms remained lit from one side with large grouped windows, and blackboards on the other walls. Dewey inspired some alternate designs for more flexibility in school design—including Frank Lloyd Wright's school designs between 1900 and 1908—but on the whole, ideas of educational reform did not influence school design until much later. The interior wall was often taken up by storage and ventilation. Standards for lighting were based on window area for the majority of light, with windows being responsible for forty- to fifty percent of the wall area of one long wall, and the window heights codified to start within thirty-six to forty-two inches of

the finish floor, and to terminate no more than six inches from the ceiling. Classrooms were to be at least twelve feet in height from the finish floor to the ceiling. By 1918, the Illumination Engineering Society specified that three foot-candles per square foot was the minimum amount of electric light that should be provided in a classroom. Even in 1910, ventilation minimums were thirty cubic feet of fresh air per pupil, with a heating capacity adequate to heat the building to seventy degrees in zero-degree weather.

There was no universal stylistic or decorative motif for the exterior of school buildings. Communities chose the style which best suited their own idea of how scholarship should be viewed by the community: Colonial Revival as a nod to national history, Classical Revival for the democratic beginnings of Greece and Rome, or another revival style that might be particular to the community. Certain styles were more popular during certain eras: between 1900 and 1910, the Classical Revival style was most prevalent on school buildings, but in the 1920s Tudor Gothic became increasingly popular until by the end of WWI the Collegiate Gothic or "Jacobethan" style was applied to more than seventy-five percent of all new school buildings. Later the Georgian Revival was more popular, and Art Moderne took over as the predominant style during the depression and WWII. The use of Tudor revival style on Van Asselt is consistent with a Victorian idea of ornamentation applied to a standardized typological building form.

The Original Van Asselt building has been called a "free interpretation of the Tudor Style." This is based on the heavy timber porch and decorative half-timbering at the central gabled bay. The style is based on James Stephen's "Model School" design, also in evidence at Seward Elementary. The building adheres to the early 20th Century standards vis-à-vis window configuration and area, classroom size and configuration, and other particulars of the design. Many school buildings have Revival style applied to them in the Collegiate Gothic, or "Jacobethan" or "Tudorbethan" mode. There are not many examples of half-timbered Tudor-style schools in the United States, and most of them were built after the subject building. Examples include the Parkside School in San Francisco CA (1923, John Reid Jr., demolished) and Jefferson Elementary in Menasha, WI (1932, Foeller, Schober & Berner). In Seattle, the best extant example of a school building with half-timbering is the Seward School, as most of the other wooden model schools besides Seward and Van Asselt had Colonial Revival ornamental programs. The Madrona School (1904, James Stephen, demolished) had a similar porch with a board-and-batt gable infill that could be considered stylistically analogous to the Van Asselt entry porch. The earlier Pontius School (1890, Saunders & Haughton, later named Columbia and then Lowell, now demolished) may have set a precedent for the half-timbering exhibited on the Seward and Van Asselt buildings.

Modern & Mid-Century Modern Style School Typology (1945-1965)

The design of the 1950 school building reflects the adoption of modern ideas of cleanliness and functionality. Before World War II, some school designs were responding to Modernist ideas, striving for clean, rational, and functional spaces. These buildings set the stage for the boom in new Modernist schools built after the war.

Modernism, or the Modern Movement in design and architecture, had its origins in Europe after World War I, with an underlying belief that advances in science and technology would

generate a new form of architecture, free from the pervasive eclecticism based on revival forms. The possibilities of curtain wall construction utilizing steel frames and the freeform massing using ferro-concrete were explored by Continental architects and American Modernist pioneers, including Frank Lloyd Wright. Although educational theories excoriated the traditional classroom structure as factory-like and welcomed the idea of new schools with more flexible learning environments, school designers in the United States were slow to adopt new styles of building, continuing to use traditional models during the Great Depression and into the 1940s.

In America, school design started to be influenced by the outward aesthetic of the Modern movement, while retaining traditional classroom sizing and daylighting standards. During the 1930s little funding was available for new schools outside of the Federal Public Works Administration (PWA) building projects. Washington State had at least three of these PWA-constructed schools: Bellingham High School (1938, Floyd Naramore), Meridian Elementary School in Kent (1939), and Panther Lake School in Federal Way (1938-1939).

Many of the plans for modern schools included classrooms that opened directly to the exterior and were air conditioned. One of the earliest schools to apply the principles of the International Style was William Lescaze's Ansonia High School in Connecticut in 1937. The Crow Island School in Winnetka, Illinois, designed in 1940 by Eliel Saarinen, was instrumental in influencing Modern school design, as was Richard Neutra's Corona Avenue School in California. The firm of Franklin & Kump designed the Acalanes Union High School (1939-40) in Lafayette, California, which applied these ideas in an economical way to an expandable high school.

Modern construction, technologies, and ideas for the health, welfare, and educational ideals for children also impacted school design. The new designs focused on one-story flat-roof buildings, using modern lightweight building technologies with metal-frame windows. These schools were less expensive to build than their two-story Classical, Colonial, or Gothic predecessors. They also had a shorter life expectancy.

New research on tolerable levels of light, temperature, and ventilation, combined with technological advances in lighting and environmental controls, bolstered the success and proliferation of the new architectural forms. As designs relied more on artificial lighting and mechanical ventilation, architects during the latter part of the postwar era also began to focus on the acoustical design principles for school classrooms, affecting roof and ceiling forms. An early example of this is illustrated at John Carl Warneke's Portola Junior High School in El Cerrito, California, constructed in 1951. The 1958 gymnasium by NBBJ at Lincoln High School reflects the same popular idea of natural lighting with monitor skylights facing alternately north and south.

During this period, new school designs accommodated new functions and frequently had separate structures for auditoriums/lunchrooms, gymnasiums, and covered outdoor play areas, although this was less common for elementary schools than high schools. Some schools had specialized classrooms for music, art, and science, while portable buildings were also often retained for art and music.

The Design of Seattle School Buildings after World War II

In the Pacific Northwest, a new generation of architects emerged from architectural schools, including the University of Washington, where early adopters of Modernism challenged traditionalist professors. These new practitioners—including Victor Steinbrueck (1911-1985), Paul Hayden Kirk (1914-1995), Omer Mithun (1918-1983), and Roland Terry (1917-2006)—emerged from their apprenticeships embracing a new Northwest Modernism. Seattle architect John Morse cited the origins and formal principles of Modern school designs in a 1957 publication:

After the doldrums of the Depression, the Second World War waked architect and public alike: new designs for one-story schools came out of Michigan, Texas and California – plans based on groups of classroom wings and landscaped courts, together with a complete restudy of assembly and athletic rooms. The following terms became well known: single-loaded corridors, bilateral lighting, sky-lighting, radiant heating unit ventilation, the finger plan, the campus plan, multipurpose room, slab-on-grade, brightness ratios, color harmony; and still later: luminous ceilings, window walls, audio-visual techniques, resilient playground surfacing, flexible special-purpose rooms, student activity rooms. Washington State contributed to the national wakening with pioneering work in top-lighting, color design and concrete design in both pre-stressed and shell design.

The principal changes in regular classrooms have been these: more floor area per pupil – minimum 30 sq. ft., square rooms, sinks in all primary classrooms, day-lighting from above or from two sides, lower ceilings – down from 12 feet to 8 or 9 feet, mechanical ventilation, more tackboard – less chalkboard, more positive colors on walls and floors, higher illumination – 40 foot candles minimum, sun control outside the windows, all furniture movable.

School design in Seattle followed the national pattern, with school districts struggling to accommodate rapid population growth resulting from the postwar Baby Boom. During this period, the Seattle School district chose separate architects for each school design, definitively moving away from the previous model of a school district architect producing unified designs. Most school architects between 1945 and 1965 designed one-story elementary schools with ribbon windows and a modern expression. Several schools replaced interior corridors with covered exterior walkways as circulation spaces. All were purposely residentially scaled to fit better within their neighborhoods, and perhaps to be less intimidating to younger children. Because of the booming student population, portable school units were used at all schools to ease overcrowding.

During the war years, the Seattle Parks Department and the Seattle Public Schools shared the administration of sports programs, and in 1948 the school district adopted interscholastic sports programs. This resulted in changes of both school design and school site planning. This effort reflected a national interest, advanced by the National Education Association and others, to

meet the specific and distinct needs of teenagers. Thus, the postwar schools accommodate more sports and play, with a typical emphasis on indoor/outdoor connections, and additional paved outdoor recreation and equipment areas. While many schools were fenced, play areas were typically accessible for neighborhood use. School sites were expanded to create larger paved parking lots for teachers, staff, service vehicles, and visitors. Landscaped plant beds were typically placed along the primary façades and entries of classroom and administrative buildings and within courtyards.

The 1950 building at Van Asselt School is consistent with the mid-century modern design of Seattle Public Schools, with flat roofs, differentiated volumes for the gymnasium and auditorium, ribbon windows, and modern construction methods.

Seattle School District Number 1: History, General Historical and Building Context

Early Development of Seattle Area Schools

The first school in Seattle was established in 1854 in Bachelors' Hall, a boarding house for single men located near present-day First Avenue and Cherry Street. The sole teacher was Catharine P. Blaine, who arrived in Seattle in 1853 with her Episcopalian minister husband. An initial three-person school board was created around 1861, and in 1862, the first public funds were used to pay a teacher a salary for the twenty-three children attending school then held in the new Territorial University Building on Denny's Knoll, located at University Street and Fourth Avenue. Until 1866, when tuition-free classes were established, public funds were exclusively earmarked for teacher salaries. In 1869, Seattle received a city charter from the territorial legislature, and residents approved a funding levy to build the city's first free public-school building, Central School, near Third Avenue and Marion Street. The school opened in 1870 with 120 students and the city's first public school teacher, Lizzie Ordway. Other tax levies were later approved to construct a few smaller schoolhouses of one or two rooms scattered throughout the town.

In 1877, the legislature established the Territorial Board of Education, and by 1881, it had granted appointments of school superintendents in incorporated cities. Subsequently, Edward Ingraham was named the first superintendent of the Seattle School District in 1882.

In 1883, a new twelve-room Central School (1883, Isaac A. Palmer, a.k.a. the Sixth Street School, demolished) located at Sixth Avenue and Marion Street opened, offering Seattle's first high school classes. The following year, the twelve-room Denny School (1884, Stephen J. Meany, demolished) at Fifth Avenue and Battery Street opened for elementary students. The district's first high school commencement was held in 1886, for twelve graduates.

Student enrollment in the district expanded more than fourfold from 1,500 students in 1885 to nearly 6,650 in 1893, with many students attending classes held in rented rooms. Acute overcrowding, exacerbated by the loss of Central School to a fire in 1888, resulted in a major school construction program. Eight school buildings were built between 1889 and 1890. The city's third Central School (1889, demolished 1953), replaced its destroyed predecessor, and the South School (1889, demolished 1909), located at Twelfth Avenue S and S Weller Street,

were Seattle's first brick masonry schools, both designed by the architectural firm of Boone & Meeker.

The district's third superintendent, Frank J. Barnard, was hired in 1890, replacing Julia Kennedy, who had replaced Ingraham in 1888. Barnard oversaw the construction of fifteen schools the district completed between 1891 and 1900. Three were wood-frame school buildings with identical plans designed by the architectural firm of Saunders & Houghton, as well as four schools designed by John Parkinson based on programs developed by Barnard. District schools completed between 1890 and 1899 include:

School	Year	Address	Designer	Notes
Mercer School	1890	Fourth Ave. N and Valley St.	Saunders & Houghton	Demolished 1948
T.T. Minor School	1890	1700 E Union St.	Saunders & Houghton	Demolished 1940
Queen Anne School	1890	W Galer and Fifth Ave W	Charles W. Saunders	Demolished 1895
Randall School	1890	E Union and 33 rd Ave.	n.a.	Sold and moved 1906
Rainier School	1890	23 rd Ave. S and King St.	Saunders & Houghton	Demolished 1957
Olympic School	1891	Norman St. and 26 th Ave. S	Walter Smedley	Demolished 1937
B.F. Day School	1892	3921 Linden Ave N	John Parkinson	Altered, Seattle Landmark
Latona School	1892	Fifth Ave. NE and N 42 nd St.	n.a.	Demolished 1932
Green Lake School	1892	N 65 th and Sunnyside Ave.	John Parkinson	Demolished 1928
Cascade School	1893	Pontius St. and E Thomas St.	John Parkinson	Demolished 1955
Pacific School	1893	1114 E Jefferson St.	John Parkinson	Demolished 1977
Seward School	1895	Franklin St. and Louisa St.	Chamberlin & Siebrand	A.k.a. Denny-Fuhrman, altered
West Queen Anne School	1895	515 W Galer St.	Skillings & Corner	Long-term site lease, redeveloped as condominiums in 1983
Beacon Hill School	1899	16 th St. S and S Lander St.	n.a.	Destroyed by fire 1988
Lake School	1899	38 th Ave. E and E Garfield St.	W.E. Boone	Demolished 1927

The financial panic of 1893 slowed the development of new schools, but Seattle prospered during the Klondike Gold Rush of 1897. In the aftermath of the Great Seattle Fire of 1889,

local designers and builders focused on fireproof masonry as a primary building material, looking to post-fire Chicago and its brick masonry buildings for inspiration.

Early 20th Century Seattle Schools & James Stephen

Frank B. Cooper was hired as superintendent in 1901. During his twenty-one-year tenure, he led the Seattle School District’s transformation into a major urban school system. Cooper encouraged this development by establishing many specialized programs, including kindergartens, parental schools, and classes for adults in evening schools, as well as those for special-needs students. Cooper and the school board planned for smaller neighborhood elementary schools and comprehensive high schools.

James Stephen became the school architect and director of construction in 1901, developing a “model school plan” for standard wood-frame elementary schools. This plan was used as a basis for several elementary schools designed for the district, partially offsetting a short-term financial shortfall. These schools provided a flexible and economical approach to school construction. The standard floor plan facilitated a phased construction process in which an eight-, twelve-, or twenty-room school could be constructed and later expanded. While standard floor plans and interior finish materials were used, the exterior elevations and details of these schools varied greatly.

In 1902, the district constructed seven new large wood-frame schools, all based on Stephen’s plan, as well as a new large brick masonry high school. They include:

School	Year	Address	Designer	Notes
Green Lake School	1902	6500 Sunnyside Ave.	James Stephen	Demolished 1986
Brooklyn School	1902	5031 University Way NE	Bebb & Mendel	Later University Heights, sold to University Heights Community Center Association, Seattle Landmark
Interbay School	1902	16 th Ave W & W Barrett St.	James Stephen	Demolished 1948
Ross School	1902	Third Ave. NW between 43 rd St. & 44 th St.	Josenhans & Allen	Demolished 1941
Walla Walla School	1902	2410 E Cherry St.	Saunders & Lawton	Renamed Horace Mann School, Seattle Landmark
20 th Street School	1902	E. Thomas St. & 20 th Ave. E	W.E. Boone & J.M. Corner	Renamed Longfellow, later Edmund S. Meany Middle School, demolished 1960
Warren Ave. School	1902	Warren Ave. N between N Harrison St. & Republican St.	Albert Wikersham	Demolished 1959

Between 1904 and 1909, Stephen designed ten other Seattle schools, all based on his “model school plan,” including:

School	Year	Address	Designer	Notes
Park School	1904	6532 Phinney Ave. N	James Stephen	Renamed John B. Allen School, Seattle Landmark
Beacon Hill School	1904	16 th Ave. S & Lander	Saunders & Lawton	Altered, now El Centro de la Raza
Interlake School	1904	4416 Wallingford Ave. N	James Stephen	Long-term site lease, now Wallingford Center, Seattle Landmark
Madrona School	1904	33 rd Ave. & E Union St.	James Stephen	Altered
John B. Hay School	1905	Bigelow St. & Boston St.	James Stephen	Seattle Landmark
Seward School	1905	2515 Boylston Ave. E	James Stephen	Seattle Landmark
Daniel Bagley School	1906	Stone Way & N 79 th St.	James Stephen	Demolished 1940
Latona School	1906	401 NE 42 nd St.	James Stephen	Now John Stanford International School, altered, Seattle Landmark
Isaac I. Stevens School	1906	1242 18 th Ave. E	James Stephen	Altered, Seattle Landmark
Frantz Coe School	1907	2433 Sixth Ave. W	James Stephen	Destroyed by fire 2000
Van Asselt School	1909	Beacon Ave. & Othello St.	James Stephen w/ Edgar Blair	Altered

Other district schools during this period that were not based on the “model plan” include:

School	Year	Address	Designer	Notes
Central High School	1902	6525 E Broadway Ave.	W.E. Boone & J.M. Corner	Later renamed Broadway High School, demolished 1974
Parental School	1905	Mercer Island	James Stephen	A.k.a. Burbank school
Summit School	1905	1415 Summit Ave.	James Stephen	Now Northwest School, Seattle Landmark
Franklin School	1906	18 th Ave. S and Main St.	James Stephen	A.k.a. Washington School, demolished ca. 1975
Whittier School	1908	7501 13 th Ave. NW	Newton Gauntt	Demolished 1998

Webster School	1908	3014 NW 67 th St.	Frederick Sexton	Closed, scheduled to open 2020, Seattle Landmark
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Between 1907 and 1908, the district began reconsidering wood-framed school buildings, with the board authorizing the construction of three brick masonry “fireproof” buildings using the model plan developed for the wood-frame schools. These include:

School	Year	Address	Designer	Notes
Lawton School	1908	25 th Ave W & Elmore	James Stephen	Demolished 1913
Fairview School	1908	844 NE 78 th St.	James Stephen	Now Fairview Church
Whitworth School	1908	5215 46 th Ave. S	James Stephen	Demolished 1987

These James Stephen-designed buildings were nearly identical, incorporating Tudor-style details executed in terra cotta, flat roofs, and projecting entries.

In 1908, school architect Stephen prepared a report on modern school design, construction, and equipment. This report directly led to the creation and adoption of the second “model school plan” that incorporated fireproof materials including concrete, masonry, and terra cotta. These “new” school plans also incorporated modern lavatory equipment. These later schools were often executed in late Gothic or Jacobean style, then popular, and were also designed to be expandable as necessary. Schools that followed the “new” model are:

School	Year	Address	Designer	Notes
Emerson School	1909	9709 60 th Ave. S	James Stephen	Altered, Seattle Landmark
Adams School	1909	6129 26 th Ave. NW	James Stephen	Demolished 1989
Colman School	1909	1515 24 th Ave. S	James Stephen	Now African American Museum, Seattle Landmark
Greenwood School	1909	144 NW 80 th St.	James Stephen	Altered

Stephen also designed the original portions of two of Seattle’s oldest extant high schools:

School	Year	Address	Designer	Notes
Lincoln High School	1907	4400 Interlake Ave. N	James Stephen	Altered, Seattle Landmark
Queen Anne High School	1909	215 Galer St.	James Stephen	Now housing, Seattle Landmark

By 1910, enrollment was at 24,758 students and more elementary school buildings were needed. Annexations of suburban areas between 1905 and 1910 brought nearly two dozen additional schools into the district service area, many of which needed replacement.

Early 20th Century Seattle Schools & Edgar Blair

Edgar Blair, who had worked with Stephens since 1906, became the district's architect in 1909 after Stephen resigned. Blair, a graduate of Columbia University who had previously worked at the New York architectural firm of McKim, Mead & White, originally retained Stephen's model plan, but eventually shifted away from Stephen's preferred Jacobean style to more Classical- and Renaissance-based schemes.

Between 1910 and 1913, eight nine-room reinforced concrete school buildings with brick veneers were constructed from Blair's designs, including the following:

School	Year	Address	Designer	Notes
Gatewood School	1910	4320 SW Myrtle St.	Edgar Blair	Altered, Seattle Landmark
Ravenna School	1911	6545 Ravenna Ave. NE	Edgar Blair	Altered, now Ravenna Apartments Community Center
Jefferson School	1911	4720 42 nd Ave. SW	Edgar Blair	Demolished 1985
Lawton School	1912	25 th Ave & Elmore	Edgar Blair	Demolished 1987
Lake School	1912	1617 38 th Ave. E	Edgar Blair	Now McGilvra, altered, Seattle Landmark
F.A. McDonald School	1912	144 N 54 th St.	Edgar Blair	Altered
Concord School	1912	723 S Concord St.	Edgar Blair	Altered, Seattle Landmark
Alki School	1913	Carroll St. & Chilberg Ave.	Edgar Blair	Demolished 1965

These similar school buildings were all eclectically styled with wood-framed hip roofs. The later buildings incorporated terra cotta stringcourses and more intricate detailing

Besides these larger nine-room school buildings, Blair was responsible for smaller, four- to six-classroom "intermediate grade of school buildings" designed for less populous neighborhood locations. These include:

School	Year	Address	Designer	Notes
Harrison School	1913	3201 E Republican	Edgar Blair	Altered, now Martin Luther King Jr. Elementary School
North Queen Anne School	1914	2919 First Ave. W	Edgar Blair	Altered
Fauntleroy School	1917	9131 California Ave. SW	Edgar Blair	Altered, now leased to Fauntleroy Day Care Center

Frank B. Cooper School	1917	4408 Delridge Way SW	Edgar Blair	Altered, now Youngstown Cultural Arts Center, Seattle Landmark
Crown Hill School	1919	9250 14 th Ave. NW	Edgar Blair	Altered, sold to Small Faces Child Development Center

Blair also designed four school additions, so-called “border” buildings, consisting of linear single-loaded brick masonry buildings intended to be built adjacent to the lot line of existing schools. These include additions to:

School	Year	Address	Designer	Notes
Allen School	1917	6615 Dayton Ave. N	Edgar Blair	Sold to Phinney Neighborhood Association, Seattle Landmark
Seward School	1917	2515 Boylston Ave. E.	Edgar Blair	Altered, Seattle Landmark
Latona School	1917	401 NE 42 nd St.	Edgar Blair	Demolished 1999
Lowell School	1919	1058 E Mercer St.	Edgar Blair	Altered

Blair designed three high schools during his tenure. These are as follows:

School	Year	Address	Designer	Notes
Franklin High School	1912	3013 S Mt. Baker Blvd.	Edgar Blair	Altered, Seattle Landmark
Ballard High School	1916	1418 NW 65 th St.	Edgar Blair	Demolished 1997
West Seattle High School	1917	4075 SW Stevens St.	Edgar Blair	Altered, City of Seattle Landmark

In 1919, four “Liberty Buildings,” wood-framed temporary annexes built cheaply to conserve materials during World War I, were built adjacent to Jefferson, Bagley, Bryant, and Fulton schools.

Blair resigned as school architect in March of 1918, due to differences with the fiscally conservative Nathan Eckstein, who was then serving as the chair of the district’s building committee.

1920s and 1930s Seattle Schools & Floyd A. Naramore

After World War I, and as Seattle entered the 1920s, the increased costs of providing educational programs to a growing population strained the school district. Public school enrollment grew from 51,381 in 1920, to slightly over 66,000 ten years later, requiring new construction in newly developed areas like Montlake and Laurelhurst, additions to older schools, and construction of intermediate schools and high schools. Despite a post-war

recession in the early 1920s, the district entered into a phase of a well-funded building program due to school construction bond issues passed in 1919, 1923, 1925, and 1927.

Floyd A. Naramore replaced Blair as school architect in 1919, overseeing the completion of several projects already underway. An M.I.T. graduate who had already designed several schools in Portland, Oregon, Naramore would significantly influence the district's school design until his departure for private practice in 1932. Most of Naramore's schools were designed in a twentieth century version of the Georgian style.

With Cooper still serving as superintendent, the district continued its vocational and technical programs, building a large reinforced concrete annex (1921, Floyd A. Naramore, altered, later Edison Technical School, now part of Seattle Community College's Central Campus) across the street to the north from Broadway High School in 1921. The same year, the district also completed a new administration and facilities building (1921, Floyd A. Naramore, demolished).

Cooper left the district in 1922, replaced by Thomas Cole, a former principal of Broadway High School. Cole served until 1931, and was succeeded by Worth McClure.

The district completed thirteen new elementary school buildings during this period, and altered several others with additions. By 1935, all elementary schools also included kindergarten, and lunchroom service was being added to all schools.

New elementary schools completed during this period include:

School	Year	Address	Designer	Notes
Bailey Gatzert School	1921	615 12 th Ave. S	Floyd A. Naramore	Demolished 1989
Highland Park School	1921	1012 SW Trenton St.	Floyd A. Naramore	Demolished 1998
Martha Washington School	1921	6612 57 th Ave. S	Floyd A. Naramore	Originally Girls' Parental School, demolished 1989
Columbia School	1922	3528 S Ferdinand St.	Floyd A. Naramore	
John Hay School	1922	411 Boston St.	Floyd A. Naramore	Now called Queen Anne Elementary
Dunlap School	1924	8621 46 th Avenue S	Floyd A. Naramore	Seattle Landmark, Altered
Montlake School	1924	2409 22 nd Ave. E	Floyd A. Naramore	Seattle Landmark
William Cullen Bryant School	1926	3311 NE 60 th St	Floyd A. Naramore	Altered, Seattle Landmark
E.C. Hughes School	1926	7740 34 th Ave. SW	Floyd A. Naramore	Altered, Seattle Landmark

Magnolia School	1927	2418 28 th Ave. W	Floyd A. Naramore	Closed, scheduled to open 2019, Seattle Landmark
Laurelhurst School	1928	4530 46 th Ave. NE	Floyd A. Naramore	Altered
Daniel Bagley School	1930	7821 Stone Ave. N	Floyd A. Naramore	Seattle Landmark
Loyal Heights School	1932	2511 NW 80 th St.	Floyd A. Naramore	Seattle Landmark, Altered

In the early 1920s, the district considered building intermediate or “junior high school” buildings serving students in grades seven through nine, to put itself in line with national educational philosophy and relieve pressure on existing elementary and high schools. The school board officially adopted the term “junior high school” in 1932. Naramore designed four intermediate or junior high schools for the district, including:

School	Year	Address	Designer	Notes
Alexander Hamilton Jr. High School	1925	1610 N 41 st St.	Floyd A. Naramore	Altered, Seattle Landmark
John Marshall Jr. High School	1927	520 NE Ravenna Blvd.	Floyd A. Naramore	
Madison Jr. High School	1929	3429 45 th Ave. SW	Floyd A. Naramore	Altered, Seattle Landmark
Monroe Jr. High School	1931	1810 NW 65 th St.	Floyd A. Naramore	

These school building were all built according to a “hollow square” plan with a centrally located gymnasium and lunchroom. Each included specialized science, mechanical drawing, cooking, sewing, and art rooms.

Three new high schools were completed between 1923 and 1929, all built with a “hollow square” plan and imposing primary façades.

High schools designed by Floyd Naramore include:

School	Year	Address	Designer	Notes
Roosevelt High School	1922	1410 NE 66 th St.	Floyd A. Naramore	Altered, Seattle Landmark
James A. Garfield High School	1923	400 23 rd Ave.	Floyd A. Naramore	Altered, Seattle Landmark
Cleveland High School	1927	5511 15 th Ave. S	Floyd A. Naramore	Altered, Seattle Landmark

District high schools during this period adopted specialized programs for science, art, physical education, industrial arts, and home economics.

The Great Depression of the 1930s was a time of rising unemployment with general school enrollment declining to 57,551 in 1933. Enrollment in adult education classes dramatically increased, however. Seattle schools faced declining revenues, excess personnel and older urban facilities. Sixteen schools were closed, and their students redistributed to nearby buildings. By the end of the 1930s, there were concerns about the lack of maintenance and the conditions of older schools, prompting the district to request a tax levy for another new building program.

World War II Period

A three-million-dollar school levy passed on March 14, 1939. Under this levy Floyd Naramore was hired as an independent architect in partnership with Clifton Brady. He completed the design for one new school building, T.T. Minor, and a major addition and remodel at what was then called Longefellow, later renamed Edmund Meany after the addition was complete. Also, eleven other schools received minor additions and remodels from levy funds. Additions included a gymnasium at Colman School, vocation wing at Edison, additional classrooms at Van Asselt, four rooms at Laurelhurst, classrooms at McGilvra and Magnolia, and an addition at Ballard. However, due to declining enrollment in this period, sixteen older buildings were closed, including the Ross School.

During World War II, Seattle became a center of aircraft and shipbuilding for the war effort and experienced a massive influx of defense workers and their families. School enrollment once again grew, especially in areas where there were no existing school facilities. Existing school facilities were expanded for the children of these workers, especially in federally funded housing project areas.

At the same time, the internment of 1,456 Japanese American families meant that the district lost a large number of students.

The district also sought to increase efficiency at this time by changing its method for designing new buildings, choosing to hire private architecture firms rather than employing a school district architect for new building programs. Once again, all buildings constructed after 1941 were considered temporary structures to conserve building materials for the war effort.

New schools completed during World II included:

School	Year	Address	Designer	Notes
T.T. Minor School	1941	17700 E Union St.	Naramore & Brady	Altered, now Seattle World School
Duwamish Bend School	1944	5925 Third Ave. S	n.a.	Later Holgate School, demolished
High Point School	1944	6760 34 th Ave. SW	Stuart, Kirk, & Durham	Demolished 1987

Rainier Vista School	1944	3100 Alaska St.	Holmes & Bain	Originally Columbia Annex, altered and partially demolished
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Additions and improvements to more than ten other schools were also undertaken as part of a program that demolished and replaced the city’s oldest wood-frame school buildings.

Post-World War II Seattle Schools, 1946 to 1965

After World War II, enrollment swelled to a peak in the 1960s of approximately 100,000 students. Between 1946 and 1958, six separate bond issues were approved for new school construction. Samuel Fleming, employed by the district since 1908, succeeded Worth McClure as superintendent in 1945. After Fleming retired in 1956, Ernest Campbell became superintendent.

In 1945, the Seattle School District Board commissioned a study of population trends and future building needs. One proposal called for the modernization of all existing schools and the addition of classrooms, along with multi-use rooms for lunch and assembly purposes, covered and hard-surfaced play areas and play-courts, and expanded gymnasiums. Improvements in lighting, heating, plumbing systems, and acoustical treatments were sought as well. This survey occurred at a time when student enrollment in Seattle was stable, at around 50,000. By this time the school district was overseen by a five-member board of directors, and employed approximately 2,500 certified teachers, with an average annual salary of about \$2,880.

The district completed a large stadium with reinforced concrete stands (1947, George W. Stoddard) in 1947, adjacent to the National Guard Armory at Harrison Street and Fourth Avenue N, at the former Civic Field. In 1951, a war memorial shrine bearing the names of 762 Seattle schools graduates killed in World War II was dedicated at Memorial Stadium.

In 1949, a 6.8 Richter-scale earthquake damaged several elementary schools, resulting in their subsequent replacement by temporary portables. As enrollment continued to swell throughout the 1950s, these temporary structures served as a quick, flexible response to overcrowding. In 1958 an estimated twenty percent of the total Seattle student body was taught in portable classrooms. Despite their popularity, however, the occupants of the portables suffered from inadequate heating, lack of plumbing, and distance from other school facilities.

Elementary schools included separate gymnasiums and auditorium-lunchrooms. Older high schools gained additions of gymnasiums and specialized classroom space. Despite all the construction, there were still extensive needs for portable classrooms to accommodate excess enrollment.

During this period the quality of construction gradually improved. The earliest school buildings, put up as rapidly as possible, included the three schools constructed in 1949. Designs prepared by George W. Stoddard for these schools were essentially linked portables with a fixed administrative wing. Each of the district’s thirty-five new school buildings was individually designed in the Modern style, with nearly all of the elementary schools

constructed as one-story buildings, or on sloping sites. To conform to change in building code, each classroom had direct access to grade.

The twenty-two new elementary schools built by the district between 1948 and 1965 include:

School	Year	Address	Designer	Notes
View Ridge School	1948	7047 50 th Ave. NE	William Mallis	
Arbor Heights School	1949	3701 SW 104th St.	George W. Stoddard	Demolished, replacement opened 2016
Briarcliff School	1949	3901 W Dravus St.	George W. Stoddard	Demolished
Genesee Hill	1949	5012 SW Genesee St.	George W. Stoddard	Demolished, replacement opened 2016
Lafayette School	1950	2645 California Ave. SW	John Graham & Co.	
Van Asselt School	1950	7201 Beacon Ave. S	Jones & Biden	temporary site for Wing Luke
Olympic Hills School	1954	13018 20 th Ave. NE	John Graham & Co.	Demolished, replacement opened 2017
Viewlands School	1954	10523 3 rd Ave. NW	Mallis & Dehart	
Wedgwood School	1955	2720 NE 85 th St.	John Graham & Co.	
Northgate School	1956	11725 First Ave. NE	Paul Thiry	
John Rogers School	1956	4030 NE 109th St.	Theo Damm	
North Beach School	1958	9018 24 th Ave. NW	John Graham & Co.	
Roxhill School	1958	9430 30 th Ave. SW	John Graham & Co.	
Sand Point School	1958	6208 60 th Ave. NE	G.W. Stoddard w/ F. Huggard	
Cedar Park School	1959	13224 37 th Ave. NE	Paul Thiry	Seattle Landmark
Sacajawea School	1959	9501 20 th Ave. NE	Waldron & Dietz	
Decatur School	1961	7711 43 rd Ave. NE	Edward Mahlum	Re-opened 2017

Graham Hill School	1961	5149 S Graham St.	Theo Damm	Altered
Rainier View School	1961	11650 Beacon Ave. S	Durham, Anderson & Freed	
Schmitz Park School	1962	5000 SW Spokane St.	Durham, Anderson & Freed	Vacant
Broadview-Thomson School	1963	13052 Greenwood Ave. N	Waldron & Dietz	
Fairmont Park School	1964	3800 SW Findlay St.	Carlson, Eley & Grevstad	Altered

One of the first priorities during this period was the building of new junior high schools. Between 1950 and 1959, ten new junior high schools were completed:

School	Year	Address	Designer	Notes
Eckstein Jr. High School	1950	3003 NE 75 th St.	William Mallis	Seattle Landmark
Blaine Jr. High School	1952	2550 34 th Ave. W	J. Lister Holmes	
Sharples Jr. High School	1952	3928 S Graham St.	William Mallis	Now Aki Kurose Middle School
David Denny Jr. High School	1952	8402 30 th Ave. SW	Mallis & Dehart	Demolished
Asa Mercer Jr. High School	1957	1600 Columbian Way S	John W. Maloney	
Whitman Jr. High School	1959	9201 15 th Ave. NW	Mallis & Dehart	
Louisa Boren Jr. High School	1963	5950 Delridge Way SW	NBBJ	Now Boren K-8 STEM
George Washington Jr. High School	1963	2101 S Jackson St.	John Graham & Co.	
Worth McClure Jr. High School	1964	1915 First Ave. W	Edward Mahlum	

During this period the district also constructed three new high schools, including:

School	Year	Address	Designer	Notes
Chief Sealth High School	1957	2600 SW Thistle	NBBJ	Altered
Ingraham High School	1959	1819 N 135 th Street	NBBJ	Altered, portions are City of Seattle Landmark

Rainier Beach High School	1960	8815 Seward Park S	John W. Maloney	Altered
Nathan Hale High School	1963	10750 30 th Ave. NE	Mallis & Dehart	Altered

Between 1943 and 1954, voters in the rapidly growing unincorporated areas north of Seattle, feeling the burden of new special school levies, and believing that there were advantages to Seattle transportation services and police and fire protection, approved at least twelve annexations to the city of Seattle. This pushed the city limits northward from a line near N 85th street, to a uniform north border at N 145th Street. These annexations brought an additional ten schools into the district from the struggling Shoreline School District.

Mid-1960s and 1970s Seattle Schools

After the mid-1960s and throughout the 1970s, the district suffered from declining enrollment and revenue. Repeated leadership changes in the district resulted from the short tenures of three superintendents between 1965 and 1981. Forbes Bottomly was appointed district superintendent in 1965, after Frank Campbell retired. Bottomly resigned in 1973, and was replaced by J. Loren Troxel, who had previously served as assistant superintendent. In 1976 he was replaced by David Moberly, formerly a school superintendent from Evanston, Illinois. Donald Steel, who had previously served as superintendent in Toledo, Ohio, succeeded Moberly in 1981. During this period overall enrollment in the district also declined, from over 93,000 in 1965 to approximately 43,500 in 1984.

The district attempted to address racial desegregation in 1963 with a volunteer transfer program, and multiracial readers that were tried on an experimental basis in 1965. In 1966, a new type of school was designed based on pedagogical theories of team teaching, open space and synergy. Seven new elementary schools and one middle school were designed and built with an “open concept,” and other schools were remodeled with the removal of walls and the addition of learning resource centers. New programs for Head Start, Title 1 remedial, Special Education and Transitional Bilingual were added.

“Open Concept” schools built by the district include:

School	Year	Address	Designer	Notes
Green Lake School	1970	6415 First Ave. NE	Manson Bennett	Altered
Capt. Steven E. Sanislo School	1970	812 SW Myrtle St.	Sullam, Smith & Associates	Altered
Beacon Hill School	1971	2025 14 th Ave. S	Durham, Anderson & Freed	Altered
Dearborn Park	1971	2820 S Orcas St.	Fred Bassetti & Company	Altered

Kimball School	1971	3200 23 rd Ave. S	Durham, Anderson & Freed	Altered
Wing Luke School	1971	3701 S Kenyon St.	Fred Bassetti & Company	Demolished, replacement scheduled to open 2020
Maple School	1971	4925 Corson Ave. S	Durham, Anderson & Freed	Altered
South Shore Middle School	1973	4800 S Henderson	NBBJ	Demolished, replacement opened 2009

By 1977, the Seattle School Board instigated a sweeping desegregation plan that included bussing approximately 12,000 students, with over half of Seattle’s schools involved. As a result, public school enrollment dropped by half from the 1960s, and private school enrollment throughout the city grew. The school board was forced to enact a school closure plan. By 1984, the district had closed two high schools, seven junior high schools, and twenty elementary schools. Mandatory busing eased in the late 1980s, in response to litigation by community groups in north end neighborhoods and court rulings.

1980s to Present Day Seattle Schools

Deputy district superintendent Robert L. Nelson was appointed superintendent in 1984 to serve a two-year term after Steele resigned. William M. Kendrick was appointed superintendent in 1986, after a national search. Kendrick served nine years and was succeeded by retired army general John Stanford. Stanford proved to be a capable and dynamic leader, but a terminal illness led to his replacement in 1998 by the district’s chief operations manager, Joseph Olchefske.

In 1984, many schools needed upgrading or replacement, and a bond issue passed for thirteen new Elementary Schools, upgrading Ballard High and a new facility for Franklin High. Community debates about preservation followed this bond issue. The School Board also decided that excess properties were an asset to the Seattle School District and therefore should not be sold, but rather leased to community groups. Only three of the decommissioned schools were demolished so that the underlying property could be leased, and the rest of the buildings either sit empty or are being revamped for other purposes by long-term leaseholders.

In the 1990s, the school district’s major capital construction program continued with passage of three Building Excellence Levies (BEX) approved by voters in 1995, 2004, and 2007, which called for new construction, renovations, additions, and infrastructure and technology improvements. Seattle Public Schools is currently initiating the BEX IV program, which is funded by the capital levy approved by voters in February 2013.

For the 2011-2012 school year, there were over 47,000 enrolled students. Although this is less than half the number of fifty years ago, the number of students is gradually increasing. The district presently operates ninety-one schools, of which fifty-four are elementary schools,

twelve are high schools, ten are K-8 schools, nine are middle schools, and six are alternative schools. The district has more than 8,000 staff including 3,100 teachers, 835 paraprofessional, 660 certified instructional staff, and 150 principals. Seattle Public Schools had a general fund budget of 558.3 million dollars in the 2009-10 operational year.

Building Architects

Building Architect, 1909 Building: Edgar Blair (1871-1924)

Note: The text from this section (all sans serif font) is taken from the Landmark Nomination Report for McGilvra Elementary School, prepared by David Peterson of Nicholson Kovalchick Architects for the Seattle School District No. 1, June 30, 2014.

Edgar Blair was born in 1871 in Des Moines, Iowa to Rufus and Jessie Blair. His father was a florist, and his mother raised their two children, Edgar and his older sister. At some point early in his working career, Edgar was employed as an instructor of mathematics at Iowa State College in Des Moines.

By about 1900, Edgar had moved to New York City to attend Columbia University, where he received his undergraduate degree in architecture. Before 1904 (and moving often), he had worked as a draftsman for the prominent New York firm of McKim, Mead & White; as a draftsman for the Baltimore firm of Baldwin & Pennington, who were the regular architects for the Baltimore & Ohio Railroad; and as a draftsman for the Washington DC firm of Marye & Wright. Blair's education and work experience were grounded firmly in the Beaux-Arts tradition.

In 1904, Blair established his own firm in Washington DC, which operated about one year. In early 1906, Blair arrived in Seattle and was employed by James Stephen, who had served as the architect for the Seattle School District since 1898.

Stephen had designed numerous schools for the rapidly growing city and school district, including the wood-framed Green Lake School (1901, demolished) which was used as the "Model School Plan" for the elementary schools expected to be built in the following decade. The model plan system allowed a flexible and efficient phased approach to school construction, as the school population grew rapidly throughout the city. A central core of eight, twelve, or twenty rooms could be expanded with flanking wings as necessary, all in affordable wood construction. Although plans and interior finishes were standardized, exterior elevations could be detailed differently, allowing for a variety of architectural expressions to suit the neighborhood. School building projects underway in the early years when Blair was in the office included Stevens School (1906), Latona (1906, altered), and Coe (1906-07, altered)—all of these based on this model school plan, or variations of it.

Shortly after Blair's arrival in the office, Stephen traveled across the United States to study other cities' schools in order to prepare a report on modern school design, construction, and equipment. From this, Stephen developed a second model plan, which was based on fireproof materials such as concrete, terracotta, and brick. The School Board approved the second model plan in 1908. Schools developed on this second model plan, which Blair may have worked on, include Colman (1909), Greenwood (1909) and Emerson (1908-09). These designs featured five classrooms arranged along a double-loaded corridor on the upper floor, and four classrooms on the first floor, with two stairwells at the corridor ends.

Other large projects in the office which would have likely required Blair's participation include the original portions of Lincoln High School (1906-07) and Queen Anne High School (1908-09); the latter was directly attributed to Blair in his obituary.

In 1909, with Blair as the head draftsman of the school board staff, Stephen resigned in order to form a private architectural partnership with his son. Blair was appointed the architect for the Seattle School District, serving for nine years. In this capacity, he designed more than thirty schools and additions, including the following:

- Broadway High School auditorium addition (1909-11), the only remaining portion of Broadway High School.
- Franklin High School (1910-11), perhaps Blair's best work. This large, brick and terracotta Beaux-Arts composition features a pyramidal tile roof, monumental engaged columns, and ornate Classical details.
- Ballard High School (1912).
- Numerous elementary schools, including McGilvra Elementary School (1912-13).

Blair worked for the Seattle School District until 1918, when he was replaced by Floyd Naramore. After 1918, Blair was in private practice, although few examples of work from that period could be found for this report. One was a proposed apartment building valued at \$50,000 at 2405 Fourth Avenue in 1922, and another in 1923 valued at \$185,000 at Yale Avenue and Stewart Street. Additionally, he was one of three architects who served as consultants for the design of the Montlake Bridge in 1924.

His office was in the Crown Building at Second Avenue and James Street downtown, although by 1923 was located in the Epler Building, at Second Avenue and Columbia Street. He resided with his wife, son, and daughter in south Seattle near Seward Park. In 1912, Blair became a member of the Washington State Chapter of the American Institute of Architects (AIA). During the 1920s, Blair was also a member of the Washington State Society of Architects, and served as an officer of the organization in various capacities in the early 1920s.

Blair died in Seattle in late 1924 at age 53, of complications following a surgery.

Building Architect, 1950 Portion: Jones & Bindon (1948-1957)

The Seattle architectural firm of Jones & Bindon designed the 1950 Van Asselt School. Jones & Bindon was the architectural partnership of John Paul Jones (1892-1982) and Leonard William Somerville Bindon (1899-1980).

John Paul Decker Jones was born in Maumee, Ohio on August 12, 1892, the son of Allen and Adda B. Jones. Allen Jones was a train master at a railroad.

Architect George S. Mills employed Jones as a draftsman in Toledo, Ohio between 1909 and 1910. He attended Denison University between 1911 and 1913, and was employed by Mills, Rhine, Bellman & Nordoff in Toledo between 1913 and 1914. He attended the University of Pennsylvania and graduated with a Bachelor of Architecture in 1916. He worked for Spier &

Gehrke in Detroit between 1916 and 1917, before serving in the United States Army during World War I.

After the war, Jones moved to Seattle and was employed by Bebb & Gould between 1919 and 1939, becoming a junior partner in 1928. After Gould's death in 1939, Jones formed a partnership with Bebb that lasted until Bebb's death in 1942. During World War II, Jones worked on the Holly Park Defense Housing for the Federal Works Agency. Between 1947 and 1956 he joined Leonard W. Bindon to form the Seattle Architectural firm of Jones & Bindon. After 1956 Jones was in private practice. He passed away in 1982.

Leonard W. Bindon was born in London on June 27, 1899, the son of James Pattison and Helen Grace Bindon. Bindon immigrated to the United States in 1911, where his parents had settled in Bellingham, Washington. He attended and graduated from the University of Washington in 1924, with a Bachelor of Architecture, and later attended Columbia University, graduating with a Master's degree in 1927.

In 1924, Bindon worked for Andrew Willatsen, and between 1925 and 1926, for architect Robert C. Reamer. Between 1927 and 1928 he worked for Voorhees, Walker & Smith, and later for James Gamble Rogers, in New York City. Returning to Seattle, Bindon worked for architect Paul Thiry between 1933 and 1934, before practicing independently in Bellingham, Washington between 1934 and 1940.

Bindon served as a Major in the United States Army between 1940 and 1946.

Upon his return to Seattle in 1946, Bindon took a position at the firm of Bebb & Jones, and was partners with Jones from 1948 to around 1959. Bindon retired in 1968, and passed away in Seattle in 1980.

During their years of partnership Jones & Bindon designed buildings in the International Style. These included:

- Civil Engineering Building, University of Washington, Seattle, WA (1946)
- Electrical Engineering Building, University of Washington, Seattle, WA (1947-1948)
- Student Union Building, University of Washington, Seattle (1949-1952)
- Conibear Shellhouse, University of Washington, Seattle (1948)
- Van Asselt Elementary School, Seattle, WA (1950)
- University Congregational Church, Seattle (1952)
- Office building for American Telephone & Telegraph Company, Seattle (1953-1954)
- Equipment building for Pacific Telephone & Telegraph Company, Seattle (1954-1955)
- Cromwell Park Elementary School, Shoreline, WA (1954-1955)
- Washington Educational Association Building, Seattle (1954-1955)
- Woodridge Elementary School, Bellevue, WA (1955)
- Women's dorm, Western Washington College of Education, Bellingham, WA (1955)
- Ryther Child Center, North Seattle (1957).

Building Contractors

Building Contractor 1909: Peter (or Peder) P. Gjarde (1875-1938)

The general contractor for the 1909 Van Asselt School was Peder P. Gjarde.

Gjarde was born in 1874 in Egvedt, Norway, and immigrated to the United States in 1893. By 1900 he resided in Seattle and was working as a carpenter. In 1902, the Seattle city directory lists his employer as Hutchins & Criddle. He petitioned for naturalization in 1909. On May 15, 1912, Gjarde married Aminda Lawrence at Immanuel Lutheran Church in Seattle. He owned his own general contracting business by 1920, and had offices in the Lyon Building. He is known to have been responsible for the construction of the following buildings:

- John Hay School Building (1921, architect Floyd Naramore)
- De Honey Dancing Academy (1923)
- A now-demolished mill construction building at the corner of Third Avenue and Lenora Street, designed by Henry Bittman (1926)
- Building for the Crescent Manufacturing Company at the corner of S Maynard Street and Dearborn Avenue S, designed by Stuart & Wheatley (1926), now known as the RDA Building)
- The original Seattle Art Museum by Bebb & Gould (1933, now the Seattle Asian Art Museum, City of Seattle Landmark)
- Wilson Modern Business College (1927, Frank Fowler, now the Griffin Building, City of Seattle Landmark).

By 1937, Gjarde had offices in the Joshua Green Building, and completed the Anderson Buick Center.

Gjarde died on February 13, 1938.

Building Contractor 1950: Cawdrey & Vemo (1950-1975)

James W. Cawdrey and Bjarne Vemo formed the construction contracting firm of Cawdrey & Vemo in 1950. During the 25 years the firm operated, between 1950 to 1975, they completed dozens of large projects in Seattle and around the Puget Sound. The first year they were in business, they were responsible for the construction of the subject building, along with several other projects including the King County Central Blood bank with Naramore, Bain, Brady & Johanson. They worked with many significant architects through the years including:

- Paul Thiry (St. George Parish Church and Rectory, Georgetown, 1953)
- John Maloney (several different school and office projects)
- Ibsen A. Nelsen and Russell B. Sabin (1956, Prudential Insurance Co., 1206 N 185th Street, Shoreline)
- George W. Stoddard-Huggard & Associates (1957, Addition to Seattle General Hospital, and others)

- Skidmore Owing & Merrill (1965, Sheraton Motor Inn, now the Cosmopolitan Apartments and Wine World)
- Fred Bassetti & Co. (New Library Addition at Western Washington University, 1972, and others)
- Roland Terry (1968, Washington Park Towers 1620 43rd Avenue E).

They also continued the constructing projects designed by Naramore, Bain, Brady and Johanson including the Georgia Pacific Plywood Company Office, 600 Capitol Way N, Olympia (1952) listed on the National Register. The Georgia Pacific Building is the only known building constructed by Cawdrey & Vemo to have been recognized for its historic significance. They constructed one other design by Jones & Bindon: the Washington Education Service Center at 910 Fifth Avenue in Seattle (1955, demolished). They later were responsible for the construction of the Psychology Building at the University of Washington, designed by subsequent firm Bindon & Wright (1971).

Subsequent K-12 school projects constructed by Cawdrey & Vemo include the Holy Rosary School Annex (1953, John Maloney) and the Terracene Elementary School in Federal Way (1957, John W. Maloney).

James W. Cawdrey (1917-1994) was born in Asotin, Washington in 1917, and had moved to Seattle by 1936 where he was a student. He married Bessie Worthington in 1937 in Yakima, and together they had six children. He served in WWII, and became a German prisoner of war until he was freed in 1945. Besides serving as president of Cawdrey & Vemo, Cawdrey also served in volunteer positions for various professional organizations. He was elected president of the National Association of General Contractors in 1959, and continued to be active in the A. G. C. for decades. Later on, he was a board member of the Western Federation of Regional Construction Employers. In 1958 Cawdrey was the treasurer for the Columbia-Cascade Corp. along with Robert J. Block, John B. Skilling, Perry Johansen, and John L. Nordmark as other officers. Cawdrey sometimes invested in projects that his firm built, such as the Motor Inn (1965, SOM) and 111 Highland Drive (1972, Manson Bennett). Cawdrey and his wife moved into one of the units at 111 Highland Drive after construction was complete.

Bjarne Joakim Vemo (1903-1981) was born in Norway in 1903. He arrived in Washington State in 1923 and became a naturalized citizen of the United States in 1931. By 1928, he was working as a carpenter. He was married in 1930 in Seattle to Edel Larsen at the Immanuel Lutheran Church in Seattle. Bjarne Vemo served as treasurer to the A. G. C. in 1972. Bjarne Vemo's son, Arne, worked for his firm for a period up until 1975. After 1975, the firm became Cawdrey & Associates Construction. Bjarne Vemo died in 1981 at 78 years old.

The firm was active in industry organizations, and the firm's treasurer, Janith Gould, served as Vice President and President of National Association of Women in Construction in 1970 and 1971-1972.

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The features of the Landmark to be preserved include: *the site; and the exterior and interior of the 1909 building (excluding the 1940 and 2002 rear additions).*

Issued: May 8, 2019

Sarah Sodt
 City Historic Preservation Officer

Cc: Rebecca Asencio & Tingyu Wang, Seattle Public Schools
 Ellen Mirro, The Johnson Partnership
 Jordan Kiel, Chair, LPB
 Nathan Torgelson, SDCI
 Maria Cruz, SDCI
 Ken Mar, SDCI



Original Van Asselt School, 7201 Beacon Avenue S, 2018



Original Van Asselt School, 7201 Beacon Avenue S, circa 1950

Landmark Designation

HISTORIC PRESERVATION

July 8, 2022

Department of Neighborhoods



City of Seattle 194

Designation Standards

In order to be designated, the building, object, or site must be at least 25 years old and must meet at least one of the six standards for designation outlined in the Seattle Landmarks Preservation Ordinance ([SMC 25.12.350](#)):

- a) It is the location of, or is associated in a significant way with, a historic event with a significant effect upon the community, City, state, or nation; or
- b) It is associated in a significant way with the life of a person important in the history of the City, state, or nation; or
- c) It is associated in a significant way with a significant aspect of the cultural, political, or economic heritage of the community, City, state or nation; or

Designation Standards, cont.

- d) It embodies the distinctive visible characteristics of an architectural style, or period, or a method of construction; or
- e) It is an outstanding work of a designer or builder; or
- f) Because of its prominence of spatial location, contrasts of siting, age, or scale, it is an easily identifiable visual feature of its neighborhood or the city and contributes to the distinctive quality or identity of such neighborhood or the City.

In addition to meeting at least one of the above standards, the object, site, or improvement must also possess integrity or the ability to convey its significance.

Original Van Asselt School

7201 Beacon Avenue S

Designation: May 1, 2019

Standard: C and D

Controlled features:

- the 1909 site
- the exterior of the 1909 building
- the interior of the 1909 building

Date Built: 1909

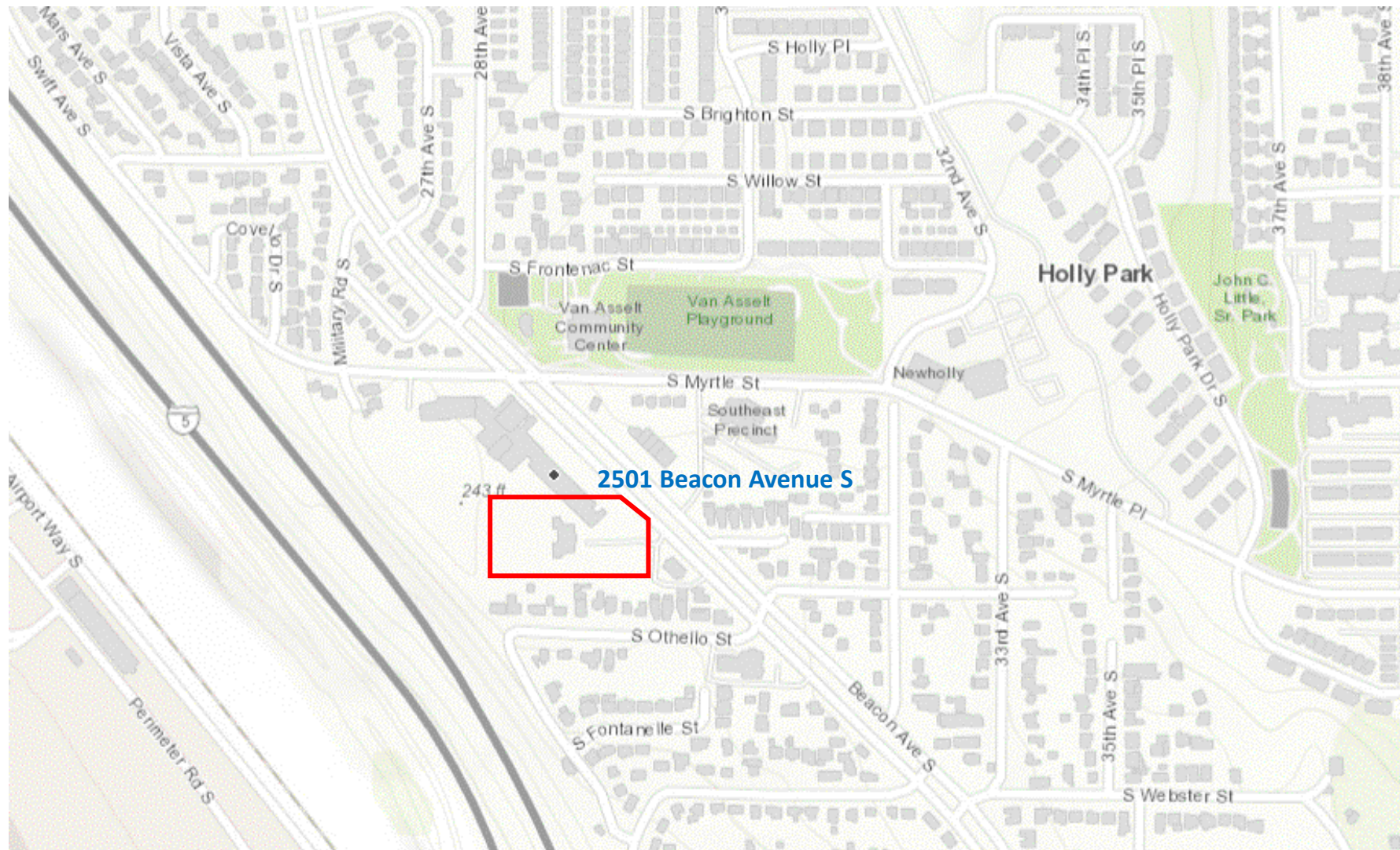
Architect: Edgar Blair



Contemporary photo, 2018



Historic photo, circa 1950



Loyal Heights Elementary School

2501 NW 80th Street

Designation: March 18, 2015

Standard: C, D and F

Controlled features:

- the site
- the exteriors of 1932 & 1946 buildings
- portions of the interior

Date Built: 1932, altered 1946

Architect: Floyd A. Naramore (1932)
Naramore & Brady (1946)

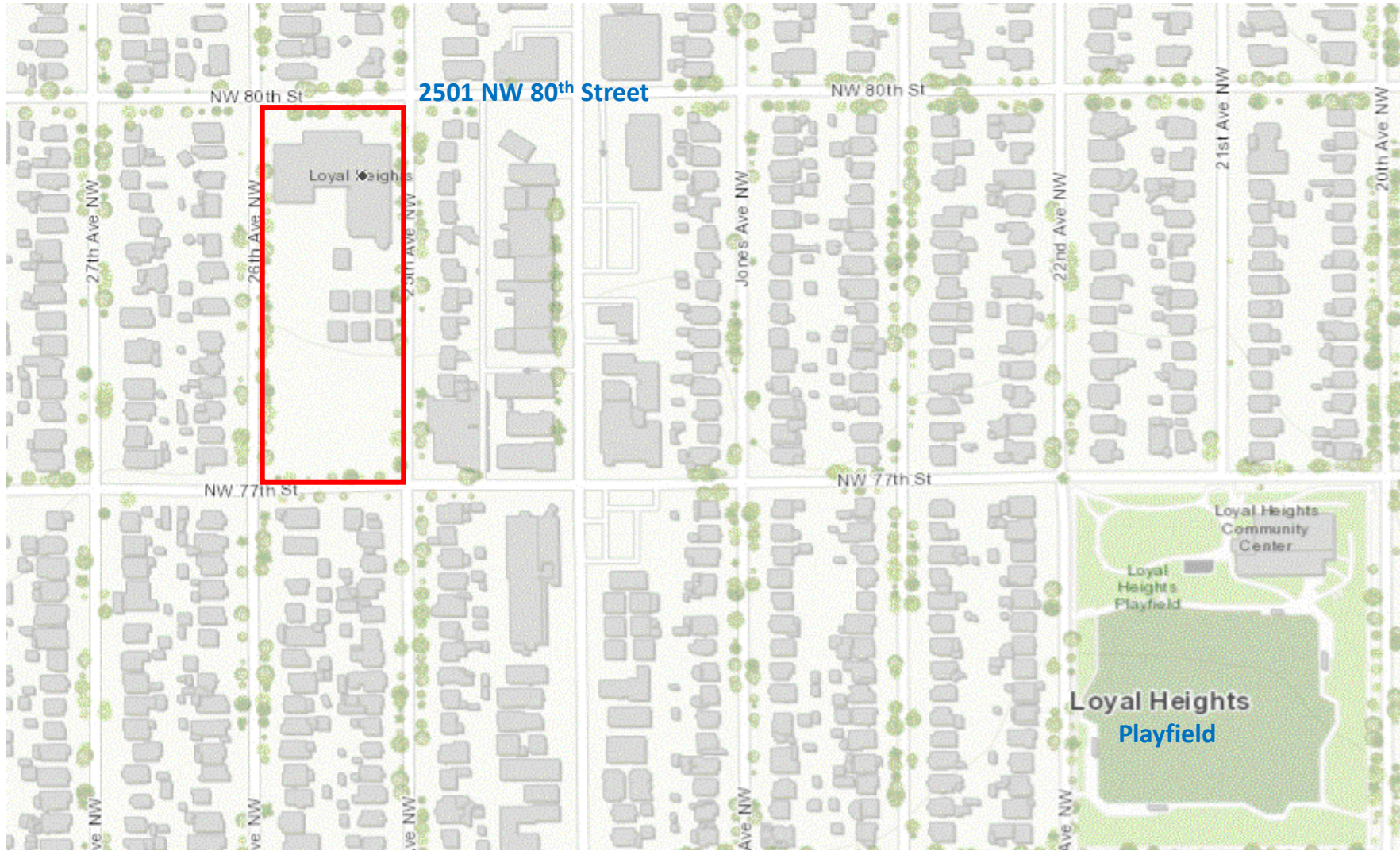


Contemporary photo, 2021

Photo Credit: Google Earth



Historic photo, 1939



Ingraham High School

1819 N 135th Street

Designation: October 4, 2017

Standard: D

Controlled features:

- the exterior of gymnasium
- the exterior of auditorium and its associated foyer and lobby

Date Built: 1959

Architect: NBBJ

Structural Engineer: Jack Christiansen

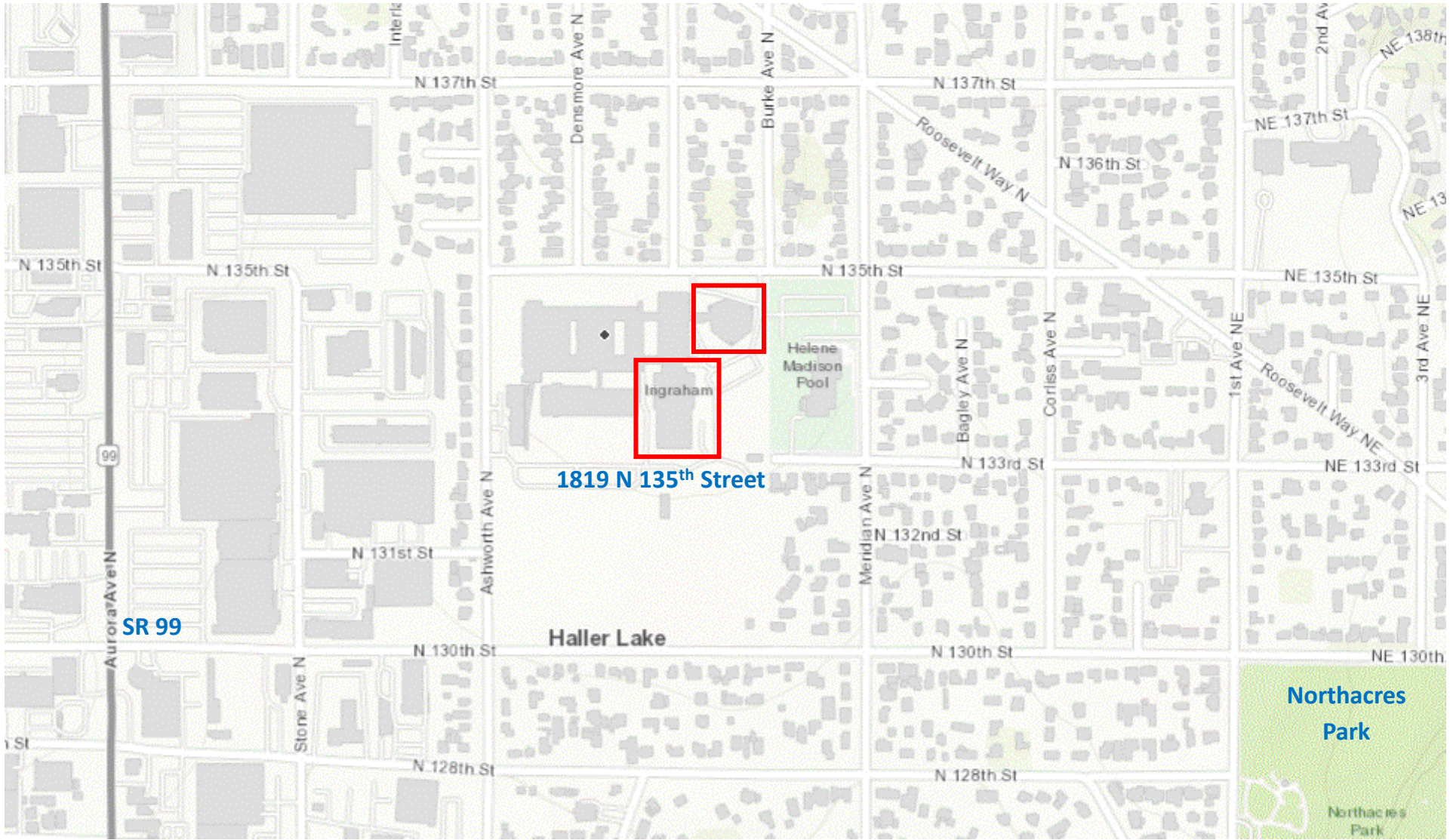


Contemporary photos, 2017



Historic photos, 1960







Legislation Text

File #: CB 120361, **Version:** 1

CITY OF SEATTLE

ORDINANCE _____

COUNCIL BILL _____

AN ORDINANCE relating to historic preservation; imposing controls upon the Loyal Heights Elementary School, a landmark designated by the Landmarks Preservation Board under Chapter 25.12 of the Seattle Municipal Code, and adding it to the Table of Historical Landmarks contained in Chapter 25.32 of the Seattle Municipal Code.

WHEREAS, the Landmarks Preservation Ordinance, Chapter 25.12 of the Seattle Municipal Code (SMC), establishes a procedure for the designation and preservation of sites, improvements, and objects having historical, cultural, architectural, engineering, or geographic significance; and

WHEREAS, the Landmarks Preservation Board (“Board”), after a public meeting on February 3, 2015, voted to approve the nomination of the improvement located at 2501 NW 80th Street and the site on which the improvement is located (which are collectively referred to as the “Loyal Heights Elementary School”) for designation as a landmark under SMC Chapter 25.12; and

WHEREAS, after a public meeting on March 18, 2015, the Board voted to approve the designation of the Loyal Heights Elementary School under SMC Chapter 25.12; and

WHEREAS, on May 5, 2021, the Board and the Loyal Heights Elementary School’s owner agreed to controls and incentives to be applied to specific features or characteristics of the designated landmark; and

WHEREAS, the Board recommends that the City Council enact a designating ordinance approving the controls and incentives; NOW, THEREFORE,

BE IT ORDAINED BY THE CITY OF SEATTLE AS FOLLOWS:

Section 1. Designation. Under Seattle Municipal Code (SMC) 25.12.660, the designation by the

Landmarks Preservation Board (“Board”) of the improvement located at 2501 NW 80th Street and the site on which the improvement is located (which are collectively referred to as the “Loyal Heights Elementary School”) is acknowledged.

A. Legal Description. The Loyal Heights Elementary School is located on the property legally described as:

Block 11, Loyal Heights Division # 6 & Vacated Alley, Recorded in Volume 19 of Plats page 82, Records of King County, Washington.

B. Specific Features or Characteristics Designated. Under SMC 25.12.660.A.2, the Board designated the following specific features or characteristics of the Loyal Heights Elementary School:

1. The site.
2. The exteriors of the 1932 building and 1946 addition.
3. The interior corridors, stairways, classrooms, and auditorium/lunchroom.

C. Basis of Designation. The designation was made because the Loyal Heights Elementary School is more than 25 years old; has significant character, interest, or value as a part of the development, heritage, or cultural characteristics of the City, state, or nation; has integrity or the ability to convey its significance; and satisfies the following SMC 25.12.350 provisions:

1. It is associated in a significant way with a significant aspect of the cultural, political, or economic heritage of the community, City, state, or nation (SMC 25.12.350.C).
2. It embodies the distinctive visible characteristics of an architectural style, or period, or of a method of construction (SMC 25.12.350.D).
3. Because of its prominence of spatial location, contrasts of siting, age, or scale, it is an easily identifiable visual feature of its neighborhood or the City and contributes to the distinctive quality or identity of such neighborhood or the City (SMC 25.12.350.F).

Section 2. Controls. The following controls are imposed on the features or characteristics of the Loyal

Heights Elementary School that were designated by the Board for preservation:

A. Certificate of Approval Process.

1. Except as provided in subsection 2.A.2 or subsection 2.B of this ordinance, the owner must obtain a Certificate of Approval issued by the Board according to SMC Chapter 25.12, or the time for denying a Certificate of Approval must have expired, before the owner may make alterations or significant changes to the features or characteristics of the Loyal Heights Elementary School that were designated by the Board for preservation.

2. No Certificate of Approval is required for the following:

- a. Any in-kind maintenance or repairs of the features or characteristics of the Loyal Heights Elementary School that were designated by the Board for preservation.
- b. Removal of trees less than 6 inches in diameter measured 4-1/2 feet above ground.
- c. Removal of mature trees that are not included in any of the following categories:
 - 1) Significant to the property's history or design, as outlined in the nomination application.
 - 2) A designated Heritage Tree on the City of Seattle/Plant Amnesty list.
 - 3) An Exceptional Tree per City of Seattle regulations.
- d. Planting of new trees in locations that will never obscure the view of designated features of the landmark, or physically undermine a built feature of the landmark.
- e. Planting or removal of shrubs, perennials, or annuals, in locations that will never obscure the view of designated features of the landmark, or physically undermine a built feature of the landmark.
- f. Installation, removal, or alteration of the following site furnishings: benches, chairs, tables, swings, movable planters, and trash/recycling receptacles, and bike racks.
- g. Installation, removal, or alteration (including repair) of underground irrigation and

underground utilities, provided that the site is restored in kind.

h. Repaving and restriping of existing asphalt paved areas.

i. Installation, removal, or alteration of play equipment in existing outdoor play areas.

j. Installation, removal, or alteration of signage for accessibility compliance, school safety, and other signage as required by City code or Seattle Public Schools safety signage for playgrounds, e.g., “No Guns” or “No Trespassing.”

k. Installation, removal, or alteration of a building identification sign defined by the following criteria:

1) The sign shall be freestanding on the site.

2) The sign shall not be attached to built historic features.

3) The sign location shall not obscure the view of designated features of the buildings or site.

4) The sign’s content may include the building name, street address, and logo associated with the school’s identity.

5) The sign shall not be internally illuminated.

6) The sign shall be no more than 30 square feet in area, and the top of the sign shall not exceed 4 feet above grade.

l. Removal of non-historic portable classroom buildings.

m. Installation of new single-story portable classrooms or a storage shed, when located within the area illustrated in Attachment A.

n. Installation or removal of interior, temporary window shading devices that are operable and do not obscure the glazing when in the open position.

o. Installation, removal, or alteration of curbs, bollards, or wheelstops in parking areas.

p. Installation or removal of artwork located at designated areas of the building interior,

when fastened to gypsum wallboard surfaces.

B. City Historic Preservation Officer (CHPO) Approval Process.

1. The CHPO may review and approve alterations or significant changes to the features or characteristics listed in subsection 2.B.3 of this ordinance according to the following procedure:

a. The owner shall submit to the CHPO a written request for the alterations or significant changes, including applicable drawings or specifications.

b. If the CHPO, upon examination of submitted plans and specifications, determines that the alterations or significant changes are consistent with the purposes of SMC Chapter 25.12, the CHPO shall approve the alterations or significant changes without further action by the Board.

2. If the CHPO does not approve the alterations or significant changes, the owner may submit revised materials to the CHPO, or apply to the Board for a Certificate of Approval under SMC Chapter 25.12. The CHPO shall transmit a written decision on the owner's request to the owner within 14 days of receipt of the request. Failure of the CHPO to timely transmit a written decision constitutes approval of the request.

3. CHPO approval of alterations or significant changes to the features or characteristics of the Loyal Heights Elementary School that were designated by the Board for preservation is available for the following:

a. The installation, removal, or alteration of ducts, conduits, HVAC vents, grills, pipes, panels, weatherheads, wiring, meters, utility connections, downspouts and gutters, or other similar mechanical, electrical, and telecommunication elements necessary for the normal operation of the building or site.

b. Installation, removal, or alteration of exterior light fixtures, exterior security lighting, and security system equipment.

c. Installation of new single-story portable classrooms or a storage shed, when located outside of the area approved in subsection 2.A.2.m of this ordinance.

d. Removal of trees more than 6 inches in diameter measured 4-1/2 feet above ground,

when identified as a hazard by an International Society of Arboriculture (ISA) Certified Arborist, and not already excluded from review in subsection 2.A.2.c of this ordinance.

e. Installation, removal, or alteration to fences, gates, and barriers.

f. Signage other than signage excluded in subsections 2.A.2.j and 2.A.2.k of this ordinance.

g. Installation, removal, or alteration of improvements for safety, or accessibility compliance.

h. Installation, removal, or alteration of fire and life safety equipment.

i. Installation, removal, or alteration of painted murals and other art installations located on features or characteristics of the landmark that were designated by the Board for preservation, other than those excluded in subsection 2.A.2.p of this ordinance.

j. Installation, removal, or alteration of new learning gardens or play areas, including expansions of their existing areas.

k. Installation, removal, or alteration of garden logs and boulders for outdoor seating, and other landscape features or accessories.

l. Alterations to interior features or characteristics of the landmark that were designated by the Board for preservation.

m. Installation of photovoltaic panels.

n. Changes to paint colors for any of the features or characteristics of the landmark that were designated by the Board for preservation.

o. Replacement of non-historic doors and windows within original openings, when the staff determines that the design intent is consistent with the *Secretary of the Interior's Standards for Rehabilitation*.

p. Emergency repairs or measures (including immediate action to secure the area, install

temporary equipment, and employ stabilization methods as necessary to protect the public's safety, health, and welfare) to address hazardous conditions with adverse impacts to the buildings or site as related to a seismic or other unforeseen event. Following such an emergency, the owner shall adhere to the following:

1) The owner shall immediately notify the City Historic Preservation Officer and document the conditions and actions the owner took.

2) If temporary structural supports are necessary, the owner shall make all reasonable efforts to prevent further damage to historic resources.

3) The owner shall not remove historic building materials from the site as part of the emergency response.

4) In consultation with the City Historic Preservation Officer and staff, the owner shall adopt and implement a long-term plan to address any damage through appropriate solutions.

Section 3. Incentives. The following incentives are granted on the features or characteristics of the Loyal Heights Elementary School that were designated by the Board for preservation:

A. Uses not otherwise permitted in a zone may be authorized in a designated landmark by means of an administrative conditional use permit issued under SMC Title 23.

B. Exceptions to certain of the requirements of the Seattle Building Code and the Seattle Energy Code, adopted by SMC Chapter 22.101, may be authorized according to the applicable provisions.

C. Special tax valuation for historic preservation may be available under chapter 84.26 RCW upon application and compliance with the requirements of that statute.

D. Reduction or waiver, under certain conditions, of minimum accessory off-street parking requirements for uses permitted in a designated landmark structure may be permitted under SMC Title 23.

Section 4. Enforcement of this ordinance and penalties for its violation are as provided in SMC 25.12.910.

Section 5. The Loyal Heights Elementary School is added alphabetically to Section IV, Schools, of the

Table of Historical Landmarks contained in SMC Chapter 25.32.

Section 6. The City Clerk is directed to record a certified copy of this ordinance with the King County Recorder's Office, deliver two certified copies to the CHPO, and deliver one copy to the Director of the Seattle Department of Construction and Inspections. The CHPO is directed to provide a certified copy of this ordinance to the Loyal Heights Elementary School's owner.

Section 7. This ordinance shall take effect and be in force 30 days after its approval by the Mayor, but if not approved and returned by the Mayor within ten days after presentation, it shall take effect as provided by Seattle Municipal Code Section 1.04.020.

Passed by the City Council the _____ day of _____, 2022, and signed by me in open session in authentication of its passage this ____ day of _____, 2022.

President _____ of the City Council

Approved / returned unsigned / vetoed this ____ day of _____, 2022.

Bruce A. Harrell, Mayor

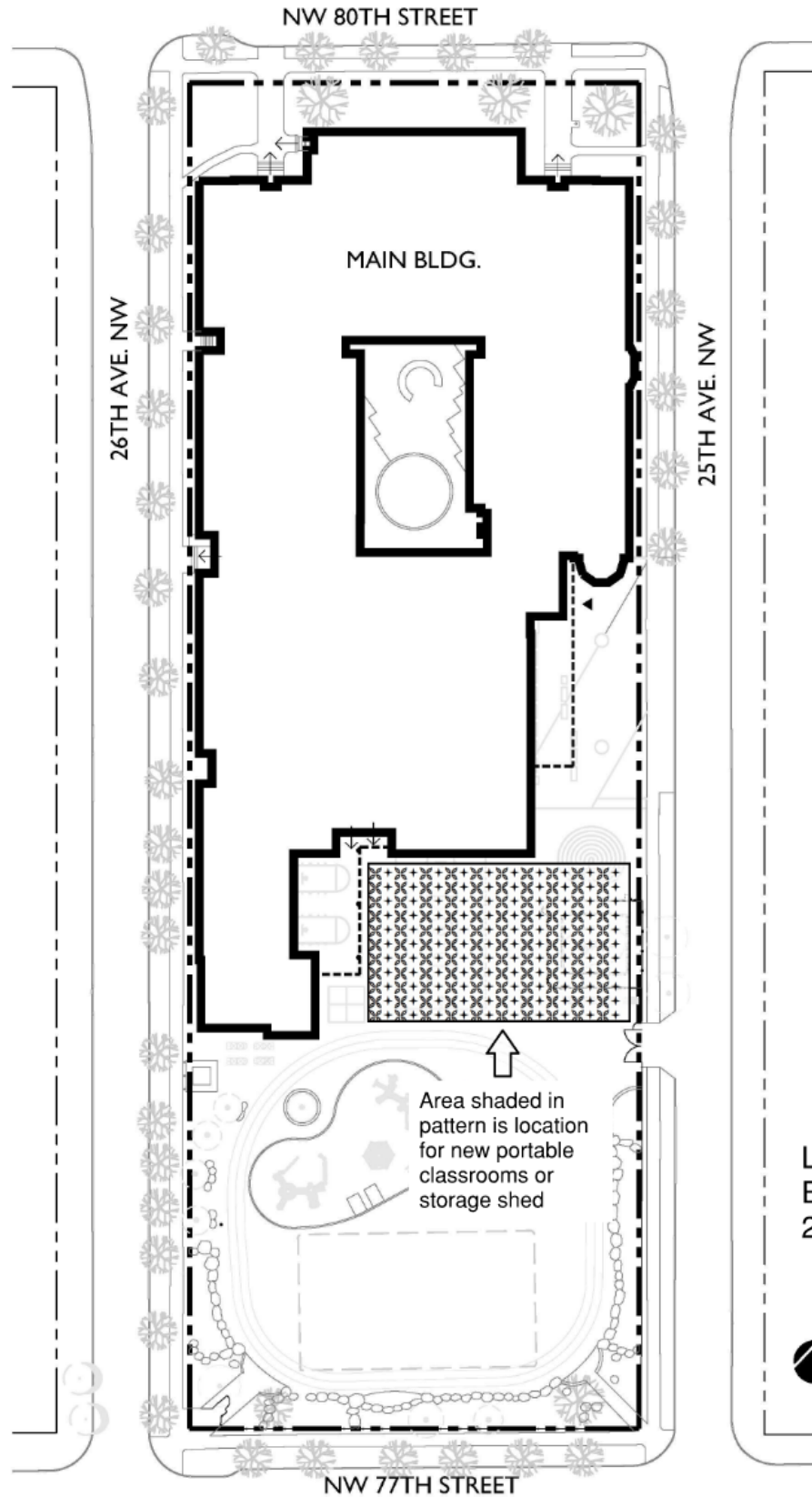
Filed by me this _____ day of _____, 2022.

Monica Martinez Simmons, City Clerk

(Seal)

Attachments:

Attachment A - Architectural Site Plan for Loyal Heights ES



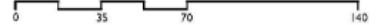
Attachment A

- Legend:**
◀ Entrance
← Exits

Site Area: 2.85 Acres
Zoning : SF 5000
Total Bldg. Area: 88,139 S.F.

LOYAL HEIGHTS
ELEMENTARY SCHOOL
2501 NW 80th Street

1 ARCHITECTURAL SITE PLAN
SCALE: 1"= 70'-0"



SUMMARY and FISCAL NOTE*

Department:	Dept. Contact/Phone:	CBO Contact/Phone:
Neighborhoods	Erin Doherty/206-684-0380	Miguel Jimenez/206-684-5805

** Note that the Summary and Fiscal Note describes the version of the bill or resolution as introduced; final legislation including amendments may not be fully described.*

1. BILL SUMMARY

Legislation Title:

AN ORDINANCE relating to historic preservation; imposing controls upon Loyal Heights Elementary School, a landmark designated by the Landmarks Preservation Board under Chapter 25.12 of the Seattle Municipal Code, and adding it to the Table of Historical Landmarks contained in Chapter 25.32 of the Seattle Municipal Code.

Summary and Background of the Legislation:

The attached legislation acknowledges the designation of Loyal Heights Elementary School as a historic landmark by the Landmarks Preservation Board, imposes controls, grants incentives, and adds Loyal Heights Elementary School to the Table of Historical Landmarks contained in SMC Chapter 25.32. The legislation does not have a financial impact.

The Loyal Heights Elementary School was built in 1932. The property is located in the Loyal Heights neighborhood. A Controls and Incentives Agreement has been signed by the owner and has been approved by the Landmarks Preservation Board. The controls in the agreement apply to the site, the building exterior, and portions of the interior, but do not apply to any in-kind maintenance or repairs of the designated features.

2. CAPITAL IMPROVEMENT PROGRAM

Does this legislation create, fund, or amend a CIP Project? Yes No

3. SUMMARY OF FINANCIAL IMPLICATIONS

Does this legislation amend the Adopted Budget? Yes No

Does the legislation have other financial impacts to The City of Seattle that are not reflected in the above, including direct or indirect, short-term or long-term costs?
No.

Are there financial costs or other impacts of *not* implementing the legislation?
No.

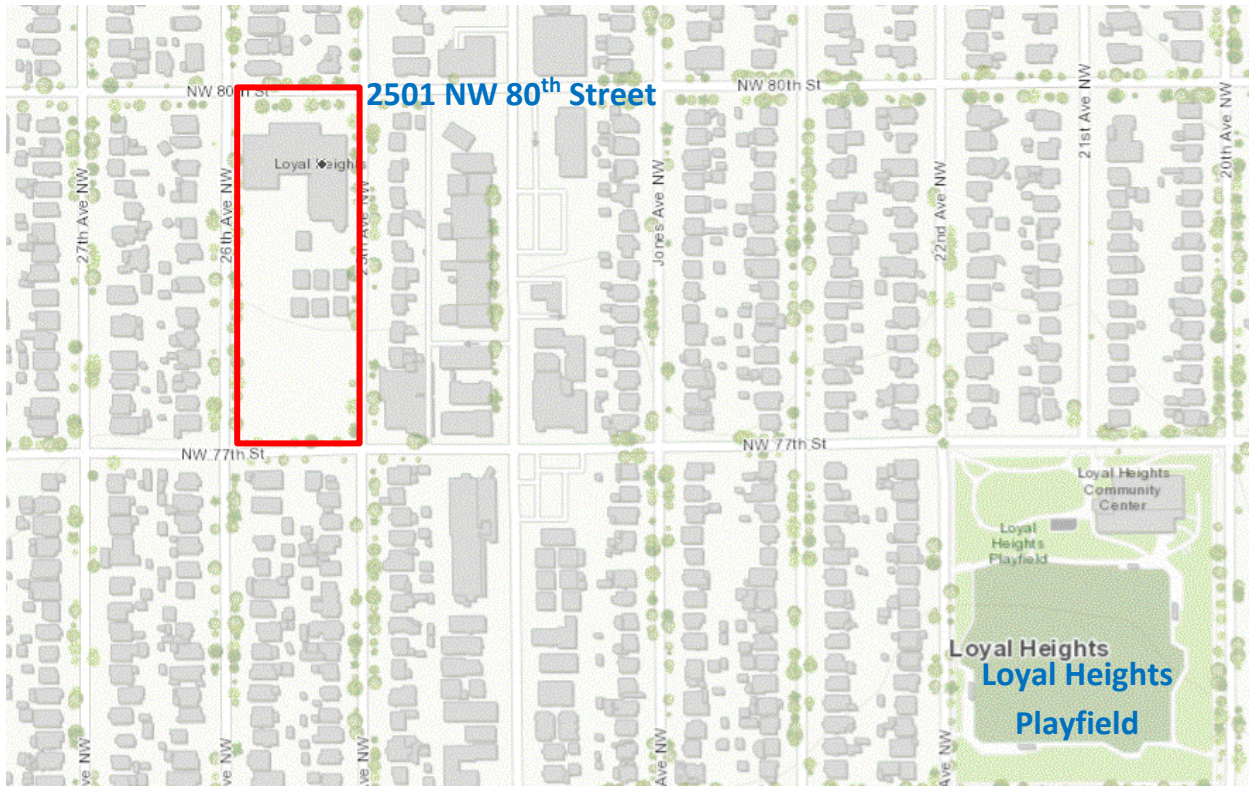
4. OTHER IMPLICATIONS

- a. **Does this legislation affect any departments besides the originating department?**
No.
- b. **Is a public hearing required for this legislation?**
No.
- c. **Is publication of notice with *The Daily Journal of Commerce* and/or *The Seattle Times* required for this legislation?**
No.
- d. **Does this legislation affect a piece of property?**
Yes, see attached map.
- e. **Please describe any perceived implication for the principles of the Race and Social Justice Initiative. Does this legislation impact vulnerable or historically disadvantaged communities? What is the Language Access plan for any communications to the public?**
This is a public school building, and the Landmarks Board approved full rehabilitation and a major addition to expand the school's capacity. The project construction was completed in 2018. The legislation does not have a negative impact on vulnerable or historically disadvantaged communities. A language access plan is not anticipated.
- f. **Climate Change Implications**
- 1. Emissions: Is this legislation likely to increase or decrease carbon emissions in a material way?**
This legislation supports the sustainable practice of preserving historic buildings and their embodied energy. Reuse and restoration of a building or structure reduces the consumption of new natural resources, and the carbon emissions associated with new construction. Preservation also avoids contributing to the ever-growing landfills.
 - 2. Resiliency: Will the action(s) proposed by this legislation increase or decrease Seattle's resiliency (or ability to adapt) to climate change in a material way? If so, explain. If it is likely to decrease resiliency in a material way, describe what will or could be done to mitigate the effects.**
Many historic buildings possess materials and craftsmanship that cannot be duplicated today. When properly maintained and improved, they will benefit future generations, and surpass the longevity of most of today's new construction. They can also support upgraded systems for better energy performance, and these investments typically support local or regional suppliers, and labor industries.
- g. **If this legislation includes a new initiative or a major programmatic expansion: What are the specific long-term and measurable goal(s) of the program? How will this legislation help achieve the program's desired goal(s)?**
No new initiative or programmatic expansion.

Summary Attachments:

Summary Exhibit A – Vicinity Map of Loyal Heights Elementary School

Summary Ex A – Vicinity Map of Loyal Heights ES
V1a



Note: This map is intended for illustrative or informational purposes only and is not intended to modify anything in the legislation.



The City of Seattle

Landmarks Preservation Board

Mailing Address: PO Box 94649 Seattle WA 98124-4649
Street Address: 700 5th Ave Suite 1700

REPORT ON DESIGNATION

LPB 171/15

Name and Address of Property: Loyal Heights Elementary School – 2501 NW 80th Street

Legal Description: Block 11, Loyal Heights Division # 6 & Vacated Alley, Recorded in Volume 19 of Plats page 82, Records of King County, Washington.

At the public meeting held on March 18, 2015 the City of Seattle's Landmarks Preservation Board voted to approve designation of the Loyal Heights Elementary School at 2501 NW 80th Street as a Seattle Landmark based upon satisfaction of the following standard for designation of SMC 25.12.350:

- C. *It is associated in a significant way with a significant aspect of the cultural, political, or economic heritage of the community, City, state or nation.*
- D. *It embodies the distinctive visible characteristics of an architectural style, or period, or a method of construction.*
- F. *Because of its prominence of spatial location, contrasts of siting, age, or scale, it is an easily identifiable visual feature of its neighborhood or the City and contributes to the distinctive quality or identity of such neighborhood or the City.*

DESCRIPTION

Location and Neighborhood Character

The Loyal Heights Elementary School is located in the Loyal Heights neighborhood, north of Ballard. It includes the areas between NW 65th Street and NW 85th Street, west of 15th Avenue, extending to Puget Sound. The western part of the neighborhood is also called Sunset Hill. The neighborhood is zoned primarily SF5000, except commercial zoning along 15th Avenue NW and Seaview Avenue NW. Selected locations along 24th Avenue NW also have neighborhood commercial and LR1 zoning. Golden Gardens Park is on the northwest corner of the neighborhood. Other parks include the Salmon Bay Park, Webster Park, Loyal Heights Playfield and Community Center. Ballard High School and Salmon Bay School are on the

**Administered by The Historic Preservation Program
The Seattle Department of Neighborhoods**

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southern border of the neighborhood, along NW 65th Street. The Webster School, which currently houses the Nordic Heritage Museum, is also an attraction in the neighborhood.

Site

The site consists of 2.7 acres graded almost level in northwest Seattle. NW 80 Street is the northern border, 25th Avenue NW is the eastern border, NW 77th Street is the southern border, and 26th Avenue NW is the western border. All streets have sidewalks and street trees. The building sits on the northern end of the site. Landscaping consists of mature shrubbery on the northern end of the site, in front of the building, a paved play area in the center of the site, and a garden on the southern end.

Building Structure & Plan

The Loyal Heights Elementary School building is a Georgian-style concrete structure faced with red-orange burlap brick, and white cast stone ornamentation. Typical windows are non-original wood or aluminum sash with cast stone sills, and flat arched brick lintels. The classroom portions of the building are two stories tall; the lunchroom/auditorium, originally labeled “Meeting Room,” on the front of the building, is one story; and the administrative and utility block is two stories, with utilities one floor level below the main floor of the classroom blocks. The floors and structural walls are made of cast-in-place concrete. The flat, parapeted roof of the classrooms consists of wooden trusses, while the meeting room roof is supported on steel “lattice” trusses resting on concrete corbels. The play-court roof is constructed of car decking on wooden beams. Non-structural partition walls are wood framed. Overall the building measures 192 feet east to west, 120 feet north to south on the western end and approximately 202 feet north to south on the eastern end. The building measures 33 feet 9 inches high at the tallest classroom portions, with approximately 12-foot 2-inch ceiling heights at each level and a 7-foot parapet. The Meeting Room is 21 feet 9 inches tall at the exterior.

The building was constructed in two phases, with the original 1931 building containing eight classrooms on two floors, one-story boys’ and girls’ play-courts to the south on either side of a one-story administrative section, and a one-story auditorium to the north. The girls’ play-court was demolished in 1946 to make way for an addition consisting of six classrooms and a gymnasium on the south-east. The detailing and materials of the 1946 addition closely match that of the original building. The original 1931 structure was symmetric about the 96-foot-wide, 41-foot 6-inch-deep, one-story Meeting Room on the front, northern façade. There is an ornamented entry on each end of the northern façade, at the classroom block which is recessed 21 feet to the south of the auditorium. Original drawings show a building symmetric about a north-south axis, with a defined “girls” side and “boys” side, with play-courts and restrooms for each gender on either end of a long central east-west corridor. The 1946 addition on the eastern “girls” side removed the play-court and extended that wing 113 feet to the south. Rooms to the south of the main east-west corridor on the main floor house administration, teachers’ resource room, and the nurse’s office. Below that, in a basement, is a boiler room and a fan room. The auditorium/Meeting Room to the north has a kitchen on the western end, and a stage on the eastern end. Stairwells are located in the two-story section directly to the east and west of the auditorium, and at the southern end of the 1946 addition.

Exterior Features

The northern façade of the building contains two main entries symmetric about the northern façade of the Meeting Room. The northern façade of the Meeting Room contains five double-hung, six-over-six aluminum-sash windows flanked by four light fixed sashes on either side, and fixed semi-circular arched transoms with an arched mullion dividing the four-light central sash from three two-light sashes above. The windows are located 3 feet 10 inches above cast stone sills located at the interior floor height and are spaced 3 and a half feet apart. Each window measures 8 feet 4 inches wide and 12 feet 10 inches tall. Two additional single hung three-over-six windows, measuring 4 feet 8 inches wide and 6 feet 5 inches tall, are located on either side of the façade, 7 feet 9 inches away from the nearest arched window on either end. Rectangular cast stone plaques are located approximately 2 feet above these flanking windows. Cast stone quoins delineate each corner of the Meeting Room's northern façade, and a simple cast stone coping tops the four-foot tall parapet.

The walls of the classroom block containing the main entries step back 21 feet from the northern façade of the Meeting Room. Cast stone quoins delineate a four-inch reveal that offsets a 33-foot-wide section of wall containing the entries on either side of the Meeting Room. A blank brick fifteen-and-a-half-foot-long section of wall is at either end of the northern façade. The entries consist of a pair wood panel doors with six-light glazed upper portions and non-original five-light transoms above. The cast stone surrounds consist of pilasters and simple entablature with arched pediments. The pediment tympanums contain cast stone bas-relief of shields, books and torches. The cast stone trim rises above the pediment to surround an upper six-over-six double hung window with scrolls on either side. Two additional windows are located inward toward the Meeting Room, a small three-light window below a non-original six-over-six 4-foot-wide 9-and-a-half-foot tall window whose flat arch brick lintel aligns with the top coping of the Meeting Room parapet. A cornice with modillions is located approximately three feet below the top of the parapet on the entry walls between the quoins. The cornice wraps the northern projecting wing without the modillions, but does not continue on the recessed portion of the northern façade above the Meeting Room. This upper portion of the northern façade contains five simple non-original three-over-three wood sash windows aligned with the arched windows of the Meeting Room below and in front of it.

The 21-foot-long eastern façade of the Meeting Room is blank brick framed by cast-stone quoins and topped by a simple cast stone coping. The western façade of the Meeting Room contains a pair of wood panel doors with six-light glazed upper portions with a five-light transom above at the northern end, and a small six-light fixed window at the southern end.

The 1932 portion of eastern façade contains two groups of four windows at each floor level, sixteen in all. The windows are six-over-six double-hung wood sash with the typical cast stone sill and flat arch brick lintel. Each window is 9 feet 4 inches tall and approximately 5 feet 2 inches wide, and located 1 foot away from the other windows in the group, and 2 feet 4 inches from the finish floor in the interior. Each group is located 6 feet from either corner with 7 feet 10 inches between the groups. The façade is topped by a cast stone cornice located approximately three feet below the top of the parapet. The 1946 portion of the eastern façade extends 102 feet to the south, with a matching cast stone cornice. Typical six-over-six wood sash double-hung windows match those in the 1932 portion of the façade at the upper floor. Windows at the main floor are taller, approximately 11 and a half feet tall. These windows are located less than one foot above the interior finish floor. The main floor of the 1946 addition

originally housed two kindergarten classrooms. The northernmost group of 1946 windows consists of a three-part bay window, one ten-over-fifteen double-hung sash, flanked by two four-over-six double sash with typical six-over-six sash windows on either side, and five typical windows at the upper floor above. The next group, approximately 5 feet to the south, consists of four windows, two at each floor. Five feet south again is another group of ten windows, five at each floor level. The southern section of the eastern façade is a blank brick, which steps down to continue 10 feet beyond the corner of the upper floor. Visible at the southern end of the eastern façade is the eastern side of a 10-foot-deep semi-circular window bay.

The southern façade has three portions, the 1946 addition on the east, the administration and utilities in the center, and the 1936 play-court and classroom block on the west. The 1946 portion of the façade contains an approximately 21-foot-tall, 24-foot 10-inch-wide bay projecting 10 feet from the face of the rest of the façade, capped by a simple cast stone coping. This bay contains a semi-circular 20-foot wide window bay that project another 10 feet to the south. The semi-circular bay is made up of five six-over-nine double hung aluminum sash windows measuring 11 and a half feet tall and 5 feet 2 inches wide, with cast stone sills less than one foot above the finish floor at the interior wrapping the bay. The lintel on the bay windows is a cast stone cornice, wrapping the entire bay. The rest of the 1946 southern façade contains a single three-over-six single hung window at the upper floor, a southern entry door accessed by stairs with a solid brick rail, with slots at the landing and a cast stone cap. The southern entry door is wood panel with a glass light, two sidelights, a transom and a simple flat wooden awning held up by steel rods anchored to the brick above. A smaller access door is located to the west of the base of the stair, and a three-over-three single hung window is located east of the access door. The cast stone cornice wraps the southern façade three feet below the top of the parapet.

The lower level of the western façade of the 1946 addition contains the 21-foot-tall western wall of the gymnasium, which projects out 5 feet 3 inches from the rest of the western façade. The gymnasium contains four large windows consisting of two six-over-nine double-hung wood sash units with a central wooden mullion measuring 10 feet 8 inches wide, and 12 feet 4 inches tall. On either side of the projecting western wall of the gymnasium is a wood panel double door with six glazed lights. The upper floor of western façade of the 1946 addition contains twelve six-over-six typical windows, and one window with three sashes of six-lights at the southern end of the upper floor. The western façade of the eastern wing of the 1936 building contains four typical windows at the upper level, and one at the main floor above the roof of the janitorial storage area. The cornice wraps approximately 3 feet on the south end of the western façade, approximately 3 feet below the simple cast stone coping at the top of parapet.

The central portion of the southern façade has a 10-foot-tall base, with non-original metal double doors to access the utility and janitorial areas, and three three-over-six single-hung windows screened with painted metal grating. This section of the façade is capped by an approximately 18-inch-tall metal cap flashing. The southern wall of the administrative areas is stepped back approximately 10 feet, and contains six typical six-over-six windows and four smaller three-over-six windows, one on the eastern side and three on the western side. The southern wall of the upper floor east-west corridor is stepped back approximately 24 more feet, and contains a single typical six-over-six window in the center. A brick 6 and a half foot by 6

and a half foot smokestack is located in the middle of the western end of the upper portion of this central section of the southern façade.

The eastern façade of the western wing of the 1936 classroom block contains four typical windows at the upper level, and one at the main floor above the roof of the janitor storage area. The eastern façade of the 1936 play-court is an approximately 18-foot-tall brick wall extending 31 feet to the south. There is a wood panel double door with six glazed lights at the northern end of the eastern play-court wall.

The western portion of the southern façade of the building contains the play-courts at the lower level, 31 feet to the south of the southern end of the classroom block. The southern façade of the play-courts consists of five screened openings measuring 10 feet 8 inches wide by 12 feet 4 inches tall, separated by 2-foot-wide brick columns, topped by a 5-foot 8-inch-tall parapet. The upper portion of the western end of the southern façade contains a single centrally-located three-over-six wood sash window. The cast stone cornice wraps approximately 5 feet on the western end of this section of the façade.

The western façade contains two groups of four windows at each floor level, sixteen in all. The windows are six-over-six double hung wood sash with the typical cast stone sill and flat arch brick lintel. Each window is 9 feet 4 inches tall and approximately 5 feet 2 inches wide, and located 1 foot away from the other windows in the group, and 2 feet 4 inches from the finish floor in the interior. Each group is located 6 feet from either corner with 7 feet 10 inches between the groups. A cast stone cornice located approximately 3 feet below the top of the parapet tops the façade.

Interior Finishes

Interiors consist of painted concrete and plaster walls, linoleum floors, wooden doors, and wooden door and window casings, wood casework in the classrooms, and locations of the main floor hallway, metal lockers and non-original acoustical tile or original “cello-tex” ceilings. At locations where hallways intersect are large painted non-structural concrete brackets at the cross-beams. The Meeting Room features wooden doors of flush plank carved with a simple dashed swag and star pattern. Some original tile still exists in the restrooms.

Documented Building Alterations

Besides the 1946 addition, the school has had few alterations. Neither the sprinkler system installed in 1969, nor a seismic upgrade in 1979—focusing on the parapets, chimneystack, brick, and steel lintels—affected the integrity of the building to a significant degree. The majority of the windows in the building were replaced in 2006 and 2010, including the replacement aluminum windows on the northern and southern façades. Selected areas of the brick were re-pointed as regular maintenance, and the brick on the play-court was replaced in 1983. Other maintenance and repairs have been undertaken. The most significant alterations in recent years are the enclosure of the southern end of the upper floor hallway on the west wing in order to create a classroom, and the addition of an elevator in 2004. At some point two of the classrooms on the upper floor were combined to form a library.

Documented Building Permits and School District Repairs

Date	Designer	Description	Permit #
1945	Naramore & Brady	Build addition to school	365109
1969		Install sprinkler system	BN36934
1979		Seismic upgrade	
1983	Harvey Dodd, Engineer	Repointing brick, replace western wall of play-court	
1987	SPS Facilities	Add classroom at upper floor south hallway of western wing	
1990	Dawson Hoshide Williams	Replace hallway floor finishes, add wire glass at glazed doors, where code requires	
1991	Waldron Pomeroy Smith Foote & Akira	Repointing, paint and repair windows and doors, clean masonry	
2004	Waldron Akira	Add elevator, repair flooring, paint walls, install structural improvements	
2006	Waldron Akira	Window repair and replacement, re-roofing	
2009	TCFA	New acoustical ceiling tile, light fixtures, flooring repair	
2010		Window replacement	

Documented Site alterations

1948		Retaining wall	386997
1948		Portable classroom (Lowell to Loyal Heights)	388110
1949		Portable Classroom (Crown Hill To Loyal Heights)	394760
1952		Build new portable classroom	409057
1952		Move portable classroom	414057
1953		Build new portable classroom	421748
1959		Relocate portable classrooms	478489
1960		Relocate portable classrooms	BN3878
1960		Relocate portable classrooms	BN3870
1967		Construct new portable classroom	BNx373

1970		Relocate 2 portable classrooms	BN39097
2002	Barker	Playfield improvement	
2014		Add 2 portable classrooms	

SIGNIFICANCE

Historic Site Context: Loyal Heights Neighborhood

The town of Ballard was incorporated in 1890. By that time, a small suburb was developing on the northern end of the neighborhood, north of what is now 65th street. Ballard was a well-developed suburban community with a prominent Scandinavian population. Its major industries included fishing, fish canneries, sawmills, and boat building. Ira Wilcox filed the first homestead claim in the area in 1852. Judge Thomas Burke and Daniel H. Gilman bought land in 1880 in anticipation of the construction of the Great Northern Railway. The completion of the railway lines brought an influx of inhabitants to Seattle and to Ballard, whose population by 1907 numbered 17,000.

Along with John Leary and the West Coast Improvement Company, Burke and Gilman built the Seattle, Lake Shore & Eastern Railroad in the district of Gilman Park. William Ballard bought a sawmill with Charles Stimson on Salmon Bay. Ballard also managed Gilman Park, and lent his name to the town of Ballard when it incorporated in 1890. Ballard City Hall was built in 1899. The timber mill produced enough wooden shingles for Ballard to proclaim itself the “Shingle Capital of the World.” Scandinavian immigrants constituted about one third of Ballard’s population; the Scandinavians had a major cultural influence on Ballard, which earned the nickname “Snoose Junction” after their preference for snuff and chewing tobacco.

Edward B. Cox of the E. B. Cox Investment Company of Ballard, advertised land in “Loyal Heights” in the March 23, 1906, Ballard Tribune. Harry W. Treat (1865-1922), the owner of the land, named it for his newly born second daughter “Loyal Greaf Treat.” Treat also funded the trolley line “Loyal Heights Railway,” which he later sold to the city at cost. This streetcar ensured that Loyal Heights would develop as a desirable, accessible suburb.

Shortly after Treat filed the plats for Loyal Heights with King County, Ballard residents approved annexation to the city of Seattle in 1906 to keep up with growing demand for infrastructure, and because of a polluted water supply. The city of Ballard ceased to exist on May 29, 1907. On that day Ballard City Hall was draped in black crepe, and the flag on the city flagpole hung at half-mast.

The Treat family arrived in Seattle in 1905. They were upper class socialites who had a horse farm in Loyal Heights as well as a 30-room home on top of Queen Anne Hill. Harry W. Treat was an investor from New York who saw potential in Seattle, and made over a million dollars in his first decade in the city. Treat platted all of the Loyal Heights neighborhood, and developed it along with Loyal Beach, which the city later bought for a park, and christened “Golden Gardens.” The development of the streetcar line to Loyal Heights was a key to its success as a northern suburb. Although some local histories indicate that Treat donated land for the Loyal Heights School, School District records indicate that the land was purchased in 1919. Treat died in an automobile crash in 1922.

In 1938, the Seattle Board of Public Works decided to dismantle the Seattle streetcar system. By 1941 the last trolley car had been dismantled. As Seattle switched to rubber-tired vehicles, 15th Avenue NW became an automobile thoroughfare, a strip development with businesses targeted to automobile transportation. 15th Avenue NW and 32nd Avenue NW became the main roads to Loyal Heights.

Although most of the land was platted by 1926, by the early 1930s there were still undeveloped five-acre parcels in Loyal Heights, especially above 75th Street. The last parcel was not subdivided until 1940. Since then Loyal Heights has maintained its character of a quiet suburban neighborhood, with a community center developed in 1951, and cars being relied on for transportation after the dismantling of the streetcar line.

Loyal Heights School

The school district purchased the Loyal Heights School site for \$7,400 from Henry Whitney Treat in 1919. The first school at Loyal Heights was a collection of wood-framed portable buildings located on the southern end of the current school site, which operated as an annex for 1st through 3rd grades to the Webster school to the south. There were four teachers and a principal running the school on the site at that time. Although there were no roads to the school, there was a school nurse on site, one of the first school nurses in the district. Children cleared brush to create a ball field and walked on trails to school. In 1924, a larger wood-framed temporary building was constructed on the site. It had eight rooms and housed 1st through 6th grades. By 1929, enrollment had grown to 149 students. In 1932, a 10-room brick Georgian building was constructed on the northern end of the site. Enrollment continued to grow, reaching 350 by 1934, and 450 by 1944, with over 100 pupils in kindergarten. This explains why the 1947 addition emphasizes large kindergarten classrooms. In 1956, overcrowding led the district to locate at least seven portable buildings on the Loyal Heights Playground. The next year some of the students were transferred to new schools in Crown Hill and North Beach, but overcrowding persisted as the population grew. In 1958 overcrowding at Monroe Junior High led to 7th and 8th grade students moving into portable classrooms at Loyal Heights for one year until Marcus Whitman Junior High opened the next year. In 1959 enrollment dropped by 250 students to 500. Enrollment continued to decline in the early 1970s, with 250 enrolled pupils in 1974. In 1976, the community was concerned that low enrollment would lead the district to close the school, and when the district announce its plan to close five schools, the community successfully sued to keep them open.

Historic Architectural Context: Colonial Revival, Georgian

The subject building was designed in a Georgian Colonial Revival style.

In the latter part of the nineteenth century, architects in the United States looked toward establishing a national style, with some such as H. H. Richardson advocating Romanesque-based forms, while others championed Colonial Revival styles, and a few felt that all eclecticism and historical styles should be abandoned in the search for a unique new direction. The architectural firm of McKim, Mead and White was a major proponent of the creative reinterpretation of Colonial Revival in the latter part of the nineteenth century, while later architects tended toward more literal manifestations, if not outright replicas.

The Colonial Revival style was enthusiastically embraced by a number of architects after the national centennial in 1876. Colonial revivals are based on Georgian and Federal styles, as well as more vernacular styles like Cape Cod, Garrison Salt Box, and Dutch built forms.

The most common of the Colonial Revival styles for residential buildings was the Cape Cod style. Such residences borrowed entry details from the Georgian prototypes, but otherwise were vernacular buildings. Even when the plans were updated and “modernized” from their seventeenth and eighteenth century models, most Colonial Revival residences have rigid plans with small spaces allocated for specific functions. Colonial Revival styles were particularly popular in suburban residential development, beginning in the 1920s and lasting through the early 1950s, playing on the style’s associations with small town America.

Many larger buildings, such as town halls, colleges, and churches, built from the latter part of the nineteenth century and through World War II, often used American Colonial Georgian prototypes as they aspired toward an American idealism. These buildings themselves were based on the work of English architects Sir Christopher Wren and James Gibbs, both of whose work was known in the American Colonies through books such as *Palladio Londinensis, or the London Art of Building*, written by William Salmon in 1734. The Wren Building on the campus of the College of William and Mary in Williamsburg, Virginia, begun in 1695, is one of the earliest major American Georgian buildings reflecting this influence. Independence Hall, in Philadelphia, completed in 1753, is a later example of this style.

Georgian/Colonial Revival buildings often have eighteenth century details applied to building types and sizes unknown in the American colonial period, such as railroad stations, public schools, libraries, hospitals, private clubs, and retirement homes. Presbyterian, Christian Science, and Latter-Day Saints churches also show marked preference for this style, invoking traditionalist images of small town America. Georgian/Colonial Revival features classical elements and embellishments, often with Mannerist over-scaling of building elements, including projecting entrances with round classical columns, entrances flanked by columns or pilasters and capped with a decorative crown or a triangular crown pediment, Palladian windows and fan lights, Federal porch roofs, classical corner pilasters, and double-hung windows, often with six-over-six lights. Georgian Revival buildings are strictly rectangular with minor projections and symmetrical façades and self-contained rectangular plans. Exterior walls are often white painted clapboard or brick masonry.

Local larger-scale examples of this form appear in the Seaview Building at The Kenney retirement community in West Seattle that was modeled after Philadelphia’s Independence Hall (1908, Graham & Meyers), the Columbia Branch Library (1914, Somervell & Thomas), The Sunset Club (1914-15, Joseph S. Cote), the Women’s University Club (Albertson, Wilson & Richardson, with Édouard Frère), and Bliss Hall on the Lakeside Campus (1930, Bebb & Gould). Predictably, when the local chapter of the Daughters of the American Revolution built their new headquarters in Seattle’s Capitol Hill Neighborhood in 1925 (Daniel R. Huntington), they built a near replica of George Washington’s Mt. Vernon, one of the United States’ best-known Colonial Georgian buildings.

Large-scale residential adaptations of Colonial and Georgian revival forms are also present in several fraternity and sorority buildings located north of the University of Washington.

Seattle’s older residential neighborhoods still have hundreds of examples of Colonial Revival homes, most constructed from stock plans by speculative contractors. Designs by notable local

architects in this general style include the Joel McFee residence (ca. 1934, Arthur L. Loveless) and the Winston W. Chambers residence (1937, Edwin Ivey and Elizabeth Ayer).

Building Owner: Seattle School District Number 1

Please see Appendix 3: Seattle School District Number 1 History, General Historical and Building Context for the history from 1854 to the present day of the owner of Loyal Heights Elementary School.

1920s and 1930s Seattle Schools and Floyd A. Naramore

After World War I, and as Seattle entered the 1920s, the increased costs of providing educational programs to a growing population strained the school district. Public school enrollment grew from 51,381 in 1920 to slightly over 66,000 within ten years, requiring new construction in newly developed areas like Montlake and Laurelhurst, additions to older schools, and construction of intermediate schools and high schools. Despite a postwar recession in the early 1920s, the district entered a phase of a well-funded building program due to school construction bond issues passed in 1919, 1923, 1925, and 1927.

Floyd A. Naramore replaced Edgar Blair as school architect in 1919, overseeing the completion of several projects already underway. An M.I.T. graduate who had already designed several schools in Portland, Naramore would significantly influence the district’s school design until his departure for private practice in 1932. Most of Naramore’s schools were designed in a twentieth century version of the Georgian style.

With Frank B. Cooper still serving as superintendent, the district continued its vocational and technical programs, building a large reinforced concrete annex (1921, Floyd A. Naramore, altered, later Edison Technical School, now part of Seattle Community College’s Central Campus) across the street to the north from Broadway High School in 1921. The same year, the district also completed a new administration and facilities building (1921, Floyd A. Naramore, altered).

Cooper left the District in 1922, replaced by Thomas Cole, a former principal of Broadway High School. Cole served until 1931, and was succeeded by Worth McClure.

The district completed 13 new elementary school buildings during this period, and altered several others with additions. By 1935, all elementary schools also included kindergarten, and lunchroom service was being added to all schools.

New elementary schools completed during this period included:

School	Year	Address	Designer	Notes
Bailey Gatzert School	1921	615 12 th Ave. S	Floyd A. Naramore	Demolished 1989
Highland Park School	1921	1012 SW Trenton St.	Floyd A. Naramore	Demolished 1998

Martha Washington School	1921	6612 57 th Ave. S	Floyd A. Naramore	Originally Girl's Parental School, demolished 1989
Columbia School	1922	3528 S Ferdinand St.	Floyd A. Naramore	
John Hay School	1922	411 Boston St.	Floyd A. Naramore	Seattle Landmark
Dunlap School	1924	8621 46 th Avenue S	Floyd A. Naramore	Seattle Landmark
Montlake School	1924	2409 22 nd Ave. E	Floyd A. Naramore	Seattle Landmark
William Cullen Bryant School	1926	3311 NE 60 th St.	Floyd A. Naramore	Altered, Seattle Landmark
E.C. Hughes School	1926	7740 34 th Ave. SW	Floyd A. Naramore	Altered
Magnolia School	1927	2418 28 th Ave. W	Floyd A. Naramore	Closed
Laurelhurst School	1928	4530 46 th Ave. NE	Floyd A. Naramore	Altered
Daniel Bagley School	1930	7821 Stone Ave. N	Floyd A. Naramore	
Loyal Heights	1932	2511 NW 80 th St.	Floyd A. Naramore	

In the early 1920s, the district considered building intermediate or “junior high school” buildings serving students in grades 7-9, to put itself in line with national educational philosophy and relieve pressure on existing elementary and high schools. The school board officially adopted the term Junior High School in 1932. Naramore designed four intermediate or “junior high” schools for the District, including the following:

School	Year	Address	Designer	Notes
Alexander Hamilton Jr. High School	1925	1610 N 41 st St.	Floyd A. Naramore	Altered, Seattle Landmark
John Marshall Jr. High School	1927	520 NE Ravenna Blvd.	Floyd A. Naramore	
Madison Jr. High School	1929	3429 45 th Ave. SW	Floyd A. Naramore	Altered, Seattle Landmark

Monroe Jr. High School 1931 1810 NW 65th St. Floyd A. Naramore

These school building were all built with a “hollow square” plan with a centrally located gymnasium and lunchroom. Each included specialized science, mechanical drawing, cooking, sewing, and art rooms.

Three new high schools were completed between 1923 and 1929, all built with a hollow square plan, and imposing primary façades.

High schools designed by Floyd Naramore include the following:

School	Year	Address	Designer	Notes
Roosevelt High School	1922	1410 NE 66 th St.	Floyd A. Naramore	Altered, Seattle Landmark
James A. Garfield High School	1923	400 23 rd Ave.	Floyd A. Naramore	Altered, Seattle Landmark
Cleveland High School	1927	5511 15 th Ave S.	Floyd A. Naramore	Altered, Seattle Landmark

District high schools during this period adopted specialized programs for science, art, physical education, industrial arts and home economics.

The Great Depression of the 1930s was a time of rising unemployment with general school enrollment declining to 57,551 in 1933. Enrollment in adult education classes dramatically increased, however. Seattle schools faced declining revenues, excess personnel and older urban facilities. Sixteen schools were closed, and their students were consolidated into nearby buildings. By the end of the 1930s, there were concerns about the lack of maintenance and the conditions of older schools, prompting the district to request a tax levy for a new building program.

Building Architect: Floyd A. Naramore, Naramore & Brady

The architect of record for Loyal Heights Elementary School original construction was Floyd A. Naramore, working as the district architect. Naramore was also the architect for the 1946 addition to the school, in partnership with Clifton Brady.

Floyd Archibald Naramore was born in Warren, Illinois, on July 21, 1879. He studied engineering at the University of Wisconsin while working as a draftsman for the Chicago & Northwestern Railroad and architect George Fuller. Naramore later studied at the Massachusetts Institute of Technology, graduating with a degree in architecture in 1907. He worked briefly in Chicago for architect John McEwen & Co., before relocating to Portland, Oregon where he became a cost estimator for the Northwest Bridgeworks. In 1913 Naramore

was appointed Architect and Superintendent of Properties for the Portland School District, designing Couch Elementary School (1914-15).

The Seattle School District hired Naramore to replace Edgar Blair as school architect in 1919. Naramore designed approximately two dozen school buildings for the district between 1919 and 1931, including Classical Revival style Roosevelt High School (1921-22, 1928 addition, altered), the Jacobean style James Garfield High School (1922-23, altered), and Grover Cleveland High School (1926-27), four junior high schools, and 15 elementary schools, nearly all being symmetrical eclectic masonry compositions. Naramore usually arranged his school sites to present an imposing façade, using terraces and stairs to accentuate a prominent projecting entry in the tradition of the Beaux Arts.

Naramore joined Alvin (Albert) F. Menke (1883-1978) in a partnership that lasted from 1924 to 1929. The firm designed schools in Ellensburg and Aberdeen and consulted on other school projects in western Washington. School funding declined dramatically during the Depression of the 1930s, and lack of school commissions led to both the dissolution of the firm and Naramore's resignation as the Seattle School District's architect.

Naramore's extensive experience in institutional design and construction led to his commission and successful collaboration with Granger & Thomas in the design of the new Chemistry and Pharmacy Building, Daniel Bagley Hall (1935-36), on the University of Washington Campus. Funded by federal and state economic stimulus grants, the building was constructed in a solid Art Deco/WPA Moderne reinterpretation of Collegiate Gothic.

Naramore was also the architect for Bellingham High School in 1938. The school was built in the Moderne style as a Public Works Administration (PWA) project.

Naramore formed another short-term partnership with Clifton Brady (1884-1963), resulting in the design of T.T. Minor Elementary School (1940-41). Although the 1940 gymnasium addition to the Colman School could also be described as "streamlined," T.T. Minor is regarded as the Seattle School District's first Modern style school.

The large-scale construction projects commissioned by the federal government during World War II led Naramore to other collaborations including Naramore, Granger & Thomas; Naramore, Granger & Johanson; and Naramore, Bain, Brady, & Johanson, the latter firm evolving into the Seattle architectural firm of NBBJ. Works that illustrate modern work by NBBJ include the King County Blood Bank (1951), Clyde Hill Elementary School (1953), and Ashwood Elementary School, Bellevue, WA (1957).

NBBJ was the architect for Chief Sealth High School (1957), and Louisa Boren Junior High School (1963). Both schools were designed in an International Modern style.

Naramore was elected to the College of Fellows of the American Institute of Architects (AIA) in 1935. He was active as a senior partner until his death in Seattle at the age of 91 on October 29, 1970.

Building Contractor: W.G. Clark, General Contractor

The first mention of W.G. Clark as a contractor comes in 1926, when he was the general contractor for the Mission Inn on Boylston Street. The W.G. Clark Offices were located on 7th Avenue until around 1937, when they moved to 408 Aurora Avenue, where they are located

today. W.G. Clark was a member of the Pacific Northwest branch of the Associated General Contractors of America, and worked on a 1939 task force of that organization, along with Howard Wright and George Teufel in cooperation with the AIA Seattle Chapter represented by Floyd Naramore. He was also the secretary of the Seattle Construction Council, and a supporter of the modernization of Seattle schools, and building trades apprenticeships.

Some of the buildings that W.G. Clark served as general contractor for between 1926 and 1954 include two \$25,000 brick apartment buildings in West Seattle in 1927. In 1950, the W.G. Clark Company won the bid to build the eight-story MacDougal & Southwick Department Store, designed by George Stoddard and located at Second Avenue and Pike Street (demolished). W.G. Clark Company also built the King County Medical Service Corp. Building on Seventh Avenue in 1953.

W.G. Clark Construction Co. incorporated in Washington state on June 10, 1954, and continues to be an active for-profit corporation, building offices and multi-family housing of every kind, including residence halls and hotels, community buildings, mixed-use structures, and historic renovations.

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The features of the Landmark to be preserved include: The site; the exteriors of the 1932 building and 1946 addition; and the interior corridors, stairways, classrooms, and auditorium/lunchroom.

Issued: March 20, 2015

Karen Gordon
City Historic Preservation Officer

Cc: Tingyu Wang, Seattle Public Schools
Rich Hill, McCullough Hill Leary PS
Ellen Mirro, The Johnson Partnership
Alison Walker Brems, Chair, LPB
Diane Sugimura, DPD
Alan Oiye, DPD
Ken Mar, DPD



Loyal Heights Elementary School, 2501 NW 80th Street, 2021

Photo Credit: Google Earth



Loyal Heights Elementary School, 2501 NW 80th Street, 1939

Landmark Designation

HISTORIC PRESERVATION

July 8, 2022

Department of Neighborhoods



City of Seattle **233**

Designation Standards

In order to be designated, the building, object, or site must be at least 25 years old and must meet at least one of the six standards for designation outlined in the Seattle Landmarks Preservation Ordinance ([SMC 25.12.350](#)):

- a) It is the location of, or is associated in a significant way with, a historic event with a significant effect upon the community, City, state, or nation; or
- b) It is associated in a significant way with the life of a person important in the history of the City, state, or nation; or
- c) It is associated in a significant way with a significant aspect of the cultural, political, or economic heritage of the community, City, state or nation; or

Designation Standards, cont.

- d) It embodies the distinctive visible characteristics of an architectural style, or period, or a method of construction; or
- e) It is an outstanding work of a designer or builder; or
- f) Because of its prominence of spatial location, contrasts of siting, age, or scale, it is an easily identifiable visual feature of its neighborhood or the city and contributes to the distinctive quality or identity of such neighborhood or the City.

In addition to meeting at least one of the above standards, the object, site, or improvement must also possess integrity or the ability to convey its significance.

Original Van Asselt School

7201 Beacon Avenue S

Designation: May 1, 2019

Standard: C and D

Controlled features:

- the 1909 site
- the exterior of the 1909 building
- the interior of the 1909 building

Date Built: 1909

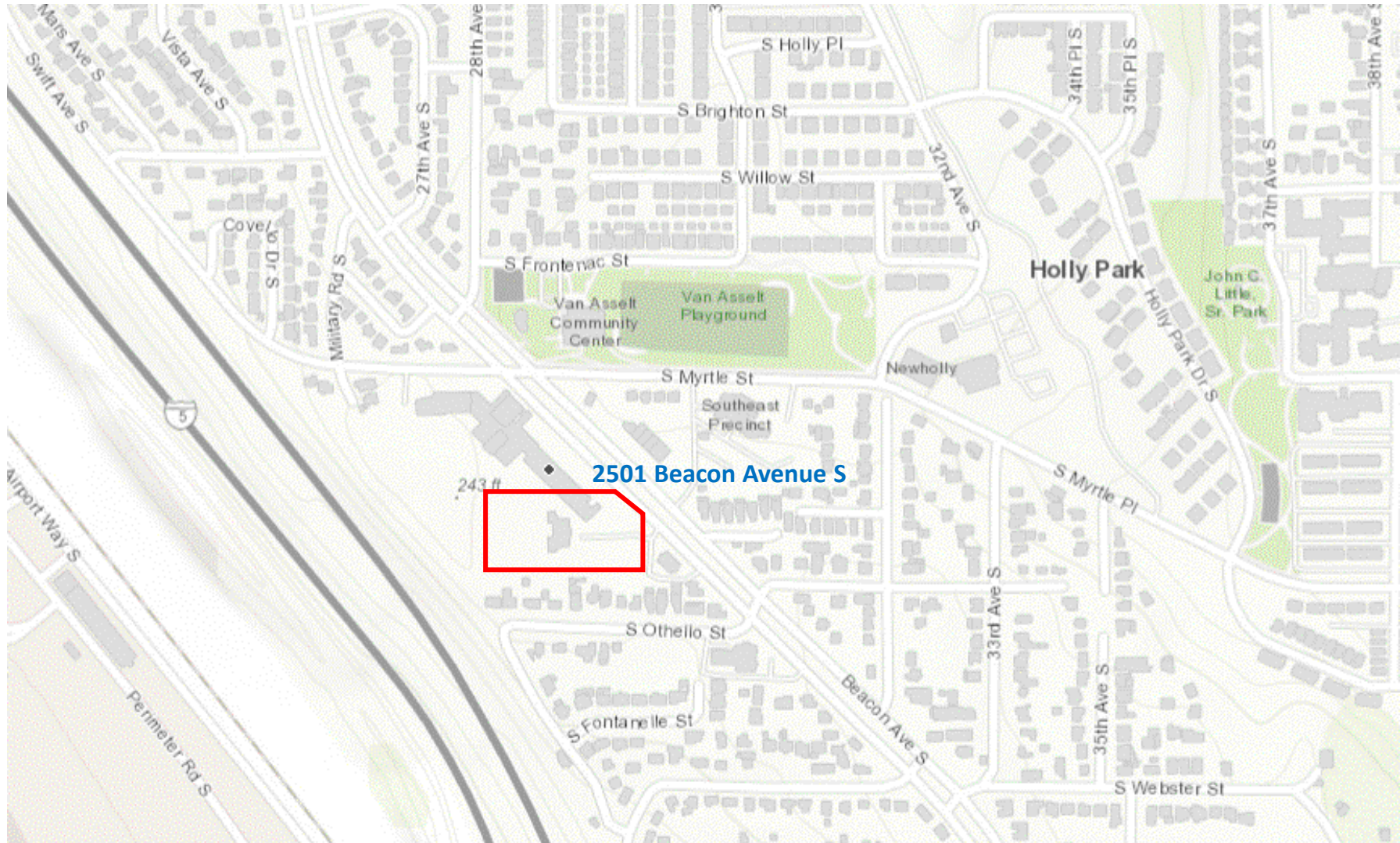
Architect: Edgar Blair



Contemporary photo, 2018



Historic photo, circa 1950



Loyal Heights Elementary School

2501 NW 80th Street

Designation: March 18, 2015

Standard: C, D and F

Controlled features:

- the site
- the exteriors of 1932 & 1946 buildings
- portions of the interior

Date Built: 1932, altered 1946

Architect: Floyd A. Naramore (1932)
Naramore & Brady (1946)

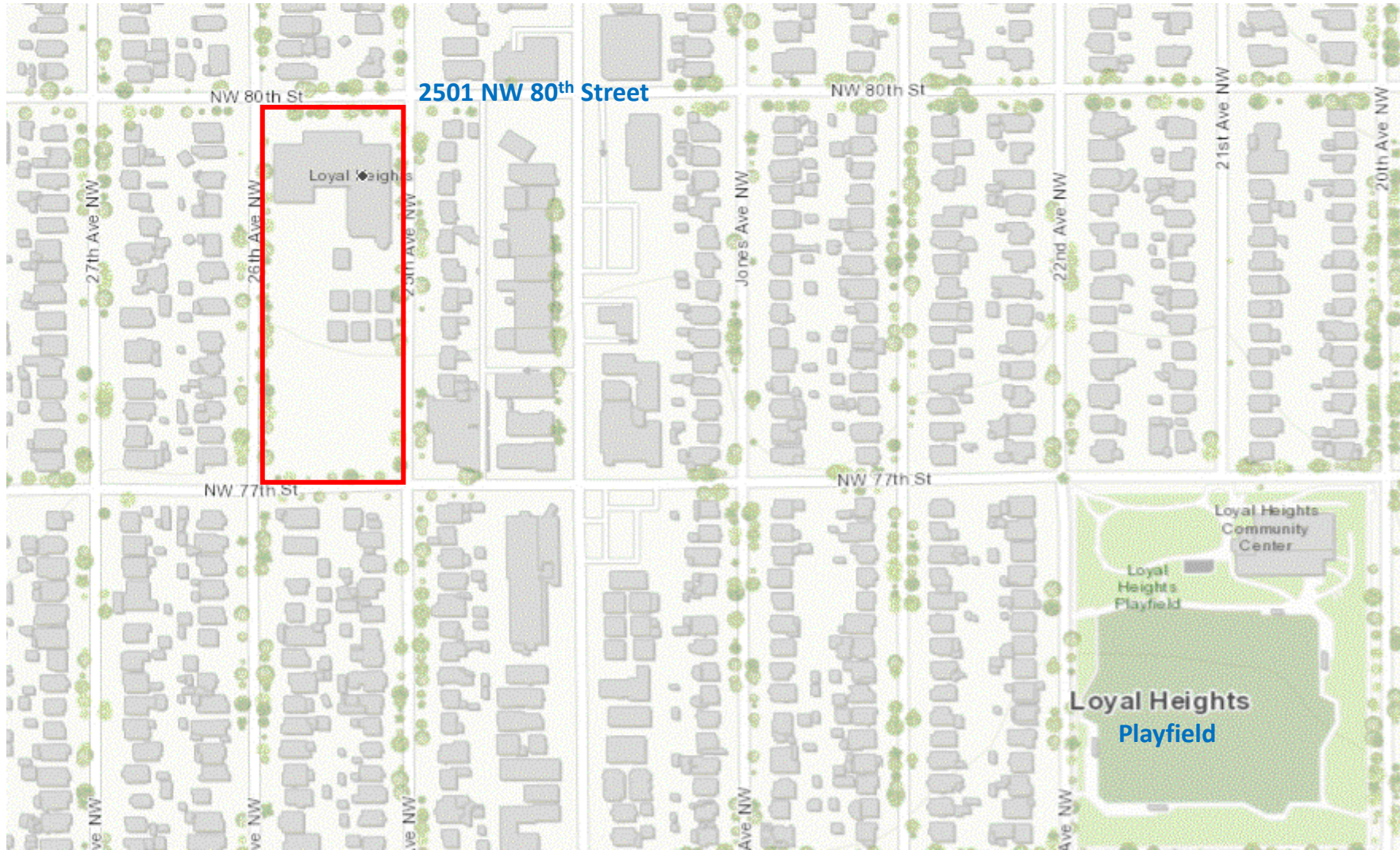


Contemporary photo, 2021

Photo Credit: Google Earth



Historic photo, 1939



Ingraham High School

1819 N 135th Street

Designation: October 4, 2017

Standard: D

Controlled features:

- the exterior of gymnasium
- the exterior of auditorium and its associated foyer and lobby

Date Built: 1959

Architect: NBBJ

Structural Engineer: Jack Christiansen

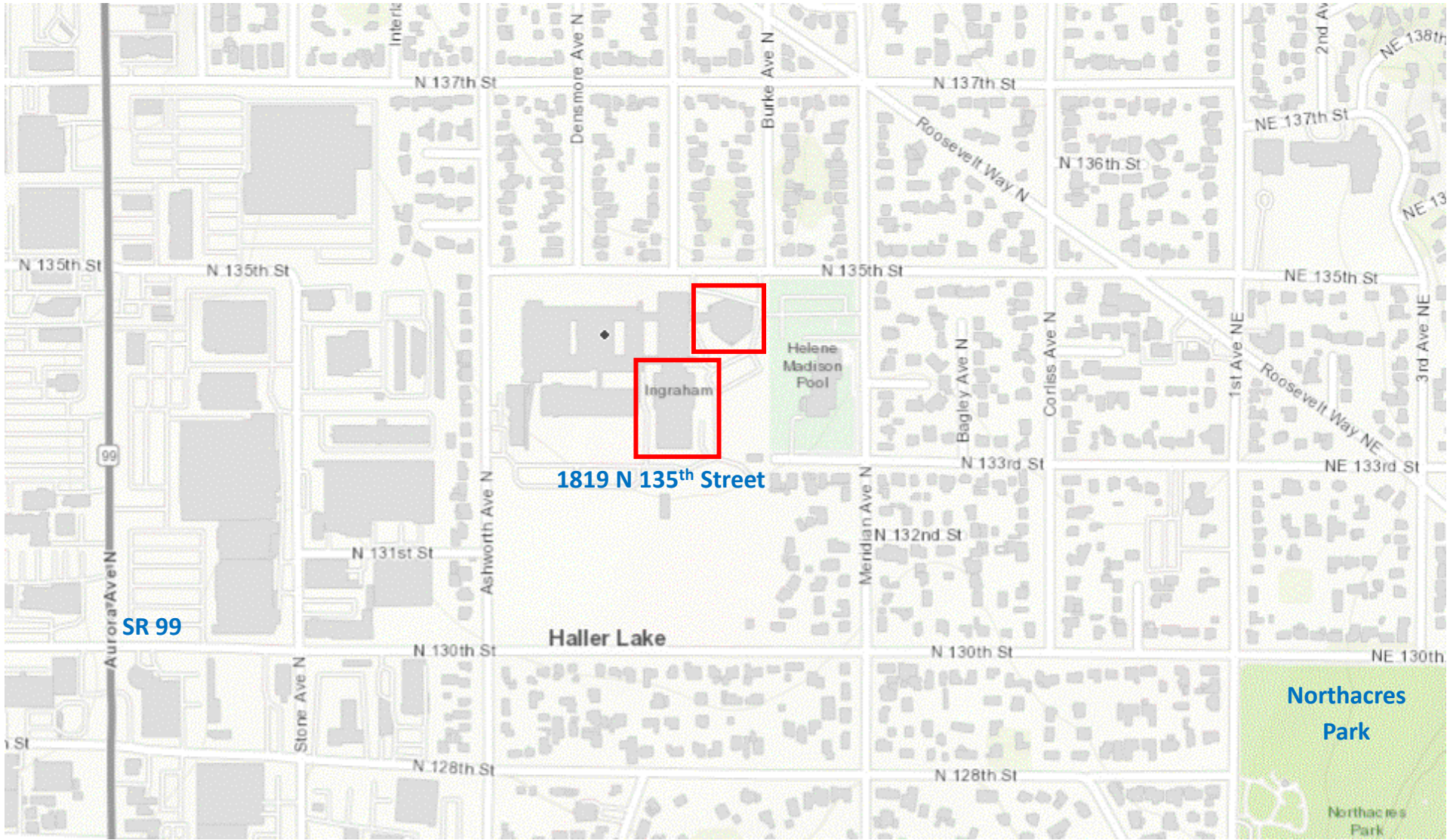


Contemporary photos, 2017



Historic photos, 1960







Legislation Text

File #: CB 120362, Version: 1

CITY OF SEATTLE

ORDINANCE _____

COUNCIL BILL _____

AN ORDINANCE relating to historic preservation; imposing controls upon Ingraham High School, a landmark designated by the Landmarks Preservation Board under Chapter 25.12 of the Seattle Municipal Code, and adding it to the Table of Historical Landmarks contained in Chapter 25.32 of the Seattle Municipal Code.

WHEREAS, the Landmarks Preservation Ordinance, Chapter 25.12 of the Seattle Municipal Code (SMC), establishes a procedure for the designation and preservation of sites, improvements, and objects having historical, cultural, architectural, engineering, or geographic significance; and

WHEREAS, the Landmarks Preservation Board (“Board”), after a public meeting on August 16, 2017, voted to approve the nomination of the improvements located at 1819 N 135th Street (which are referred to as “Ingraham High School”) for designation as a landmark under SMC Chapter 25.12; and

WHEREAS, after a public meeting on October 4, 2017, the Board voted to approve the designation of Ingraham High School under SMC Chapter 25.12; and

WHEREAS, on December 15, 2021, the Board and Ingraham High School’s owner agreed to controls and incentives to be applied to specific features or characteristics of the designated landmark; and

WHEREAS, the Board recommends that the City Council enact a designating ordinance approving the controls and incentives; NOW, THEREFORE,

BE IT ORDAINED BY THE CITY OF SEATTLE AS FOLLOWS:

Section 1. Designation. Under Seattle Municipal Code (SMC) 25.12.660, the designation by the Landmarks Preservation Board (“Board”) of the improvements located at 1819 N 135th Street (which are

referred to as “Ingraham High School”) is acknowledged.

A. Legal Description. Ingraham High School is located on the property legally described as:

THE NORTHEAST QUARTER OF THE SOUTHEAST QUARTER OF SECTION 19, TOWNSHIP 26, RANGE 4 EAST, W. M., IN KING COUNTY, WASHINGTON; EXCEPT THE EAST HALF OF THE EAST HALF THEREOF; EXCEPT THE NORTH 30 FEET IN NORTH 135TH STREET; EXCEPT THE WEST 30 FEET IN ASHWORHT AVENUE NORTH; EXCEPT THE SOUTH 30 FEET IN NORTH 130TH STREET; AND ALSO, EXCEPT THAT PORTION OF NORTH 130TH STREET CONDEMNED BY KING COUNTY CASE NUMBER 612752 AND AS SET FORTH IN CITY OF SEATTLE ORDINANCE NUMBER 92471.

B. Specific Features or Characteristics Designated. Under SMC 25.12.660.A.2, the Board designated the following specific features or characteristics of Ingraham High School:

1. The exterior of the gymnasium.
2. The exterior of the auditorium, and the exterior of its associated foyer and lobby wing.

C. Basis of Designation. The designation was made because Ingraham High School is more than 25 years old; has significant character, interest, or value as a part of the development, heritage, or cultural characteristics of the City, state, or nation; has integrity or the ability to convey its significance; and satisfies the following SMC 25.12.350 provisions:

1. It embodies the distinctive visible characteristics of an architectural style, or period, or of a method of construction (SMC 25.12.350.D).

Section 2. Controls. The following controls are imposed on the features or characteristics of Ingraham High School that were designated by the Board for preservation:

A. Certificate of Approval Process.

1. Except as provided in subsection 2.A.2 or subsection 2.B of this ordinance, the owner must obtain a Certificate of Approval issued by the Board according to SMC Chapter 25.12, or the time for denying a Certificate of Approval must have expired, before the owner may make alterations or significant changes to the features or characteristics of Ingraham High School that were designated by the Board for preservation.

2. No Certificate of Approval is required for the following:

a. Any in-kind maintenance or repairs of the features or characteristics of Ingraham High School that were designated by the Board for preservation.

b. Installation, removal, or alteration of signage for accessibility compliance, school safety, and other signage as required by City code or Seattle Public Schools safety signage; e.g., “No Guns” or “No Trespassing.”

c. Installation or removal of interior, window shading devices that are operable and do not obscure the glazing when in the open position.

B. City Historic Preservation Officer (CHPO) Approval Process.

1. The CHPO may review and approve alterations or significant changes to the features or characteristics listed in subsection 2.B.3 of this ordinance according to the following procedure:

a. The owner shall submit to the CHPO a written request for the alterations or significant changes, including applicable drawings or specifications.

b. If the CHPO, upon examination of submitted plans and specifications, determines that the alterations or significant changes are consistent with the purposes of SMC Chapter 25.12, the CHPO shall approve the alterations or significant changes without further action by the Board.

2. If the CHPO does not approve the alterations or significant changes, the owner may submit revised materials to the CHPO, or apply to the Board for a Certificate of Approval under SMC Chapter 25.12. The CHPO shall transmit a written decision on the owner’s request to the owner within 14 days of receipt of the request. Failure of the CHPO to timely transmit a written decision constitutes approval of the request.

3. CHPO approval of alterations or significant changes to the features or characteristics of Ingraham High School that were designated by the Board for preservation is available for the following:

a. The installation, removal, or alteration of ducts, conduits, HVAC vents, grills, pipes, panels, weatherheads, wiring, meters, utility connections, downspouts and gutters, or other similar mechanical, electrical, and telecommunication elements necessary for the normal operation of the buildings.

b. Installation, removal, or alteration of exterior light fixtures, exterior security lighting, and security system equipment.

c. Signage other than signage excluded in subsection 2.A.2.b of this ordinance.

d. Installation, removal, or alteration of improvements for safety or accessibility compliance.

e. Installation, removal, or alteration of fire and life safety equipment.

f. Installation, removal, or alteration of painted murals and other art installations located on features or characteristics of the landmark that were designated by the Board for preservation.

g. Installation of photovoltaic panels.

h. Changes to paint colors for any of the features or characteristics of the landmark that were designated by the Board for preservation.

i. Replacement of non-historic doors and windows within original openings, when the staff determines that the design intent is consistent with the *Secretary of the Interior's Standards for Rehabilitation*.

j. Emergency repairs or measures (including immediate action to secure the area, install temporary equipment, and employ stabilization methods as necessary to protect the public's safety, health, and welfare) to address hazardous conditions with adverse impacts to the buildings or site as related to a seismic or other unforeseen event. Following such an emergency, the owner shall adhere to the following:

1) The owner shall immediately notify the City Historic Preservation Officer and document the conditions and actions the owner took.

2) If temporary structural supports are necessary, the owner shall make all reasonable efforts to prevent further damage to historic resources.

3) The owner shall not remove historic building materials from the site as part of the emergency response.

4) In consultation with the City Historic Preservation Officer and staff, the owner shall adopt and implement a long-term plan to address any damage through appropriate solutions.

Section 3. Incentives. The following incentives are granted on the features or characteristics of Ingraham High School that were designated by the Board for preservation:

A. Uses not otherwise permitted in a zone may be authorized in a designated landmark by means of an administrative conditional use permit issued under SMC Title 23.

B. Exceptions to certain of the requirements of the Seattle Building Code and the Seattle Energy Code, adopted by SMC Chapter 22.101, may be authorized according to the applicable provisions.

C. Special tax valuation for historic preservation may be available under chapter 84.26 RCW upon application and compliance with the requirements of that statute.

D. Reduction or waiver, under certain conditions, of minimum accessory off-street parking requirements for uses permitted in a designated landmark structure may be permitted under SMC Title 23.

Section 4. Enforcement of this ordinance and penalties for its violation are as provided in SMC 25.12.910.

Section 5. Ingraham High School is added alphabetically to Section IV, Schools, of the Table of Historical Landmarks contained in SMC Chapter 25.32.

Section 6. The City Clerk is directed to record a certified copy of this ordinance with the King County Recorder's Office, deliver two certified copies to the CHPO, and deliver one copy to the Director of the Seattle Department of Construction and Inspections. The CHPO is directed to provide a certified copy of this ordinance to the Ingraham High School's owner.

Section 7. This ordinance shall take effect and be in force 30 days after its approval by the Mayor, but if not approved and returned by the Mayor within ten days after presentation, it shall take effect as provided by Seattle Municipal Code Section 1.04.020.

Passed by the City Council the _____ day of _____, 2022, and signed by
me in open session in authentication of its passage this _____ day of _____, 2022.

President _____ of the City Council

Approved / returned unsigned / vetoed this _____ day of _____, 2022.

Bruce A. Harrell, Mayor

Filed by me this _____ day of _____, 2022.

Monica Martinez Simmons, City Clerk

(Seal)

Attachments:

SUMMARY and FISCAL NOTE*

Department:	Dept. Contact/Phone:	CBO Contact/Phone:
Neighborhoods	Erin Doherty/206-684-0380	Miguel Jimenez/206-684-5805

** Note that the Summary and Fiscal Note describes the version of the bill or resolution as introduced; final legislation including amendments may not be fully described.*

1. BILL SUMMARY

Legislation Title:

AN ORDINANCE relating to historic preservation; imposing controls upon Ingraham High School, a landmark designated by the Landmarks Preservation Board under Chapter 25.12 of the Seattle Municipal Code, and adding it to the Table of Historical Landmarks contained in Chapter 25.32 of the Seattle Municipal Code.

Summary and Background of the Legislation:

The attached legislation acknowledges the designation of Ingraham High School as a historic landmark by the Landmarks Preservation Board, imposes controls, grants incentives, and adds Ingraham High School to the Table of Historical Landmarks contained in SMC Chapter 25.32. The legislation does not have a financial impact.

Ingraham High School was built in 1959. The property is located in the Haller Lake neighborhood. A Controls and Incentives Agreement has been signed by the owner and has been approved by the Landmarks Preservation Board. The controls in the agreement apply to the exterior of the auditorium and gym structures, but do not apply to any in-kind maintenance or repairs of the designated features.

2. CAPITAL IMPROVEMENT PROGRAM

Does this legislation create, fund, or amend a CIP Project? ___ Yes X No

3. SUMMARY OF FINANCIAL IMPLICATIONS

Does this legislation amend the Adopted Budget? ___ Yes X No

Does the legislation have other financial impacts to The City of Seattle that are not reflected in the above, including direct or indirect, short-term or long-term costs?
No.

Are there financial costs or other impacts of *not* implementing the legislation?
No.

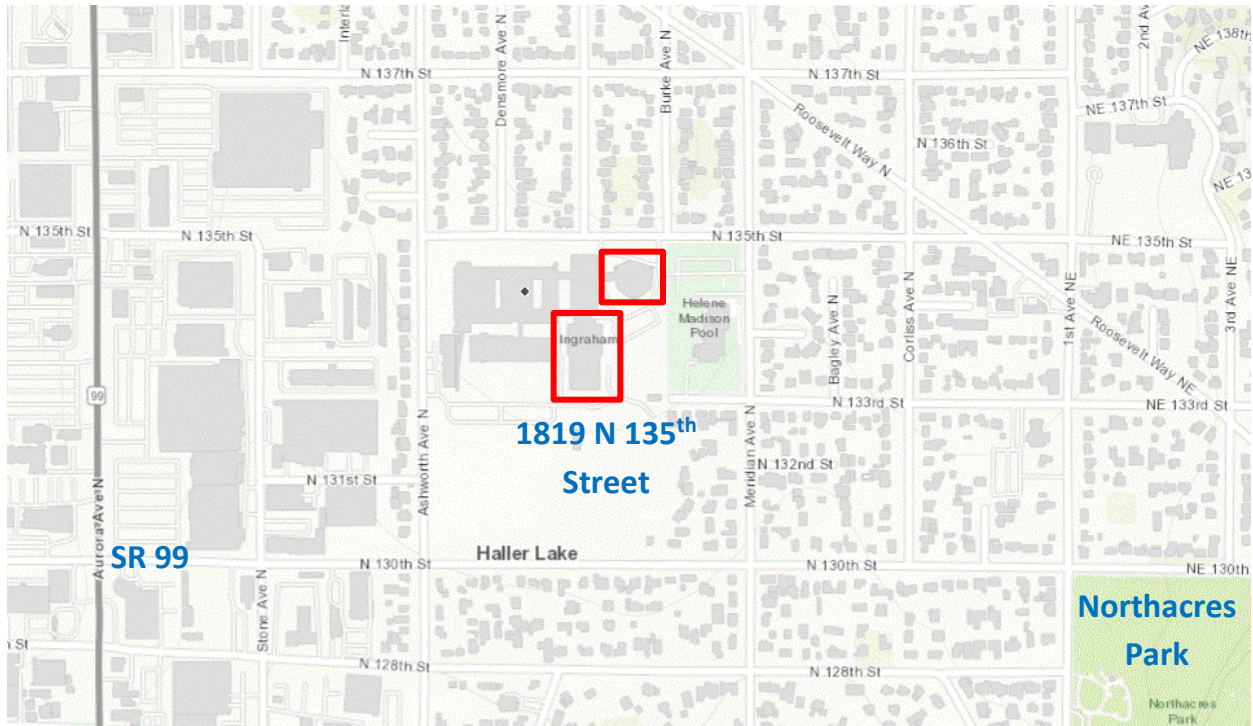
4. OTHER IMPLICATIONS

- a. **Does this legislation affect any departments besides the originating department?**
No.
- b. **Is a public hearing required for this legislation?**
No.
- c. **Is publication of notice with *The Daily Journal of Commerce* and/or *The Seattle Times* required for this legislation?**
No.
- d. **Does this legislation affect a piece of property?**
Yes, see attached map.
- e. **Please describe any perceived implication for the principles of the Race and Social Justice Initiative. Does this legislation impact vulnerable or historically disadvantaged communities? What is the Language Access plan for any communications to the public?**
There are no known negative impacts to vulnerable or historically disadvantaged communities. A language access plan is not anticipated.
- f. **Climate Change Implications**
- 1. Emissions: Is this legislation likely to increase or decrease carbon emissions in a material way?**
This legislation supports the sustainable practice of preserving historic buildings and their embodied energy. Reuse and restoration of a building or structure reduces the consumption of new natural resources, and the carbon emissions associated with new construction. Preservation also avoids contributing to the ever-growing landfills.
 - 2. Resiliency: Will the action(s) proposed by this legislation increase or decrease Seattle’s resiliency (or ability to adapt) to climate change in a material way? If so, explain. If it is likely to decrease resiliency in a material way, describe what will or could be done to mitigate the effects.**
Many historic buildings possess materials and craftsmanship that cannot be duplicated today. When properly maintained and improved, they will benefit future generations, and surpass the longevity of most of today’s new construction. They can also support upgraded systems for better energy performance, and these investments typically support local or regional suppliers, and labor industries.
- g. **If this legislation includes a new initiative or a major programmatic expansion: What are the specific long-term and measurable goal(s) of the program? How will this legislation help achieve the program’s desired goal(s)?**
No new initiative or programmatic expansion.

Summary Attachments:

Summary Exhibit A – Vicinity Map of Ingraham High School

Summary Ex A – Vicinity Map of Ingraham High School
V1a



Note: This map is intended for illustrative or informational purposes only and is not intended to modify anything in the legislation.



The City of Seattle

Landmarks Preservation Board

Mailing Address: PO Box 94649, Seattle WA 98124-4649

Street Address: 600 4th Avenue, 4th Floor

REPORT ON DESIGNATION

LPB 709/17

Name and Address of Property: **Ingraham High School – 1819 North 135th Street**

Legal Description: THE NORTHEAST QUARTER OF THE SOUTHEAST QUARTER OF SECTION 19, TOWNSHIP 26, RANGE 4 EAST, W. M., IN KING COUNTY, WASHINGTON; EXCEPT THE EAST HALF OF THE EAST HALF THEREOF; EXCEPT THE NORTH 30 FEET IN NORTH 135TH STREET; EXCEPT THE WEST 30 FEET IN ASHWORHT AVENUE NORTH; EXCEPT THE SOUTH 30 FEET IN NORTH 130TH STREET; AND ALSO EXCEPT THAT PORTION OF NORTH 130TH STREET CONDEMNED BY KING COUNTY CAUSE NUMBER 612752 AND AS SET FORTH IN CITY OF SEATTLE ORDINANCE NUMBER 92471.

At the public meeting held on October 4, 2017 the City of Seattle's Landmarks Preservation Board voted to approve designation of Ingraham High School at 1819 North 135th Street as a Seattle Landmark based upon satisfaction of the following standard for designation of SMC 25.12.350:

D. It embodies the distinctive visible characteristics of an architectural style, or period, or a method of construction.

DESCRIPTION

Location & Neighborhood Character

Ingraham High School is located at 1819 N 135th Street in the Haller Lake neighborhood of North Seattle. The neighborhood is located between Aurora Avenue N to the west, Interstate 5 to the east, N 145th Street to the north, and Northgate Way/110th Street to the south. The site is bounded by Ashworth Avenue N on the west, N 135th Street on the

north, N 130th Street on the south, and a public park and residential lots fronting on Meridian Avenue N on the east.

The Haller Lake neighborhood is generally characterized by low-density, single-family structures built during the post-war period, with large lot sizes reminiscent of its farmland past, and the fifteen-acre Haller Lake at its center. The school site is surrounded by single-family homes constructed between the 1940s and 1990s. Helene Madison pool, a Seattle Parks Department facility built in 1970, is located immediately east of the school. Northacres Park is located two blocks southeast of the school.

Site

The school sits on a twenty-eight-acre flat site. The site is bounded by Ashworth Avenue N on the west, N 135th Street on the north, N 130th Street on the south, and Meridian Avenue N on the east. The site boundary is irregular; the “super block” containing the school is also occupied by the Seattle Parks Department’s Helene Madison Pool on the east, and some private residences on the southeastern corner of the block.

The school was permitted as three buildings: classroom/administration buildings, an auditorium, and a gymnasium. There now are three classroom buildings, one of which includes administration space, performing arts spaces, and a lunchroom and is referred to as the “Main Building,” and is also known as “Building 100.” The main building occupies the northern end of the campus. Within this building, the cafeteria, classrooms, and library form three internal “courtyards.” The main building has had two additions: one from 2003 at the library, partially filling in the westernmost courtyard, and another on the western end, completed in 2012. The two-story 2012 addition includes additional classrooms, a western entry to the school, and a small gathering place called “the forum.”

The detached business/art/science building called “Building 200” is located to the south. This structure connects to the main building under open-air walkways and houses business education classrooms, art classrooms, science labs, a greenhouse, and a gallery. Building 200 had an addition in 2003 in the same style as the library addition.

The detached “Building 300” is a technology education shop building lying east of the business/art/science building. It connects to the main building by a covered walkway over a ramp and stair.

The gymnasium building connects to the main building through a vestibule off of the lunchroom. The gymnasium is located on the southeastern corner of the main building and to the east of building 200.

The auditorium is the easternmost building on the site, aligned with the northernmost hallway of the main building and connected to it by a glassed-in hallway with stairs and a ramp.

A previous math modular building constructed in 1967, located to the southwest of the other buildings, was torn down when the 2012 addition to the main building was constructed.

The site also includes a basketball court, lighted tennis courts, and several parking areas near the buildings. A track, field, and bleachers, collectively known as the Ingraham Sports Complex, are located on the southeastern quadrant of the site. Located immediately west of the small, steel-framed bleachers is a newer (circa 1995) single-story concrete block structure with a metal seam hip roof, comprising restrooms, ticket office, and concessionaire. The field and track, as well as the adjacent fencing, appear to be constructed of newer materials, and may have been recently upgraded or remodeled. A large grassy field for other sports such as soccer, baseball, and softball is located on the southwestern quadrant of the site. The school currently has approximately 170 on-site parking spaces. A bus-loading zone is located along N 135th Street.

Main Building (Building 100), Building 200, Building 300

Main Building (Building 100), Building 200, Building 300: Structure and Exterior Features

The main building has a generally rectangular shaped plan, with the performing arts area and lunchroom forming a north-south oriented bar on the eastern end, and an addition, completed in 2012, forming a north-south bar on the western end. The majority of the classroom buildings are constructed of concrete posts and beams, poured concrete slab foundations, and flat, poured concrete slab roof forms with metal flashing at the cornice line. Walls are clad in concrete or exposed aggregate, with common-bond brick cladding near primary entrances. The buildings are divided into bays roughly fourteen feet wide, each bay expressed by exposed concrete columns and beams; the wall plane recedes about six inches from the structural components. Fenestration primarily consists of aluminum frame window walls with four-over-four fixed and hopper sashes. A typical exterior classroom is two bays (about twenty-eight feet wide), and contains a row of eight aluminum-frame windows, with four windows within each bay.

The main building is organized around two parallel, double-loaded east-west corridors with two double-loaded north-south classroom hallways, and a single-loaded north-south hallway at the administration area; these form three interior courtyards. The front entrance to the building is accessed from N 135th Street on the northern elevation of the building leading into the intersection of north-south hallway at the administration area and the northern east-west hallway connecting to the auditorium. The entrance doors consist of a set of two steel-frame double doors with single panes of fixed glazing, overhead transom windows, and aluminum frame window walls that stretch from floor to ceiling. Brick-clad walls can also be found at this primary entrance.

The performing arts wing on the northeast contains an orchestra room, a band room, the "Little Theater," and individual practice rooms. Directly south of the performing arts wing, across the main hall, is the custodial area, kitchen, and lunchroom designed to hold over 400 students. The single-story cafeteria has a large, high-bay aluminum frame window wall that faces west toward an interior courtyard. The cafeteria connects the music wing to the north, with the gymnasium to the south. A four-story concrete chimney, square in plan, is located near the northeastern corner of the building, in the approximate location of the boiler plant behind the kitchen.

The library is located in the approximate center of the east-west classroom wing, on the eastern side of the westernmost courtyard. It contains a western glazed wall facing an interior courtyard. The library was remodeled in 2003, enclosing a portion of the westernmost courtyard, and features a barrel arch roof form with clerestory lights. The roof is clad in standing seam metal. An exposed steel roof truss is located on the western elevation. Walls are structural concrete block, with limited corrugated steel cladding. An exterior concrete block chimney rises from the west-facing façade of the barrel roof form. Fenestration consists of aluminum frame fixed and hopper-type units, and aluminum-frame doors with fixed glazing.

The rectangular shaped, two-story, 2012 classroom addition on the western end is oriented around a sky-lit two-story single-loaded corridor and circulation space, with a “forum” space on the southern end near the new western entry.

The single-story Building 200, located to the south of the classroom wing houses the visual art, business education, and science rooms. It is rectangular in plan, and has been altered by the addition of a gallery and greenhouse structure featuring a barrel arch roof form, similar in character and materials to the library addition. This building is connected to the primary classroom wing by an exterior covered walkway constructed of steel posts and beams supporting a flat, corrugated steel roof. Other similar walkways can be found on the west side of the facility, connecting it with the shop building. Building 200 is essentially identical in character to the primary classroom wing, except the walls are clad in common bond brick as opposed to concrete aggregate panels.

A shop, Building 300, is located to the west. The single-story Technical Education Shops building is rectangular in plan and similar in style and materials to the primary classroom building, with both brick and concrete aggregate cladding and aluminum frame window walls. This building was renovated in 2007. Scope of the renovation included replacement of the window units with similar aluminum frame units, roofing materials, interior restrooms, interior plaster walls and new drop ceilings.

Main Building, Building 200, Building 300: Interior Features

Interior hallways consist primarily of vinyl tile flooring and baseboards, flat ceilings clad in acoustical tile, painted concrete block walls or exposed brick at the building’s entrances, and expressed and painted concrete posts and beams. Lighting consists of recessed or hanging fluorescent ceiling fixtures. Hallway fenestration consists of aluminum frame floor-to-ceiling window walls with fixed glazing, and aluminum frame double doors with fixed single panes and fixed transoms above. Painted steel lockers are generally flush-mounted to the walls, while classroom entrances are recessed, with steel frames and solid wood doors surrounded by decorative tile (generally pink, yellow, or blue). Drinking fountain areas are also recessed and clad in decorative tile work, with white ceramic drinking fountain fixtures.

The cafeteria is a single-story high-bay space with a rectangular plan, vinyl tile flooring, exposed concrete posts and beams, painted plaster and tiled walls, and aluminum frame

window walls (four-over-three) running the length of the room, and facing west toward an interior courtyard.

Opposite the cafeteria and to the south is the entrance lobby to the upper gymnasium. The gym is accessed through four sets of steel frame and solid wood double doors with fixed transoms above.

Typical classroom interiors are rectangular in plan and two structural bays wide, with vinyl tile flooring, flat ceilings clad in acoustical tile, painted concrete block walls, and exposed and painted concrete posts and beams. Fenestration consists of aluminum frame window walls of fixed and hopper-type units (two-over-two arranged in rows of four; two sets of windows per classroom). Some classrooms have glass block skylights.

The library interior is a recently remodeled space with a barrel arch ceiling and exposed steel trusses, some exposed steel framing, vinyl tile flooring, concrete block and painted plaster walls, and a chimney and fireplace constructed of concrete block. Windows are aluminum frame fixed and hopper-type units. The interior also has wood frame bookcases and an exposed HVAC system. An addition and interior remodeling of the science wing for a new gallery and greenhouse was also completed in 2003.

Auditorium

Auditorium: Structure and Exterior Features

The auditorium is a single-story structure with an irregular, oval-shaped plan, featuring a hyperbolic paraboloid concrete roof form of complex curves and projecting, pointed eaves. Three concrete two-foot-six-inch-wide roof beams curve downward to meet the ground plane, and are anchored into the earth with large concrete abutments.

The three center beams, along with rim beams at the wall lines of the auditorium, create the support structure for the hyperbolic parabolic thin-shell roof. The beams are expressed at the exterior of the structure, and support a three-inch-thick thin-shell concrete roof, which increases to six inches where the beams connect. The beams intersect at the midpoint of the structure with symmetrical 120-degree angles curving with a four-foot radius convex to the center point. The center beams vary in depth from one foot six inches at the apex where the beams meet, to four feet at the base where they intersect at their abutment. The thin-shell roof extends eight feet beyond the rim beam line at the apex of the hyperbolic paraboloid, then tapers to less than one foot at the low point before the shell terminates approximately eight feet from the joining point of the rim beams and center beam.

Each of the three abutments was designed separately. Abutment A is on the southern side and measures forty-three feet six inches long from where the rim beam meets the center beam to the outer side of the abutment. The beams meet and then flare apart in a “Y” shape filled in with a four-inch slab and continue to a twenty-eight-foot-wide concrete abutment foundation at the southern end. Abutments B and C on the northern side are smaller, measuring only eleven feet four inches from where the rim beam and the center beam join the buried concrete abutment.

The roof of the auditorium is clad in rolled asphalt. The curved walls of the building are clad in common bond brick, while some of the straight walls toward the rear (southern) elevation are clad in concrete aggregate panels. Steel louvered panels can also be found toward the rear of the building.

The entrance foyer at the northwestern corner of the building consists of curved, aluminum frame window walls of fixed panes that stretch from floor to ceiling. A single aluminum frame door with two panes of fixed glazing provides the only exterior entrance to the building, located to the rear (southern) elevation, and within the interior entrance lobby area. The auditorium is connected to the main building by an interior hallway and lobby area, which consists primarily of aluminum frame window walls and two sets of steel frame double doors (north-facing elevation).

Auditorium Interior Features

The interior of the auditorium is generally oval in plan, with a sloped concrete floor containing folding seating for approximately 900 people. The curved interior walls are clad in painted plaster. A raised and curved wooden-frame stage is located toward the rear of the room (eastern elevation), featuring a curved painted plaster proscenium arch with recessed lighting, and accessed by stairs at either end of the stage. The flat ceiling is clad in spray-on acoustical foam with hanging florescent lighting fixtures and circular steel HVAC registers. Flooring is carpeted. A projection booth clad in painted fiberglass panels overhangs the rear of the auditorium. The wall surfaces below the booth are brick veneer.

The auditorium is accessed from an entrance foyer located in the northwest corner of the building. The entrance foyer floor is clad in vinyl tile, the walls clad in brick veneer, and the ceiling is clad in painted plaster. Curved, floor-to-ceiling aluminum frame window walls with fixed glazing frame the entrance lobby, and six steel lighting fixtures are affixed to the brick veneer walls. Access to the auditorium is gained through two sets of steel frame and solid wood double doors.

Gymnasium

Gymnasium: Structure & Exterior Features

The gymnasium contains a high-bay, two-story upper gym on the northern end, connected on the south to a single-story lower gym by a lower two-bay service and circulation portion. Both gyms have rectangular plans. The walls are constructed of concrete masonry units (CMU) clad in common bond brick between expressed concrete columns. Each north-south bay is approximately thirty-three feet four inches wide, and each east-west bay is fourteen feet wide.

The upper gym has a four-barrel arched roof form with flared eaves made of thin-shell concrete. Each of the four barrels measures approximately thirty-three feet four inches east-west, with a thirty-two-foot-six-inch radius curvature at the inside, landing on a north-south reinforced concrete beam measuring two feet deep by one foot two inches wide.

At the exterior, where the barrels connect over the beams is a six-foot-radius curve between the tangents of the larger barrels. The concrete shell is typically three inches thick, but increases to up to one foot at the edge of each barrel as the shell connects to beam or wall. The roof overhangs four feet at the northern and southern ends of the high roof, and the shell thickens over the northern and southern exterior walls, creating a three-foot-long horizontal beam. At the east and west, the overhang is a continuation of the six-foot-radius upcurve, which extends two feet six inches as an overhanging eave at the eastern and western façades. The northern end of the gym has square and horizontal sash aluminum-frame glazing in a syncopated pattern infilling the barrel forms and extending down to the top of a painted CMU wall. At the eastern and western façades, opaque glass block provides a clerestory above CMU walls faced with buff- and tan-colored brick between painted concrete columns. On the northern ends of the eastern and western façades, the wall terminates in four-foot-long painted concrete wing walls, functioning as columns to support the roof. These columns transfer the roof loads to the foundation, where the beams supporting the barrels also intersect the northern façade. On the southern end of eastern and western façades of the high-bay structure, eleven-foot six-inch painted CMU walls are solid from the foundation to the roof beam. A solid concrete wall, scored in a rectangular pattern with openings for circulation at floor level, supports the southern end of the roof between the high-bay gym and the lower gym.

The flat-roofed intermediate area for service and circulation is approximately half the height of the high-bay gymnasium. The roof of the intermediate area is approximately six feet below that of the lower gym. Three pairs of entry doors access a vestibule on both the eastern and western side of the structure. The exterior walls of the central portion of the gym are made of painted CMU.

The lower gym, located on the southern end, has a flat roof form constructed of a poured concrete slab. The main structure of the lower gym runs east-west on concrete beams that span approximately 112 feet from the eastern and western walls to the center wall of the gymnasium. The beams are spaced fourteen feet apart, and the bays have the same spacing as the northern high-bay gym. The eastern and western façades of the lower gym are tectonically similar to that of the upper gym, with clerestory windows of opaque glass block atop brick-clad walls between painted concrete columns. At the southern façade, concrete columns are spaced sixteen feet apart, but are not expressed at the exterior, which is clad in running bond of buff and tan variegated brick interrupted by vertical painted metal louvers.

Gymnasium: Interior Features

The interior of the main (upper) gym is a high-bay, two story space with polished hard wood flooring, painted concrete block walls, and a four-barrel arch ceiling clad in fiberglass panels. A steel HVAC grid is located at the apex of each arch. Opaque glass block ribbon windows are located on the upper level of the gym at the northern and southern elevations. An aluminum frame window wall of fixed glazing is inset into the arched gable ends of the upper level of the northern-facing elevation. The gymnasium has ten retractable steel basketball hoops, and retractable wooden bleachers (eastern and western elevations). Located beneath the main (upper) gym are the boys' and girls' locker

rooms and showers, accessed by concrete stairs. All walls, ceilings, and flooring are concrete. Shower rooms are tiled, and there are rows of steel basket-type lockers. Other smaller storage rooms and offices are located on this lower level. Attached to the rear of the main gym is the lower gym, a two-story high-volume with a flat ceiling, polished hardwood floors, and painted concrete block walls. The gym is divided into two equal halves: the girls' gym on the eastern side, and the boys' gym on the western side. Opaque glass block ribbon windows are located on the upper level of the gym's northern and southern elevations.

Documented Building Alterations

Ingraham High School opened in September 1959. The athletic track and playfield were completed in 1963. The modular steel classroom building was added in 1967. The library, gallery, greenhouse additions and the science wing were completely remodeled in 2003. The Technology and Education Shops wing was in 2007 renovated with replacement aluminum frame windows and interior changes such as drop ceilings and renovated bathrooms. A 22,000-square-foot addition was constructed on the western end of the main building in 2008.

The following is a chronology of alterations and upgrades to the Ingraham School building and grounds since the school was originally built:

Recorded Building Permits and School District Work

Date	Designer	Description	DPD Permit or SPS drawing
1958	Naramore, Bain, Brady & Johanson	Construct three buildings per plan: school, gym, & auditorium	470632
1959	Seattle School District	Install incinerator, lunchroom	475428 & BN 1504
1967		Add modular classroom	BN29389
1970		Alter school—Construct marquee	BN39801
1973		Repair fire damage in biology lab	BN46880
1984		Alter existing to create dark room (STFI)	8403114
1999		Alter access to kitchen from lunchroom/ new snack bar per plan	9907945
2001		Alterations to create IDF room @ storage room 205D (STFI)	2102712
2003		One-story additions to library & science lab, per plan.	2205614
2002		Install ADA restroom (STFI)	2207743
2003		Alterations to nurse's clinic Room 101, (STFI)	2308870
2004		Re-roof Buildings ID#1,2,8, and alterations to auditorium per plans	2400919
2008		Construct a 22,000 s.f. classroom addition at western end of existing	6192654 & 3009549

building 100. Expand parking and reconfigure parking and improve landscaping (mechanical included), per plan.

Major Site Alterations

Date	Designer	Description	DPD Permit or SPS drawing
1959		Install 4000-gallon tank	476294
1960		Five portable classrooms on post & pier foundations	BN7117
1961	Seattle School District	Alter existing playfield & storage	BN7117
1961		Locate ten portable classrooms	BN7826
1962		Construct and locate twelve portables	BN11632
1963		Relocate two portables	BN15713
1963		Relocate one portable	BN15712
1963		Relocate two portables	BN15715
1963		Relocate one portable	BN15710
1963		Relocate two portables	BNx6626
1964		Relocate two portables	BN15794
1964		Construct retaining wall	BN19439
1967		Relocate two portables	BN29355
1967		Relocate one portable	BN29356
1967		Relocate two portables	BN29357
1967		Relocate one portable	525562
1968		Relocate one portable	BN31529
1968		Relocate one portable	BN31527
1968		Relocate one portable	BN31528
1971		Const. found & locate eight portables	BN41859
1973		Locate five portable on site; relocate two portables to other sites	BN46836
1974		Locate one potable	BN68239
1974		Remodel portable to childcare center	BN48622
1989		Relocate four portables	8903114
1989		Relocate one portable	8906458
2000		Redevelop athletic fields, construct bleacher seating w/ press box and restroom/storage/concession building	2002559

2003	Five new side sewer connections, new area drains and repair storm main	6013704
2005- 2008	Install lightpoles to athletic fields (related MUP 2408963)	6065401 & 6179035
2006	Replace existing reader board sign with changing image sign & nylon net fencing at the baseball field	3003406
2007	Add sanitary sewer connections	6136871
2008	Demolish math modular bldg and seven portables per plot plan subject to field inspection.	6193971

SIGNIFICANCE

Historical Neighborhood Context: Haller Lake

The Seattle City Clerk's office defines the Haller Lake neighborhood as the area between N 145th Street and N Northgate Way from north to south, and from Aurora Avenue N to Interstate 5 from west to east. Because the development of Haller Lake took place in concert with the Bitter Lake, Pinehurst, and Northgate neighborhoods, this survey draws on historical information from all these areas.

The first white settler in the area was an Englishman named John Welch, who filed a homestead application for 160 acres in April of 1869, and lived on his claim from 1870 onwards. Early records occasionally list the fifteen-acre lake at the center of his property as "Welch Lake." In 1905, real estate developer Theodore N. Haller purchased the land from Welch and platted lots around the lake. Haller was the son of the late Colonel Granville Haller, a storied figure who had served as an officer in the Indian Wars, prospected in the Yukon Gold Rush, and amassed land throughout Seattle and neighboring counties and on Whidbey Island. The Haller family had a large home on Seattle's First Hill and the Haller Building downtown, on the northwestern corner of Columbia Street and Second Avenue.

After 1918, Clare (or Clara) E. Huntoon (ca. 1861- ca. 1938) arrived in Seattle and purchased a large tract of land (nearly 200 acres) in the area. She never platted the land, but her acreage was the site of many important sites in the neighborhood, including the subject building, Ingraham High School, Northwest Hospital, and the former Playland amusement park at Bitter Lake (located north-northwest of Haller Lake) that operated from 1930 to 1961.

By 1905 the Everett and Interurban Railway Company had established fourteen lines of track, running from Ballard to Lake Ballinger/Hall's Lake in Lynnwood, with Hammond cars connecting the line to Everett. However, the land was not quick to be urbanized, retaining its large lot sizes and considerable farmland until well into the twentieth century.

In 1921, three-dozen residents of Haller Lake gathered to form the Haller Lake Improvement Club, created to advocate for more roads and street lighting, and a new neighborhood school. Residents invested in a building fund for the group, and in the summer of 1922 the club purchased land off of Densmore Avenue N, just northwest of Haller Lake itself, and broke ground. The building was functional as of 1923, and fully completed in 1925. Today the building houses the organization (now known as the Haller Lake Community Club) and the Creative Dance Center.

By 1923, Haller Lake was populous enough that the area needed its own public school. Land had been set aside thirty years before and then leased until there was enough money to build a school and enough students to fill it. The school opened in 1924 as the third school in the Oak Lake School District. At first the school served grades one through six in two of the four classrooms. By 1933 all four classrooms were in use. In 1934 an addition brought a lunchroom/auditorium and four new classrooms. The Shoreline School District acquired the Oak Lake School District in 1943. Another addition in 1950 added eight more classrooms, and a gym/auditorium. The school's enrollment peaked in the 1957-1958 school year, with 750 students. Haller Lake School was incorporated into Seattle Public School District in 1954, but closed in 1978, due to declining enrollment throughout the district.

The private Lakeside School has been a feature of the neighborhood since 1930. The school was founded in 1914 on Bainbridge Island, and was originally known as the Moran Boys' School. In 1919 the school opened an extension in the Denny-Blaine neighborhood on the shore of Lake Washington. In 1924 the school moved to Madison Park, to the building that now houses the Bush School. By 1929 the school's building was again too small and inadequate, so plans were made to create a new campus of buildings to the north of Seattle, at N 145th Street and First Avenue NE. The campus was designed by Carl S. Gould of the firm Bebb & Gould, and opened on September 4, 1930, with 100 male students. In 1965 the school began integrating African American students; in 1971 Lakeside merged with St. Nicholas School, a private girls' school on Capitol Hill, thus making the school co-educational. In 1980, Lakeside purchased the former Haller Lake School, located approximately three blocks south of the main high school, to create Lakeside Middle School. The original Haller Lake School building was torn down in 1999 to make way for a new Lakeside Middle School.

On April 21, 1950, Northgate Mall opened on sixty-two acres between First and Fifth Avenues NE. The shopping center, designed by John Graham, Jr., was one of the first malls in the country. Northgate had space for eighty shops, including a three-story, \$3-million building that housed the Bon Marche. The mall was a success from its opening.

On January 4, 1954, the city of Seattle annexed ten square miles located north of N 85th street and south of N 145th street, spanning from Puget Sound to Lake Washington. This annexation made Seattle the seventeenth-biggest city in the nation. The annexation already included schools such as the nearby Pinehurst Elementary (1950, Mallis & DeHart). Schools built in the area after annexation included Northgate Elementary (1956, Paul Thiry) and Broadview-Thompson Elementary (1960, Waldron & Dietz

The Northwest Hospital campus is located between N 115th and N 120th Streets, west of Meridian Avenue N. The idea for the hospital was conceived in the late 1940s, a response to Seattle's general dearth of hospital beds. At the time, all of Seattle's hospitals were located on First Hill, and fear of a possible nuclear attack on that particular site led state planners and the Atomic Energy Commission to recommend that Seattle build hospitals in less central areas, including north Seattle. In 1949, the Community Memorial Hospital Association purchased thirty-three acres of land for \$33,000. However, due to difficulties in securing federal funds, procuring matching funds, and finding private donors, the hospital was not completed until 1960. The hospital was dedicated on September 16, 1960, and opened on September 22 of that year with 113 beds. The first baby delivered at the hospital was born the following day.

The section of Interstate 5 from Seattle to Everett was opened for traffic in February of 1965, effectively demarcating Haller Lake's eastern boundary. The interstate was a boon to Northgate Mall, which expanded that same year by twenty-five stores, thus doubling the size of the shopping center.

Today the neighborhood is mostly residential, with a population of about 8,700. Additional nearby sites of note include Helene Madison Pool (located on Seattle Parks land adjacent to Ingraham High School), Evergreen Washelli Cemetery, Jackson Park Golf Course, and Northacres Park.

Ingraham High School

In 1954, the Seattle School District annexed five elementary schools and Jane Addams Junior High School from the Shoreline School District. The district acquired Woodrow Wilson Junior High in 1954 after the north Seattle area surrounding it was annexed by the City of Seattle, along with Broadview, Oak Leaf, Lake City and Haller Lake Elementary Schools. For a period the Seattle and Shoreline school districts cooperated with shared transportation of students to the Seattle schools on Shoreline buses. Once the area was annexed, the Seattle School District began to plan for a new high school in north Seattle. Other construction projects the same year included Cedar Park Elementary School, Pinehurst Elementary, and an addition at Woodrow Wilson Jr. High in the north end and remodeling at Franklin High School in south Seattle.

The originally planned twenty-five-acre site for a north Seattle high school was in the annexed Shoreline land. However, that land was located in the area of the proposed freeway, and an alternate site was sought. The freeway site was exchanged for the current site adjacent to Seattle Parks land. In 1956, federal funds were sought for the school design through the Housing and Home Financing Agency. That year the firm of Naramore, Bain, Brady & Johanson was selected as the architect. In 1957, voters passed a bond issue for school construction. Ultimately, the Seattle School District provided more than \$11.2 million and the State of Washington contributed about \$760,000 for local school construction, with more than \$3.2 million of that allocated for the construction of the new North Seattle High School, leaving out the construction of the auditorium. Finally in 1958, the Seattle School District and the parks department agreed to the land exchange and joint use of adjacent properties.

In 1958, final building plans were approved and Sound Construction & Engineering Co. was chosen as the general contractor. The design included both a barrel-vault thin-shell concrete roof construction on the gymnasium, and a hyperbolic paraboloid thin-shell concrete roof on the auditorium. Perry B. Johanson described the roof forms as the most economical long-span structural solutions with minimal maintenance costs. The classroom building was constructed as economically as possible with a one-story flat-roof design and courtyards for natural light. The asbestos lining the interior was for fireproofing and insulation, and tar covered the roof. There were fifty-four classrooms, including the industrial arts shops. The auditorium was planned to seat 992, the gymnasium to seat 2,200, and the cafeteria to seat 448. Construction began in 1958, and was not quite complete when the new high school opened on September 9, 1959. The auditorium was under construction during the first year of operation, having been cut from the initial funding of the school.

The school board assigned the name Edward S. Ingraham to the high school on June 3, 1959, after principals and PTA presidents in the north end failed to agree on a name. Major Edward Sturgis Ingraham first came to Seattle in 1875 when he was hired as a teacher at the Central School. Ingraham introduced a grading system in 1876, and helped develop the curriculum for the first high school courses. He subsequently served as the first superintendent of Seattle Public Schools between 1882 and 1888, banning both the use of rawhide for corporal punishment and playing marbles during school hours. After resigning as superintendent he opened a printing business, served on the state board of education following Washington's admittance into the union, and was elected to the city council. He moved to Alaska for the gold rush in 1896. Ingraham returned to Seattle with his family in 1901, established Seattle's first Boy Scouts chapter, and continued to teach part time until he passed away in 1926.

Students chose the nickname "the Mountaineers," with a ram as their mascot, because Ingraham was an avid mountaineer who successfully climbed Mt. Rainier eleven times; the Rainier Ingraham Glacier was named for him. The names of the school newspaper and the yearbook, the *Cascade* and the *Glacier*, obliquely reference their school's namesake. The Ingraham school colors—blue, grey, and white—refer to a blue sky, white snow, and grey mountains.

The building wasn't officially dedicated until the third quarter of the school year, on April 29, 1960. Ernest W. Campbell, superintendent of Seattle Public Schools, delivered the dedication address, which was followed by an open house. In attendance was Kenneth Ingraham, a retired Navy commander and relative of Major Edward Ingraham.

The first year it opened, 1959–1960, 1,000 freshmen, sophomore, and junior students attended the school. (Seniors did not transfer, but stayed at their home schools.) Because the sewer pipes in the street were still under construction, the entry route was alternately muddy or dusty, depending on the weather. The auditorium was also far from complete, as construction continued until April. In 1961 enrollment increased to 1,565 due to the addition of the twelfth grade, and required ten portable buildings to house the additional pupils. By 1963 more than 2,200 students attended the school.

Claude Turner served as school principal from 1959 until 1963, and had a reputation for high educational standards. Early on, Ingraham implemented a teacher exchange program, receiving popular teachers from Kobe, Japan, and establishing an international component to the curriculum. Ingraham's concert choir toured Japan in 1964, reinforcing this emphasis. Under principal John Maxey, who served from 1963 to 1975, Ingraham became one of the first schools in the nation to establish a ten-year self-evaluation program.

In 1967, the 900 Building, a large steel-framed portable classroom building, was constructed toward the southern end of the school grounds. Remodeling in 2004 included the library and the science wing. In 2007 the Technology Education Shops wing received an interior remodeling and roofing replacement. In 2011, the ESPN program Rise Up—in which four high schools around the country received funding and support to overhaul their athletic facilities—updated the gymnasium, weight room and uniforms at Ingraham.

Ingraham emphasizes academics, activities and sports, with a three-pronged academic emphasis: the International Baccalaureate program, the Academy of Information Technology, and fine and performing arts. Ingraham established the International Baccalaureate (IB) Diploma Programme in 2002. In 2011, the district's highly capable and academically highly gifted students were allowed entry into the IB program at Ingraham, and by the 2013-2014 year, 18% of Ingraham students were enrolled in the Highly Capable Cohort (HCC). Ingraham's official name changed to Ingraham International School in 2013 due to the addition of the Language Immersion pathway connected with feeder school Hamilton Junior High.

Activities at Ingraham include thirty-four activity and multi-cultural clubs, including Journalism and Yearbook; Model United Nations; the Future Business Leaders of America Program; field trips to Washington DC, Hawaii and France; Tech Prep; and School-to-Work Programs.

In athletics, the Rams achieved early success in the 1960s and early 1970s. The football team won a record thirty-eight victories in the north division of the Metro league and secured the State Championship in 1969 and again in 1988 with Greg Lewis as running back.

Notable alumni from Ingraham High School include Washington State Governor Jay Inslee (class of 1969); Pulitzer Prize-winning cartoonist David Horsey (1969); Major League Baseball players Ken Phelps (1971), Chuck Jackson (1981), and Bob Reynolds (1966); National Football League player Greg Lewis (1986); author of MS-DOS Tim Paterson (1974); and first chair trumpet of the Boston Symphony Orchestra, Rolf Smedvig (1970).

Ingraham currently has a student enrollment of about 1,200, with an active Parent-Teacher-Student Association (PTSA), and a school foundation, the Ingraham High School Foundation (IHS), to help with funding curriculum and activities. Ingraham also offers a Community Based Training (CBT) program for students with disabilities.

Historical Architectural Context

Mid-Century Modern Style School Typology (1945-1965)

After World War II, school buildings throughout North America changed in form to reflect the rational and functionalist principles of Modernism.

Modernism, or the Modern Movement in design and architecture, had its origins in Europe after World War I, with an underlying belief that advances in science and technology would generate a new form of architecture, free from the pervasive eclecticism based on revival forms. The possibilities of curtain wall construction utilizing steel frames and the freeform massing using ferro-concrete were explored by Continental architects, as well as American Modernist pioneers including Frank Lloyd Wright. By the 1920s, these experimentations produced distinct branches of Modern architecture: the “International Style” of the Bauhaus architects Walter Gropius and Mies van der Rohe, and the *béton brut* style of Charles Edouard Jeanneret (Le Corbusier), or the “New Brutalism.”

Modern construction, technologies, and ideas for the health, welfare, and educational ideals for children also affected school design. Because of the nationwide population boom after World War II, many new schools were needed, and the new designs focused on one-story flat-roofed buildings, using modern lightweight building technologies with ribbon windows. These schools were less expensive to build than their two-story Classical, Colonial, or Gothic predecessors, and they also had a shorter life expectancy.

Many of the plans included classrooms that opened directly to the exterior and were air-conditioned. The Crow Island School in Winnetka, Illinois, designed in 1940 by Eliel Saarinen, was instrumental in influencing the new school type, called the “finger plan.” Saarinen may have been influenced by what was beginning to be called the “California plan,” where each room had direct access to the exterior. These “California plan” schools, developed by the firm of Franklin & Kump, such as the Acalanes Union High School in Lafayette, California, could be easily expanded for growing student populations. One of the earliest schools to apply the principles of the International Style was William Lescaze’s Ansonia High School in Connecticut in 1937.

New research on tolerable levels of light, temperature, and ventilation, combined with technological advances in lighting and environmental controls, enabled the new architectural forms to be successful and prolific. As artificial lighting and mechanical ventilation were relied upon more in the designs, architects during the later part of the post-war era also began to focus on the acoustical design principles for school classrooms, affecting roof and ceiling forms. Some schools’ designs did focus on bringing natural light into the buildings, such as John Carl Warneke’s Portola Junior High School (1951) in El Cerrito, California and Mira Vista Elementary (1951) in East Richmond Heights, California.

During this period, new school designs accommodated new functions and frequently separated structures for auditorium/lunchroom, gymnasium, and covered outdoor play

areas. In some schools, specialized classrooms for music, art and science were built, while portables were often retained for art and music. Separate functions such as wood shops, band rooms and theater areas were especially important in high schools and junior high schools.

As concerns arose during the Cold War era of the 1950s and early 1960s, there was an increased focus on exit routes and shelter areas within enclosed restrooms and locker rooms, guided by instructional publications such as the 1953 “Safety for Survival, A Civil Defense Guide for Schools in Washington State.”

Seattle Post-War School Buildings and Their Designers

In Seattle, as World War II ended, the school district shifted from a centralized system of school design overseen by an official school architect to a system of individually designed school buildings in the Modern style by selected architectural firms led by individual architects embracing Modernism.

In the Pacific Northwest, a new generation of architects emerged from architectural schools, including the University of Washington, where early Modernist adaptors challenged traditionalist professors. These new practitioners including Victor Steinbrueck (1911-1985), Paul Hayden Kirk (1914-1995), Omer Mithun (1918-1983), and Roland Terry (1917-2006), emerged from their apprenticeships immediately embracing a new Northwest Modernism. Steinbrueck’s and Kirk’s University of Washington Faculty Center was widely admired and published at the time as an example of a Northwest interpretation of the work of Mies van der Rohe. Kirk would expand his practice designing several clinics throughout the Northwest including the Group Health Cooperative Northgate Clinic completed in 1958, and the Goiney/Roedel Clinic in Lake City completed in 1952, both studies of Miesian principles interpreted into Northwest Modernism.

Seattle architect John Morse cited the origins and formal principles of Modern school designs in a 1957 publication:

After the doldrums of the Depression, the Second World War waked architect and public alike: new designs for one-story schools came out of Michigan, Texas and California – plans based on groups of classroom wings and landscaped courts, together with a complete restudy of assembly and athletic rooms. The following terms became well known: single-loaded corridors, bilateral lighting, sky-lighting, radiant heating unit ventilation, the finger plan, the campus plan, multipurpose room, slab-on-grade, brightness ratios, color harmony; and still later: luminous ceilings, window walls, audio-visual techniques, resilient playground surfacing, flexible special-purpose rooms, student activity rooms. Washington State contributed to the national wakening with pioneering work in top-lighting, color design and concrete design in both pre-stressed and shell design.

The principal changes in regular classrooms have been these: more floor area per pupil – minimum 30 sq. ft., square rooms, sinks in all primary classrooms, day-lighting from above or from two sides, lower ceilings – down from 12 feet to 8 or 9 feet, mechanical ventilation, more tackboard – less chalkboard, more positive colors on walls and floors, higher illumination – 40 foot candles minimum, sun control outside the windows, all furniture movable.

School design in Seattle followed the national pattern, with school districts struggling to accommodate rapid population growth resulting from the post-war baby boom. Between 1945 and 1965 most school architects designed one-story elementary schools with ribbon windows and a Modern expression. Several incorporated covered exterior walkways that replaced interior corridors as circulation spaces. All were purposely residentially scaled to fit better within their neighborhoods, and to be perhaps less intimidating to younger children.

Although each new school was designed separately, Mallis, Stoddard, and John Graham & Co. adopted the flat roof “finger plan” innovated by Saarinen, Kump, and other California architects, as a model for the first elementary school designs of this period in Seattle. In two of Graham & Co.’s elementary schools, north-facing roof monitors attempted to resolve the need for additional natural light. Although Paul Thiry introduced sloped roofs to his Northgate Elementary (1956) and Cedar Park Elementary (1959) designs, the designs for elementary schools during this period were similar in their approaches. Because of the booming student population, portable school units were used at all schools to ease overcrowding.

Jeffrey Ochsner, an architectural historian at the University of Washington, has cited Seattle’s Modern-style school buildings as derived from Bauhaus and International Style precedents, with some exemplifying a distinct regional style:

Most of [Seattle’s] elementary schools ... were rectilinear designs with flat roofs, often with individual functional components expressed as distinct boxy volumes... This design approach juxtaposing individual rectilinear volumes serving different functions was used for many Seattle institutional buildings of this era. This compositional approach derives from Modern buildings such as the Bauhaus (with its rectilinear design and functional expression) and was an early post-World War II version of the International Style. In contrast to the International Style, many Seattle architects in the years after 1945 explored the approach now recognized as Northwest Regional Modernism. Typically applied to residences and smaller institutional buildings (like suburban churches), Regional Modernism is characterized by sloped overhanging roofs, strong relationships to sites (and, if available, views), use of natural materials, revealed structure (often regularly spaced post-and-beam) and selective use of transparency to link inside and outside.

It was in the junior high and high school designs that real departures were made from the single-level ribbon window idea for school design, using more two-story sections, concrete roof form technologies, and different plan types. Maloney's Asa Mercer Junior High School (1957) used a thin plate concrete roof technology in a barrel vault-type form along with a square, more monolithic plan. A variation of this roof form is also used in NBBJ's Sealth High School (1957), which also had a rectangular plan punctuated with courtyards. DeHart, Lands & Hall's Nathan Hale High School (1963) used a "T" plate roof technology with a courtyard plan. Again, several incorporated covered exterior walkways rather than interior corridors as circulation spaces.

Each of these schools was a Modern-style structure with formal similarities, despite their having been the work of different Pacific Northwest architects. The buildings shared many of the same post-war materials, such as glass block, Roman-style brick masonry, and aluminum frame windows, and each clearly expresses its structural system and internal functionality. These school designs reflect a range of interests and approaches within the realm of Modernism.

Adoption of interscholastic sports programs by Seattle School District in 1948, following the sharing of sports programs by the Public Schools and Seattle Parks Department during the war years, also led to changes in both school design and school site planning. This effort reflected a national interest, advanced by the National Education Association and others, to meet the needs of teenagers as a distinct category of youth. Thus the post-war schools also accommodate more sports and play, with a typical emphasis on indoor/outdoor connections, and additional paved outdoor recreation and equipment areas, along with athletic fields and gyms with bleacher-type seating at junior high schools and high schools. While many schools were fenced, play areas were typically accessible for neighborhood use. School sites were also expanded for larger paved parking lots for teachers, staff, service vehicles, and visitors. Landscaping plant beds were placed typically along the primary façades and entries of classroom and administrative buildings and within courtyards.

Building Owner: Seattle School District Number 1

(For a complete overview of the District history please see Appendix 4 of this report.)

Post-World War II Seattle Schools, 1946 to 1965

After World War II, enrollment swelled to a peak of approximately 100,000 students by the early 1960s. Between 1946 and 1958, six separate bond issues were approved for new school construction. Samuel Fleming, employed by the district since 1908, succeeded Worth McClure as superintendent in 1945. After Fleming retired in 1956, Ernest Campbell became superintendent.

In 1945, the Seattle School District Board commissioned a study of population trends and future building needs. One proposal called for the modernization of all existing schools and the addition of classrooms, along with multi-use rooms for lunch and assembly purposes, covered and hard-surfaced play areas and play courts, and expanded gymnasias.

Improvements in lighting, heating, plumbing systems, and acoustical treatments were sought as well. This survey was conducted at a time when student enrollment in Seattle was stable, at around 50,000. By this time the school district was overseen by a five-member Board of Directors, and employed approximately 2,500 certified teachers, with an average salary of about \$2,880.

In 1947 the district completed a large stadium, designed by George W. Stoddard, with reinforced concrete stands, adjacent to the National Guard Armory at Harrison Street and Fourth Avenue N., at the former Civic Field. In 1951 a war memorial shrine bearing the names of 762 Seattle schools graduates killed in World War II was dedicated at Memorial Stadium.

In 1949, a 6.8 Richter-scale earthquake damaged several elementary schools, resulting in their subsequent replacement by temporary portables. The 1950s saw increased use of these structures as a way to address enrollment increases with quick, flexible responses to overcrowding. In 1958, an estimated 20% of the total Seattle student body was taught in portable classrooms. Despite their popularity, however, the occupants of the portables suffered from inadequate heating, lack of plumbing, and distance from other school facilities.

Elementary schools included separate gymnasias and auditorium/lunchrooms. Older high schools gained additions of gymnasias and specialized classroom space. Despite all of the construction, there were still extensive needs for portable classrooms for excess enrollment.

During this period the quality of construction gradually improved. The earliest school buildings, put up as rapidly as possible, included the three schools constructed in 1949. Designs prepared by George W. Stoddard for these schools were essentially linked portables with a fixed administrative wing. Each of the district's thirty-five new school buildings was individually designed in the Modern style, with nearly all of the elementary schools constructed with one story, or on sloping sites, each classroom having direct access to grade, conforming to changes in building code.

The twenty-two new elementary schools built by the district between 1948 and 1965 included:

School	Year	Address	Designer	Notes
View Ridge School	1948	7047 50 th Ave. NE	William Mallis	
Arbor Heights School	1949	3701 SW 104th St.	George W. Stoddard	Demolished
Briarcliff School	1949	3901 W Dravus St.	George W. Stoddard	Demolished
Genesee Hill	1949	5012 SW Genesee St.	George W. Stoddard	Demolished

Lafayette School	1950	2645 California Ave. SW	John Graham & Co.	
Van Asselt School	1950	7201 Beacon Ave. S	Jones & Biden	Closed, vacant
Olympic Hills School	1954	13018 20 th Ave. NE	John Graham & Co.	Demolished
Viewlands School	1954	10523 3 rd Ave. NW	Mallis & DeHart	
Wedgwood School	1955	2720 NE 85 th St.	John Graham & Co.	
Northgate School	1956	11725 First Ave. NE	Paul Thiry	
John Rogers School	1956	4030 NE 109th St.	Theo Damm	
North Beach School	1958	9018 24 th Ave. NW	John Graham & Co.	
Roxhill School	1958	9430 30 th Ave. SW	John Graham & Co.	
Sand Point School	1958	6208 60 th Ave. NE	G.W. Stoddard w/ F. Huggard	
Cedar Park School	1959	13224 37 th Ave. NE	Paul Thiry	Seattle Landmark
Sacajawea School	1959	9501 20 th Ave. NE	Waldron & Dietz	
Decatur School	1961	7711 43 rd Ave. NE	Edward Mahlum	Vacant
Graham Hill School	1961	5149 S Graham St.	Theo Damm	
Rainier View School	1961	11650 Beacon Ave. S	Durham, Anderson & Freed	
Schmitz Park School	1962	5000 SW Spokane St.	Durham, Anderson & Freed	Vacant
Broadview-Thomson School	1963	13052 Greenwood Ave. N	Waldron & Dietz	
Fairmont Park School	1964	3800 SW Findlay St.	Carlson, Eley & Grevstad	

One of the first priorities during this period was the building of new junior high schools. Between 1950 and 1959, ten new junior high schools were completed:

School	Year	Address	Designer	Notes
Eckstein Jr. High School	1950	3003 NE 75 th St.	William Mallis	Seattle Landmark
Blaine Jr. High School	1952	2550 34 th Ave. W	J. Lister Holmes	
Sharples Jr. High School	1952	3928 S Graham St.	William Mallis	Now Aki Kurose Middle School
David Denny Jr. High School	1952	8402 30 th Ave. SW	Mallis & DeHart	Demolished
Asa Mercer Jr. High School	1957	1600 Columbian Way S	John W. Maloney	
Whitman Jr. High School	1959	9201 15 th Ave. NW	Mallis & DeHart	
Louisa Boren Jr. High School	1963	5950 Delridge Way SW	NBBJ	Now Boren K-8 STEM
George Washington Jr. High School	1963	2101 S Jackson St.	John Graham & Co.	
Worth McClure Jr. High School	1964	1915 First Ave. W	Edward Mahlum	

During this period the District also constructed three new High Schools, including:

School	Year	Address	Designer	Notes
Chief Sealth High School	1957	2600 SW Thistle St.	NBBJ	Altered
Ingraham High School	1959	1819 N 135 th Street	NBBJ	Altered
Rainier Beach High School	1960	8815 Seward Park S	John W. Maloney	Altered
Nathan Hale High School	1963	10750 30 th Ave. NE	Mallis & DeHart	Altered

Between 1943 and 1954, voters in the rapidly growing unincorporated areas north of Seattle, feeling the burden of new special school levies, and believing that there were

advantages to Seattle’s transportation services and police and fire protection, approved at least twelve annexations to the City of Seattle. This pushed the city limits northward from a line near N 85th Street, to a uniform north border at N 145th Street. These annexations brought an additional ten schools into the district from the struggling Shoreline School District.

Building Architect: Naramore, Bain, Brady & Johanson

The architectural firm today known as NBBJ was formed in 1943 by Seattle architects Floyd Naramore, William Bain, Clifton Brady, and Perry Johanson, to combine forces in the design of housing and other support facilities at the naval shipyard in Bremerton. The team was known informally as “The Combine.” Each partner brought a specialty to the firm: Naramore was known for his educational projects, Bain had residential and general commercial experience, Brady was both an architect and engineer, and Johanson specialized in health care facilities. The combined talents of the four offered a multidisciplinary, collaborative approach to projects.

In the early years, Naramore, Bain, Brady & Johanson grew as a regional leader in the Pacific Northwest, forming lasting relationships with local businesses, institutions, and governments. Major projects of their first decade include the University of Washington Health Sciences Complex and Medical Center and the Public Safety Building in Seattle, along with the Federal Reserve Building of San Francisco, Seattle Branch Bank. Smaller projects included the King County Blood Bank (1945, demolished) and the S.L. Savidge Auto Showroom (1947).

In the 1970s and 1980s, NBBJ pioneered the expansion of traditional architectural practice into a firm offering comprehensive and full-service consultation in all elements of the built environment. Large-profile projects completed by the firm during these years in Seattle include the IBM Corporation Office Building and Garage (1963, with Minoru Yamasaki, Seattle, WA), the Seattle First National Bank Building or Sea-First Tower (1969, now 1001 Fourth Avenue), and the King County Domed Stadium (1972, Seattle, WA, demolished).

In 1976, the architectural firm of Godwin-Nitschke-Bohm from Columbus, OH collaborated with NBBJ on a large project and later merged with NBBJ. In 2002, NBBJ was the second-largest architectural firm in the United States and the fifth largest in the world, employing more than 900 people in Seattle, Columbus, San Francisco, Los Angeles, and New York, with international offices in London and Shanghai.

Recent notable projects in Seattle by the firm include Safeco Field (1999), the United States Federal Courthouse (2003-04), WAMU Center (2005-06), and the Bill & Melinda Gates Foundation Headquarters (2010).

Selected List of Naramore/NBBJ Attributions

1914-15	Couch Elementary School	Portland, OR
1935-36	Bagley Hall, University of Washington, with Grainger & Thomas, Bebb & Gould	Seattle, WA

1938	Bellingham High School	Bellingham, WA
1941-42	East Park Community Center	Bremerton, WA
1948-49	McKinley Elementary School	Olympia, WA
1951	King County Blood Bank (NBBJ)	Seattle, WA
1953	Clyde Hill Elementary School (NBBJ)	Bellevue, WA
1957	Ashwood Elementary School (NBBJ)	Bellevue, WA
1963	IBM Building (NBBJ w/Minoru Yamasaki)	Seattle, WA

Project Engineer: Helge J. Helle of Worthington, Skilling, Helle & Jackson Structure Engineers

The Seattle engineering firm of Worthington, Skilling, Helle & Jackson, consulting structural and civil engineers, designed Ingraham High School in 1958, with Helge J. Helle signing the drawings. The firm changed its name to Skilling, Helle, Christiansen & Robertson in 1967 when Worthington retired. Helle retired from the firm in 1979, after which the firm name changed again to Skilling Ward Rogers Robertson, Engineers, which operated between 1983 and 1987. This firm later evolved into Skilling Ward Magnusson Barkshire (SWMB) Inc., Engineers, which operated between 1987 and 2003.

Helge J. Helle was born and raised in Seattle. After serving in the Navy during World War II, he graduated in 1949 from the University of Washington with both bachelors and masters degrees in Engineering. Directly after graduation Helle joined an engineering firm known as W. H. Witt Co. By 1959 the firm had evolved into Worthington, Skilling, Helle & Jackson, with Helle as one of the principal engineers. He headed the design team for construction of Children's Orthopedic and Swedish hospitals, as part of his focus on hospital design. He was also part of the design team for the IBM Building in Seattle (1962-64, Minoru Yamasaki), the Rainier Tower (1972-77, Minoru Yamasaki with NBBJ, Seattle, WA) and World Trade Center towers I and II (1963-77, Minoru Yamasaki, New York, NY), along with many other projects designed by the firm.

Helle served a term as President of the Construction Engineers Council of Washington and was a member of the Structural Engineers Association of Washington. During his career he received a special citation award from the Western Concrete Reinforcing Steel Institute for its northern division and was named Engineer of the Year by the Consulting Engineers Council of Washington. Helle consulted with the firm after his retirement.

Representative Buildings designed by Worthington, Skilling, Helle & Jackson

<i>Date</i>	<i>Project</i>	<i>Location</i>	<i>Design Architect</i>
1959-60	West Seattle Congregational Church	West Seattle, WA	Kirk Wallace McKinley
1960	Chief Seattle Council Service Center, Boy Scouts of America	Seattle, WA	Nelson and Sabin
1960	Shannon and Wilson Properties Incorporated Geotechnical	Seattle, WA	NBBJ

	Engineers Office and Laboratory Building		
1961-62	Fine Arts Pavilion, Seattle World's Fair	Seattle, WA	Kirk Wallace McKinley
1962-64	International Business Machines (IBM) Corporation Office Building and Garage	Downtown Seattle, WA	NBBJ
1963-64	City of Seattle Public Library Branch #3	Magnolia, Seattle, WA	Kirk Wallace McKinley, building architect; Richard Haag, landscape architect
1964-68	Rivergate Exhibit Facility	New Orleans, LA	Curtis and Davis
1967-69	University of Washington Child Development and Mental Retardation Center	Seattle, WA	Arnold G. Gangnes & Associates
1966-73	Port Authority of New York and New Jersey World Trade Center Towers I and II	New York, NY	Minoru Yamasaki
1972-76	Kingdome, King County Department of Stadium Administration Domed Stadium	Pioneer Square, Seattle, WA	NBBJ
1972-77	Rainier Bank Tower	Downtown Seattle, WA	Minoru Yamasaki with NBBJ
1979-81	Seattle First National Bank Incorporated Fifth Avenue Plaza Building	Downtown Seattle, WA	Natalie de Blois of 3D/International
1985	Columbia Seafirst Center	Downtown Seattle, WA	Chester L. Lindsey

Building Contractor: Sound Construction

John Hastie (b. 1863–d. 1930) and Henry Lohse, Jr. (1873-1938) incorporated the Sound Construction and Engineering Co. in 1909. John Hastie arrived in Seattle from Ohio in 1886. He was in business as early as 1907 heading the firm Hastie & Dougan, General Contractors.

Henry Lohse, Jr. was born in Olympia and was in business as a contractor as early as 1906, when he was the contractor for the Hemrich Brothers Brewing Company building located at Third Avenue and James Street, designed by Josenhans & Allen, along with another building on Pike Street by the same architect. Sound Construction continued after the deaths of its founders, with former presidents including Okey O. Gregg (1880-1963), and construction superintendents William Howard Padden (1895-1963), later of the Austin Company, and Frank Hulvey (1896-1966). After 1966, Sound Construction seems

to have gone out of business.

Examples of the work of Sound Construction includes:

Courthouse in Butte, Montana, 1910

Joshua Green Block, at Fourth and Pike, John Graham Architect, 1912

West Wheeler Street Bridge (Smith Cove to Magnolia Bluff), 1913

Post office and federal building in Medford, Oregon, 1915

Grunbaum Brothers Furniture Company at Sixth Avenue and Pine Street, 1921-22

Pacific Telephone Building, 1922

Decatur Building, 1922

New Bigelow Building, 1924

Northern Life Insurance Company Office Building #2, now known as Seattle Tower,
1212 Third Avenue, City of Seattle Landmark, 1928-29

City Light Building, 1935

Health Science Building at University of Washington (w/ J.C. Boespflug Construction
Co.), 1957

Moses Lake Flight Center Boeing Airplane Hangar, 1957

Exhibits for World Fair foreign commerce and industry, Walker McGough, architects,
1961

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The features of the Landmark to be preserved include: *the exterior of the gymnasium, and the exterior of the auditorium and its associated foyer and lobby wing.*

Issued: October 6, 2017

Sarah Sodt
City Historic Preservation Officer

Cc: Eric Becker, Seattle Public Schools
Rich Hill, McCullough Hill Leary
Ellen Mirro, The Johnson Partnership
Jordan Kiel, Acting Chair, LPB
Nathan Torgelson, SDCI
Tina Capestany, SDCI
Ken Mar, SDCI



Ingraham High School, 1819 N 135th Street, 2017



Ingraham High School, 1819 N 135th Street, 1960



Landmark Designation

HISTORIC PRESERVATION

July 8, 2022

Department of Neighborhoods



City of Seattle **282**

Designation Standards

In order to be designated, the building, object, or site must be at least 25 years old and must meet at least one of the six standards for designation outlined in the Seattle Landmarks Preservation Ordinance ([SMC 25.12.350](#)):

- a) It is the location of, or is associated in a significant way with, a historic event with a significant effect upon the community, City, state, or nation; or
- b) It is associated in a significant way with the life of a person important in the history of the City, state, or nation; or
- c) It is associated in a significant way with a significant aspect of the cultural, political, or economic heritage of the community, City, state or nation; or

Designation Standards, cont.

- d) It embodies the distinctive visible characteristics of an architectural style, or period, or a method of construction; or
- e) It is an outstanding work of a designer or builder; or
- f) Because of its prominence of spatial location, contrasts of siting, age, or scale, it is an easily identifiable visual feature of its neighborhood or the city and contributes to the distinctive quality or identity of such neighborhood or the City.

In addition to meeting at least one of the above standards, the object, site, or improvement must also possess integrity or the ability to convey its significance.

Original Van Asselt School

7201 Beacon Avenue S

Designation: May 1, 2019

Standard: C and D

Controlled features:

- the 1909 site
- the exterior of the 1909 building
- the interior of the 1909 building

Date Built: 1909

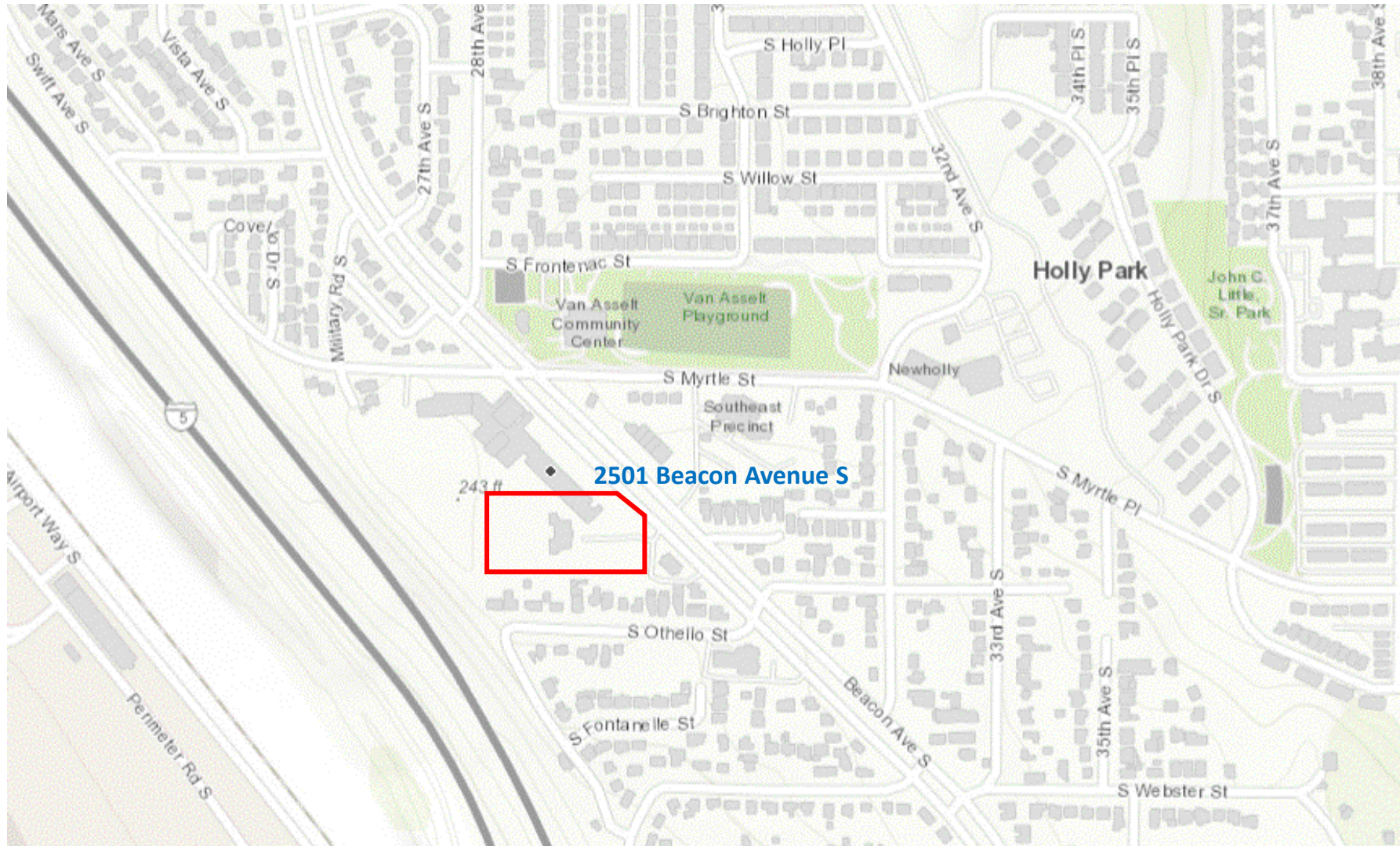
Architect: Edgar Blair



Contemporary photo, 2018



Historic photo, circa 1950



Loyal Heights Elementary School

2501 NW 80th Street

Designation: March 18, 2015

Standard: C, D and F

Controlled features:

- the site
- the exteriors of 1932 & 1946 buildings
- portions of the interior

Date Built: 1932, altered 1946

Architect: Floyd A. Naramore (1932)
Naramore & Brady (1946)

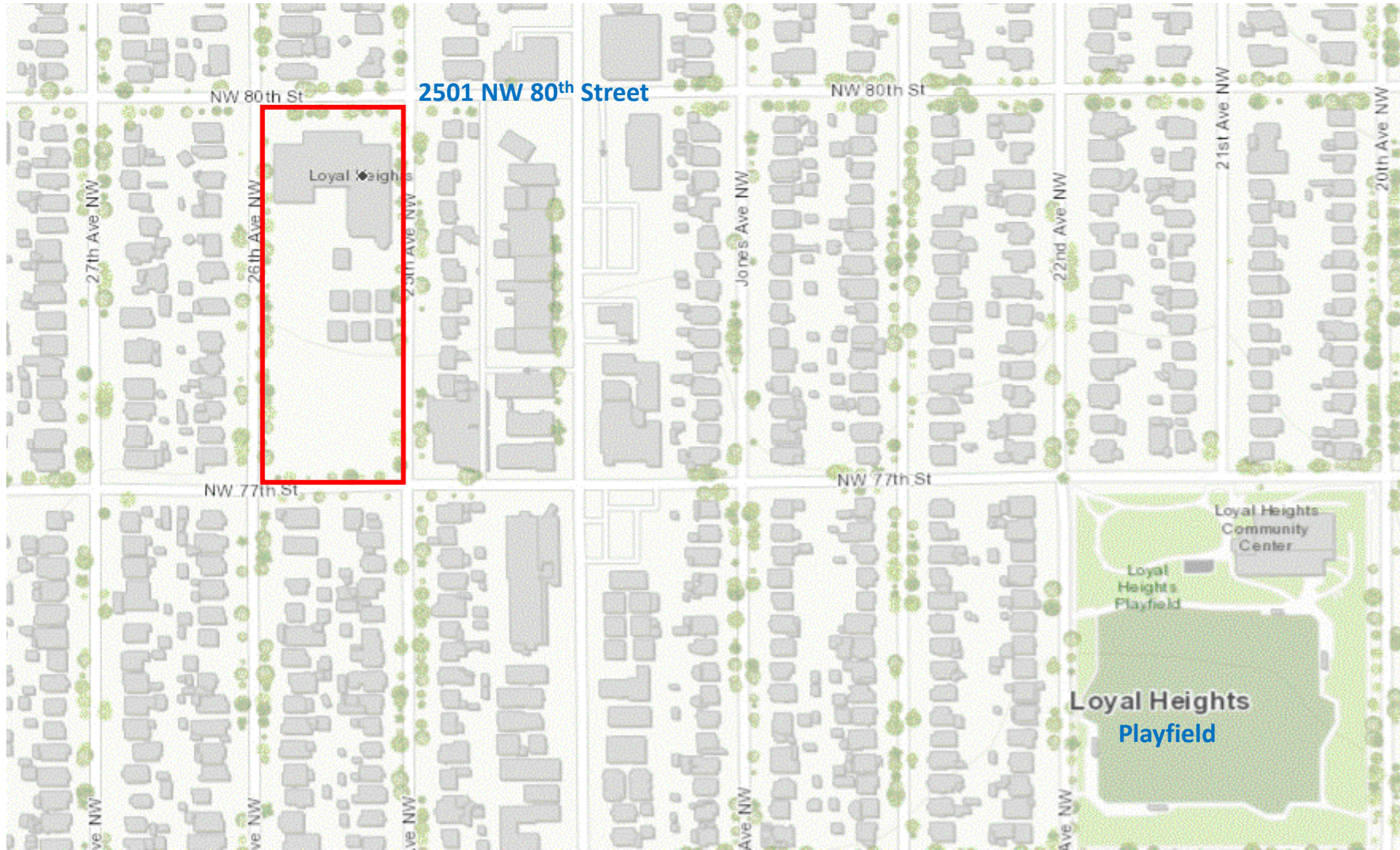


Contemporary photo, 2021

Photo Credit: Google Earth



Historic photo, 1939



Ingraham High School

1819 N 135th Street

Designation: October 4, 2017

Standard: D

Controlled features:

- the exterior of gymnasium
- the exterior of auditorium and its associated foyer and lobby

Date Built: 1959

Architect: NBBJ

Structural Engineer: Jack Christiansen

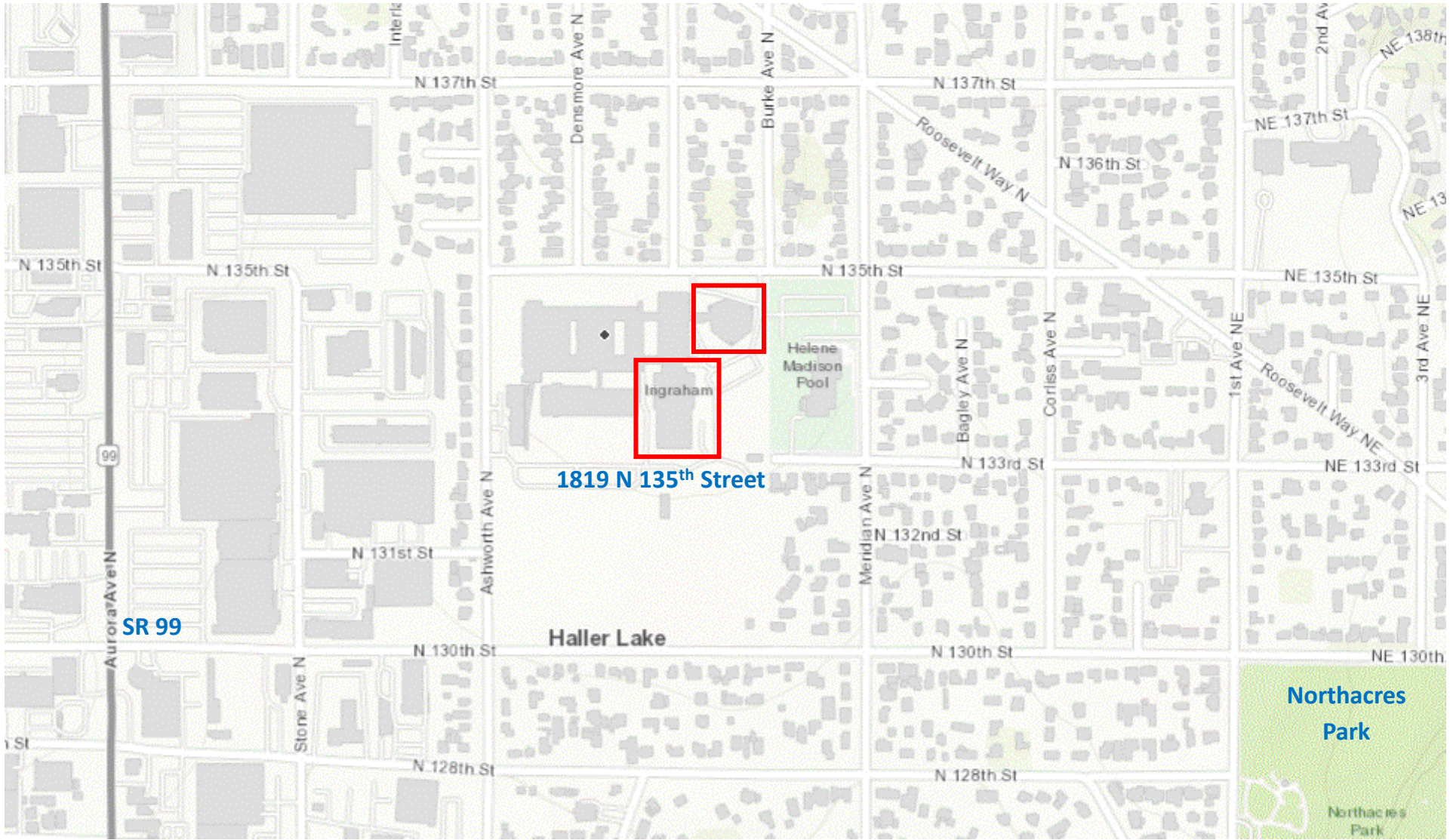


Contemporary photos, 2017



Historic photos, 1960







Legislation Text


File #: Appt 02253, **Version:** 1

Reappointment of William H. Southern Jr. as member, Community Involvement Commission, for a term to May 31, 2024.

The Appointment Packet is provided as an attachment.



City of Seattle Boards & Commissions Notice of Appointment

Appointee Name: William H. Southern, Jr.		
Board/Commission Name: Community Involvement Commission		Position Title: District 5 Member
<input type="checkbox"/> Appointment OR <input checked="" type="checkbox"/> Reappointment		Council Confirmation required? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Appointing Authority: <input checked="" type="checkbox"/> Council <input type="checkbox"/> Mayor <input type="checkbox"/> Other: <i>Fill in appointing authority</i>	Date Appointed: <i>mm/dd/yy.</i>	Term of Position: * 6/1/2022 to 5/31/2024 <input type="checkbox"/> <i>Serving remaining term of a vacant position</i>
Residential Neighborhood: Wedgewood/Meadowbrook	Zip Code: 98115	Contact Phone No.:
Background: Bill Southern originally from the state of Rhode Island, moved to Seattle in 1978 and lives in the Meadowbrook/ Wedgewood area. Bill has a background in media, public affairs, community relations and outreach. He worked for the Washington State Department of Transportation (WSDOT) as an Affirmative Actions Officer and later promoted as the Public Affairs Officer for the 1.46 billion dollar Interstate 90 Completion Project, where he gained notoriety as the department spokesperson during and after the sinking of the I-90 Bridge in 1990. Bill went on to serve as the Public Affairs Director for WSDOT's NW Region. From there he served as the Director of Public Affairs and District Communications for the Seattle School District. Bill retired in 2013 from Special Olympics Washington having served as its Director of Public Affairs.		
Authorizing Signature (original signature):  Date Signed (Appointed): 04/28/2022	Appointing Signatory: Tammy Morales Seattle City Council Member District 2	

*Term begin and end date is fixed and tied to the position and not appointment date.

William H. Southern, Jr.



Skills and Qualifications

- Over 25 years' supervisory experience in customer service and outreach
- Skilled in the development of programs and initiatives
- Acute understanding of networking concepts and the ability to build and maintain strong working relationships
- Proven crisis communications management specialist
- Skilled at conducting and facilitating training sessions, orientations and focus groups
- Ability to administer agency-wide programs and resources
- Excellent oral and written communications skills
- Practiced in the delivery of persuasive public presentations to diverse audiences.
- Thoroughly enjoy working on cross-functional and cross-departmental teams
- Skilled in marketing, public and community relations, outreach and media
- Flexible/Adaptable - Good Communicator
- Resourceful - Open to Change
- Evaluative – Organized
- Consistent – Delegator – Confident
- Respectful - Proactive vs. Reactive
- Enthusiastic - Interested in Feedback

Management and Leadership Skills

- Solid negotiation and outreach skills

- Ability to collect, analyze, and facilitate the flow of information and serving as an informational resource and advocate
- Experienced and skilled in the decision making process, problem solving, organizing and prioritizing task
- Trained in cross-cultural communications and interpersonal skills
- Developed, implemented and administered a one stop customer service policy in Seattle schools
- Hearing, investigating, and responding to complaints and concerns and intervening to defuse potentially hostile situations involving angry and/or unruly customers/clients
- Regularly reviewed organizational performance of goals and objectives as needed to ensure compliance with approved communications, operating and business plans.

Work History

Director, Public Affairs, Outreach and Corporate Development

Special Olympics Washington

Seattle, WA

6/2005 - 1/2013

Director, District Public Affairs & Communications

Seattle Public Schools

Seattle, WA

7/1999 - 8/2003

Director, Public Affairs NW Region

Washington State Department of

Transportation

Seattle, WA

1/1985 - 7/1999

Local Veteran Employment Representative Washington State Employment Security

Bellevue, WA

11/1981 - 1/1985

Education

Goodwill

Certificate of completion-MS Word

12/2014

Certificate of Completion-Microsoft Excel

7/2013

The Pacific Institute

Certificate of Completion-Thought Patterns for High Performance

4/2010

Harvard University Graduate School of Education

Certificate of Completion-Public Engagement

3/2000 - 11/2000

University of Washington

Certificate of Completion-Business Administration

6/1990

University of Rhode Island

Studied Psychology and Sociology

Military experience

United States Air Force-Westover, Massachusetts

Honorable discharge

1970-1972

Community Involvement Commission

Sixteen Members: Pursuant to Ordinance 125192, all members subject to City Council confirmation, one – and two-year terms for the initial round of appointments, two-year terms thereafter:

- 7 City Council-appointed
- 7 Mayor-appointed
- 2 Other Appointing Authority-appointed (specify): Commission-selected

Roster:*Updated 4/20/22

*D	**G	RD	Position No.	Position Title	Name	Term Begin Date	Term End Date	Term #	Appointed By
5	F	1	1.	City Council District #1	Jasmine Aryana	6/1/20	5/31/22	1	City Council
		2	2.	City Council District #2	VACANT	6/1/21	5/31/23	1	City Council
		3	3.	City Council District #3	VACANT	6/1/20	5/31/22	1	City Council
2	F	4	4.	City Council District #4	Martha Lucas	6/1/21	5/31/23	1	City Council
2	M	5	5.	City Council District #5	William H. Southern Jr.	6/1/22	5/31/24	2	City Council
9	F	6	6.	City Council District #6	Kristine Dillin	6/1/21	5/31/23	1	City Council
		7	7.	City Council District #7	VACANT	6/1/20	5/31/22	1	City Council
2/9	F	6	8.	Member At Large	Julia Jannon-Shields	6/1/21	5/31/23	1	Mayor
			9.	Member At Large	VACANT	6/1/22	5/31/24	1	Mayor
			10.	Member At Large	VACANT	6/1/21	5/31/23	1	Mayor
2	F	6	11.	Member At Large	Ahoua Koné	6/1/22	5/31/24	1	Mayor
1	F	6	12.	Member At Large	Saba Rahman	6/1/21	5/31/23	1	Mayor
2	M	7	13.	Member At Large	Robert Radford	6/1/22	5/31/24	1	Mayor
6	F	2	14.	Get Engaged Member	Oksana Reva	9/1/21	8/31/22	1	Mayor
2	M	7	15.	Commissioner	Marcus White	6/1/21	5/31/23	1	Commission
1	F	6	16.	Commissioner	Carol Redfield	6/1/20	5/31/22	2	Commission

SELF-IDENTIFIED DIVERSITY CHART

	(1)		(2)		(3)		(4)		(5)		(6)		(7)		(8)		(9)	
	Male	Female	Transgender	NB/ O/ U	Asian	Black/ African American	Hispanic/ Latino	American Indian/ Alaska Native	Other	Caucasian/ Non-Hispanic	Pacific Islander	Middle Eastern	Multiracial					
Mayor	1	4			1	3*				1			1*					
Council	1	3				2			1				1					
Other	1	1			1	1												
Total	3	8			2	6			1	1			2					

*One Commissioner identifies as both (2) and (9) so totals will be different

Key:

*D List the corresponding Diversity Chart number (1 through 9)

**G List gender, M= Male, F= Female, T= Transgender, NB= Non-Binary O= Other U= Unknown

RD Residential Council District number 1 through 7 or N/A

Diversity information is self-identified and is voluntary.



Legislation Text

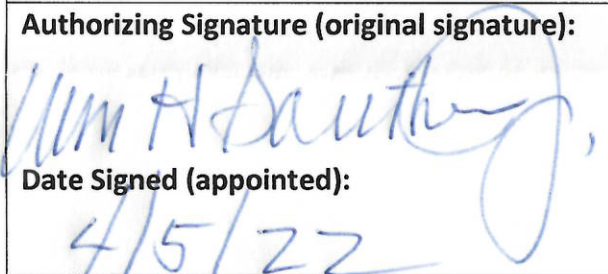
File #: Appt 02254, **Version:** 1

Appointment of Marcus White as member, Community Involvement Commission, for a term to May 31, 2023.

The Appointment Packet is provided as an attachment.



City of Seattle Boards & Commissions Notice of Appointment

Appointee Name: <i>Marcus White</i>		
Board/Commission Name: <i>Community Involvement Commission</i>		Position Title: Commissioner
<input checked="" type="checkbox"/> Appointment OR <input type="checkbox"/> Reappointment	City Council Confirmation required? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Appointing Authority: <input type="checkbox"/> City Council <input type="checkbox"/> Mayor <input checked="" type="checkbox"/> Other: <i>Commission Selected</i>	Term of Position: * 6/1/2021 to 5/31/2023 <input checked="" type="checkbox"/> <i>Serving remaining term of a vacant position</i>	
Residential Neighborhood: <i>Queen Anne</i>	Zip Code: <i>98109</i>	Contact Phone No.:
Background: <i>Marcus White grew up in the Atlanta Area and has lived in Seattle for over 2 years. With a background in the accounting profession, Marcus wants to use an organized, disciplined approach to help temper the chaotic, frenetic nature of our beloved city and its governmental affairs. He has resided all over Seattle (Capitol Hill, Central District, and Queen Anne). He is becoming increasingly aware of the acute challenges the city faces such as the permanent housing crisis and racial equity and inclusion and wants to help ease the tension and augment the city's commendable qualities.</i>		
Authorizing Signature (original signature): 	Appointing Signatory: <i>William H. Southern, Jr.</i> <i>District 5 Member, Designated Community Involvement Commission Signatory</i>	
Date Signed (appointed): <i>4/5/22</i>		

*Term begin and end date is fixed and tied to the position and not the appointment date.

OBJECTIVE

To help busy, growing companies that are short on time the ability to focus the majority of their precious time, resources, and energy on revenue-generating activities in their chosen industry by handling the day to day accounting and bookkeeping duties.

SKILLS & ABILITIES

Organization is one of my superpowers, well versed in QuickBooks Online, Month end Cash Reconciliations, Operations Management, Intermediate knowledge of Microsoft Excel (V-lookups, Pivot Tables), Adept at Microsoft office and other enterprise software, Familiar with Adobe Software, Ability to handle a lot of responsibility and can keep up with large amount of document responsibility, Understands the level of attention to detail and focus desired to do well in Accounting, Responsive, Reliable, Trustworthy, 4+ years of experience working in the Accounting Field.

EXPERIENCE

PRESIDENT, OPTIMAL ACCOUNTING LLC

September 2016-Current

- Make sure pristine and immaculate accounting records are kept and accessible
- Perform Bank Account Reconciliations for depository accounts
- Administer relevant accounting software (Quickbooks, Zoho Books, etc.)
- Financial statement preparation
- Help clients to plan, budget, and effectively strategize through different avenues such as financial analysis, contingency planning, and monitoring cash flow to ensure company is moving in positive direction
- Secure outstanding A/R amounts to augment revenue (Bi-Monthly).

INVESTMENT ACCOUNTING ANALYST, MAG MUTUAL INSURANCE COMPANY

November 2015-April 2017

- Held responsible for month end accounting duties for subsidiary company (PSIC)
- Performed multiple month end reconciliations (Cash, Premium/Discount, Gain/Loss, General Ledger)
- Employed in a workspace that demanded a high level of organization, careful attention to detail, and viable communication skills
- Responsible for paying quarterly taxes on time, keeping accurate records

ACCOUNTING INTERN, SESSOMS AND VIRGUEZ , LLC

May 2015-November 2015

- Actively monitored 500+ client Accounts using QuickBooks software and kept balances current to maintain the overall integrity of the books

- Responsible for resolving issues within client accounts, to match internal records with what should in the client file
- Organized and kept track of all financially relevant files for the business, such as IRS notices, invoices, etc. and kept track of them on a monthly basis.
- Analyzed Revenue and looked for trends, opportunities and growth in the data, also performed pertinent reconciliations on a weekly and monthly basis
- Worked extensively in QuickBooks creating new client entries, accepting payments, and creating invoices

TAX ASSOCIATE , REVOLUTION FINANCIAL SOLUTIONS

January 2015-April 2015

- Prepared Georgia and other state income tax returns, including part year and non-resident state tax returns
- Reviewed clients’ data to determine reportable items of income and expense to efficiently prepare return with minimal error
- Researched complex tax issues such as treating taxable income using computerized and print research services
- Analyzed investment accounts to determine taxability of investment income and security transactions

TAX INTERN , RYAN, LLC

May 2014-August 2014

- Performed consulting duties, made phone call to retrieve tax valuation data, and extensive tax research
- Assisted managers with projects of different scope ranging from analyzing tax data from other offices, to compiling useful data to aid managers

EDUCATION

GEORGIA STATE UNIVERSITY – ATLANTA- ACCOUNTING DEGREE- MAY 2015

Graduated in 4 years with a 3.45 overall GPA.

COMMUNICATION

We understand communication is mostly about listening and not talking. We listen to what you desire from us for your business, not just your needs and meet the task based on the standards you set, not ours.

LEADERSHIP

Atlanta Rotaract Club Treasurer, Dates: June 2016-Current

UNCF/KOCH Scholars Program Head of Mentorship, February 2017-Present

REFERENCES

References available upon request

Community Involvement Commission

Sixteen Members: Pursuant to Ordinance 125192, all members subject to City Council confirmation, one – and two-year terms for the initial round of appointments, two-year terms thereafter:

- 7 City Council-appointed
- 7 Mayor-appointed
- 2 Other Appointing Authority-appointed (specify): Commission-selected

Roster:*Updated 5/11/22

*D	**G	RD	Position No.	Position Title	Name	Term Begin Date	Term End Date	Term #	Appointed By
5	F	1	1.	City Council District #1	Jasmine Aryana	6/1/20	5/31/22	1	City Council
		2	2.	City Council District #2	VACANT	6/1/21	5/31/23		City Council
		3	3.	City Council District #3	VACANT	6/1/20	5/31/22		City Council
2	F	4	4.	City Council District #4	Martha Lucas	6/1/21	5/31/23	1	City Council
2	M	5	5.	City Council District #5	William (Bill) Southern	6/1/22	5/31/24	2	City Council
9	F	6	6.	City Council District #6	Kristine Dillin	6/1/21	5/31/23	1	City Council
		7	7.	City Council District #7	VACANT	6/1/20	5/31/22		City Council
2/9	F	6	8.	Member At Large	Julia Jannon-Shields	6/1/21	5/31/23	1	Mayor
			9.	Member At Large	VACANT	6/1/22	5/31/24		Mayor
			10.	Member At Large	VACANT	6/1/21	5/31/23		Mayor
2	F	6	11.	Member At Large	Ahoua Koné	6/1/22	5/31/24	1	Mayor
1	F	6	12.	Member At Large	Saba Rahman	6/1/21	5/31/23	1	Mayor
2	M	7	13.	Member At Large	Robert Radford	6/1/22	5/31/24	1	Mayor
			14.	Get Engaged Member	VACANT	9/1/21	8/31/22		Mayor
2	M	7	15.	Commissioner	Marcus White	6/1/21	5/31/23	1	Commission
1	F	6	16.	Commissioner	Carol Redfield	6/1/20	5/31/22	2	Commission

SELF-IDENTIFIED DIVERSITY CHART

					(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
	Male	Female	Transgender	NB/O/U	Asian	Black/African American	Hispanic/Latino	American Indian/Alaska Native	Other	Caucasian/Non-Hispanic	Pacific Islander	Middle Eastern	Multiracial
Mayor	1	3			1	3*							1*
Council	1	3				2			1				1
Other	1	1			1	1							
Total	3	7			2	6			1				2

*One Commissioner identifies as both (2) and (9) so totals will be different

Key:

- *D List the corresponding *Diversity Chart* number (1 through 9)
- **G List *gender*, M= Male, F= Female, T= Transgender, NB= Non-Binary O= Other U= Unknown
- RD Residential Council District number 1 through 7 or N/A

Diversity information is self-identified and is voluntary.