



**City of Seattle**

Edward B. Murray, Mayor

**Seattle Department of Neighborhoods**

Kathy Nyland, Director

## **SCHOOL DEVELOPMENT STANDARD DEPARTURE ADVISORY COMMITTEE**

# **LOYAL HEIGHTS ELEMENTARY SCHOOL DESIGN DEPARTURE RECOMMENDATIONS**

December 2015

This report is produced pursuant to the City of Seattle Municipal Code (SMC 23.44.17 and 23.79). The intent and purpose of this report is to document public testimony and make recommendations to the City for modifications to land use code development standards in order to facilitate construction of a new Loyal Heights Elementary School located at 2511 NW 80th St, Seattle, WA.



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Attachment 1: Assumptions for Five Year School Projections RE: Seattle Public Schools Five Year School Projections, 2015-2019 Enrollment Planning

Attachment 2: Meeting #1 Minutes, October 5, 2015

Attachment 3: Meeting #2 Minutes, October 15, 2015

Attachment 4: Minority Report – Ms. Constance McBarron

Attachment 5: Minority Report – Mr. Eric Becker

# Loyal Heights Elementary School Design Departure Advisory Committee Draft Report and Recommendations

## 1. Background

### 1.1 General Departure Proposals

March 16, 2016, the Seattle Public Schools submitted a request for departures from four (4) Seattle Municipal Code (SMC) Development Standards to accommodate a modernization and addition project at Loyal Heights Elementary School located at 2511 NW 80th St, Seattle, Washington.

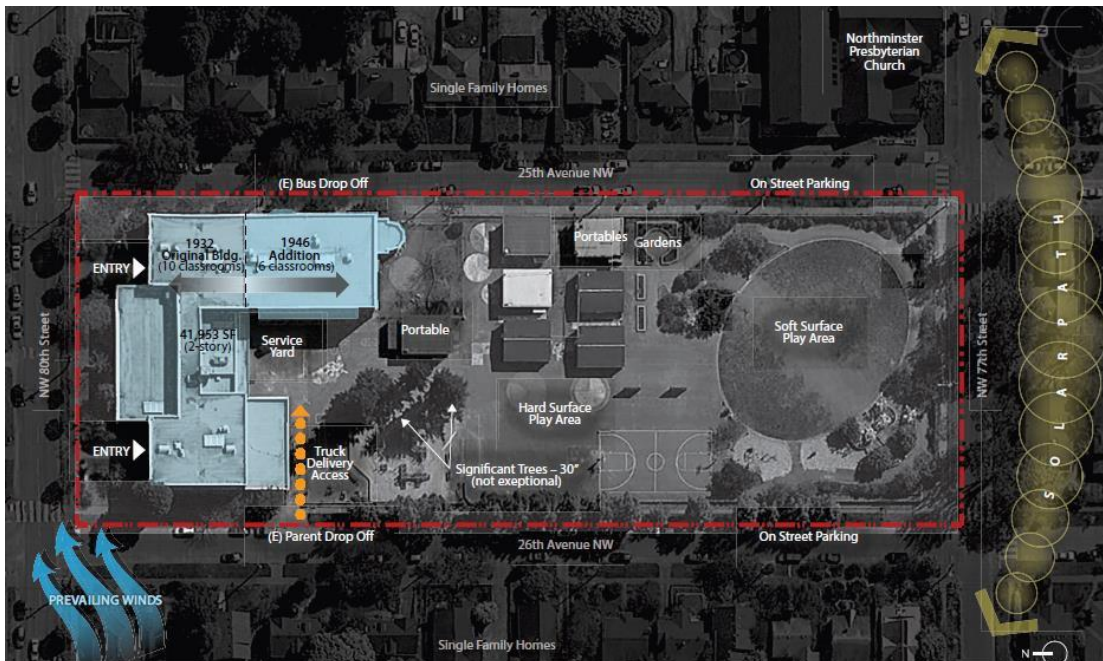
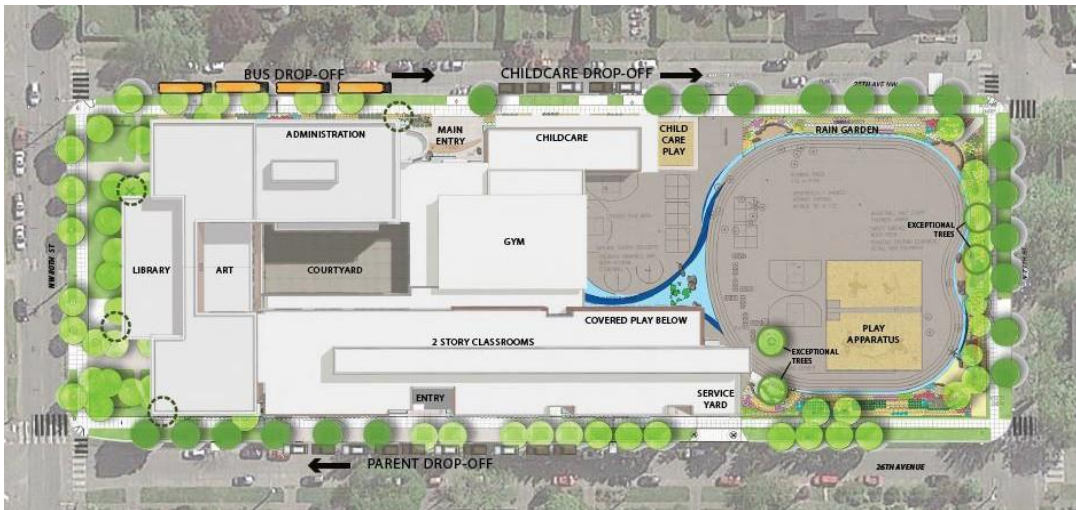


Exhibit 1 Existing Site Aerial



**Exhibit 2 Proposed Site Plan**

## **1.2 Neighborhood Characteristics**

Loyal Heights is located in the Ballard neighborhood. It includes the area north of 65<sup>th</sup> and west of 15<sup>th</sup> Avenue, extending west to 28th Ave NW. The neighborhood is almost fully developed single family homes. The Loyal Heights Elementary School and its playground are noted for being very active and utilized heavily by the neighborhood. The grass field, surrounding pathway, and educational beds at the south end of the site were built by neighbors and LHES parents with public monies raised through grants from the City of Seattle Parks Department, The Department of Neighborhoods, King County Youth Sports Facilities, Seattle Public Utilities, Starbucks, Home Street Bank, and privately donated funds.

## **1.3 Requests for Departure and Committee Formation**

The City initiated the Development Standard Departure Process, pursuant to SMC 23.44.17 and 23.79. The code requires that the Department of Neighborhoods (DON) convene a Development Standard Advisory Committee (hereinafter as the Committee) when the School District proposes a departure from the development standards identified under the code. These standards are popularly referred to as the “zoning code”.

The purpose of the Committee is 1) to gather public comment and evaluate the proposed departures for consistency with the objectives and intent of the City’s land use policies to ensure that the proposed facility is compatible with the character and use of its surroundings; and 2) to develop a report and recommendation to the Seattle Department of Planning and Development (DPD) from DON.

Following completion of the Committee Report and its transmittal to DPD, the Director of DPD will produce a formal report and determination. The Director of DPD will determine the extent of departure from established development standards which may be allowed, as well as identify all mitigating measures which may be required. This decision is appealable.

In June 2015 DON sent notices to residents within 600 feet of the Loyal Heights Elementary School requesting self-nominations for membership on the Committee. Twenty two community members applied, and on July 29, 2015 the Committee was formed. The Committee is composed of eight voting members and two alternates with a City non-voting Chair.

The Committee was appointed as follows:

Maryann Firpo	Person residing within 600'
James Bristow	Person owning property or a business within 600'
Dennis Swinford	Representative of the general neighborhood
Christina Congdon	Representative of the general neighborhood
Constance McBarron	At large to represent citywide education issues
Julie Giebel	Representatives of the LHES PTSA
Timothy Smith	Representatives of the LHES PTSA
Eric Becker	Representative of the Seattle School District
Jim Wurzer	Alternate
Mark Smithsund	Alternate
<b>Ex-Officio Members</b>	
Holly Godard	Department of Planning and Development (DPD)
Maureen Sheehan	Department of Neighborhoods (DON)

## 2. Departures

### 2.1 Specific District Requests

The District is proposing development on the site as shown in Exhibit 2 above. The District proposes to retain the existing school, and build on the ground level an additional 37,136 SF to the south, for a total of 59,538 total ground level building square feet.

In order to accommodate the educational program for this project, the District requested the following departures from provisions of the SMC.

#### **Departure #1 – Greater than Allowed Lot Coverage**

Existing Standard: SMC 23.51B.002.C - Required parking

For new public school construction on new public school sites the maximum lot coverage permitted for all structures is 45 percent of the lot area for one story structures or 35 percent of the lot area if any structure or portion of a structure has more than one story.

Proposed Departure: The District is proposing to obtain a departure for a lot coverage of 47.7% with more than one story.

### **Departure #2 – Less than Allowed Building Setbacks**

Existing Standard: SMC 23.51B.002.E

b. No setbacks are required for new public school construction or for additions to existing public school structures for that portion of the site across a street or an alley or abutting a lot in a nonresidential zone. If any portion of the site is across a street or an alley from or abuts a lot in a residential zone, setbacks are required for areas facing or abutting residential zones, as provided in subsections E.2 through E.5 of this Section 23.51B.002. Setbacks for sites across a street or alley from or abutting lots in Residential-Commercial (RC) zones are based upon the residential zone classification of the RC lot.

c. The minimum setback requirement may be averaged along the structure facade with absolute minimums for areas abutting lots in residential zones as provided in subsections E.2.b, E.3.b and E.4.b of this Section 23.51B.002.

Proposed Departure: The District is proposing to obtain a departure for a reduced setback of zero feet from the property line for the new addition and a reduced setback of zero feet for the existing Landmarked building as it currently sits on the lot.

### **Departure #3 – Less than Required Off-street Parking**

Existing Standard: SMC 23.51B.002.G

Parking Quantity. Parking shall be required as provided in Chapter 23.54.

Existing Standard: SMC 23.54.015 – Required parking – Table C, PARKING FOR PUBLIC USES AND INSTITUTIONS, Item M:

Schools, private elementary and secondary:

1 space for each 80 square feet of all auditoria and public assembly rooms, or if no auditorium or assembly room, 1 space for each staff member.

Proposed Departure: The District is proposing to obtain a departure to remove the parking requirement. No parking is provided on the site for the existing school

### **Departure #4 – Greater than Allowed Building Height**

Existing Standard: SMC 23.51B.002.D.1

b. For new public school construction on existing public school sites, the maximum permitted height is 35 feet plus 15 feet for a pitched roof. All parts of the roof above the height limit must be pitched at a rate of not less than 4:12. No portion of a shed roof is permitted to extend beyond the 35 foot height limit under this provision.

c. For additions to existing public schools on existing public school sites, the maximum height permitted is the height of the existing school or 35 feet plus 15 feet for a pitched roof, whichever is greater. When the height limit is 35 feet, the ridge of the pitched roof on a principal structure may extend up to 15 feet above the height limit, and all parts of the roof above the height limit must be pitched at a rate of not less than 4:12. No portion of a shed roof is permitted to extend beyond the 35 foot limit under this provision.

Proposed Departure: The District is proposing to obtain a departure for an additional 19 feet of height for a total height of 54 feet.

## **2.2 Committee Review and Recommendations**

### **2.2.1 Process and initial Meeting**

The Committee was convened in a public meeting held on October 5, 2015 at Loyal Heights Elementary School. The meeting was very heavily attended with 118 people at the meeting, 24 of whom provided public comments. One person spoke in favor of the project, all other who spoke were opposed to the proposal. The main points raised in public testimony were:

- The current lot size is too small to accommodate the type of building being proposed.
- The loss of outdoor play space does not outweigh the additional indoor space.
- The character of the school and neighborhood will be negatively affected by an out of scale building.

The room was polled by a show of hands and those in attendance asked if they favored, opposed or were neutral concerning this request. Approximately seven were in favor, all other attendees were opposed.

A second meeting was held on October 15, 2015 at the Loyal Heights Elementary School. The meeting was attended by 71 people, 18 of whom provided public comments. The comments were very similar to those given at the first meeting, with the addition of the Loyal Heights Elementary School Principal speaking in support of the need for this project.

### **2.2.2 Review Criteria**

Section 23.79 of the SMC directs the Committee to evaluate the requested departures for consistency with the general objectives and intent of the City's Land Use Code, and balance the interrelationships among the following factors:

a. Relationship to Surrounding Areas:

- (1) Appropriateness in relation to the character and scale of the surrounding area
- (2) Presence of edges (significant setbacks, major arterials, topographic breaks, and similar features) which provide a transition in scale.
- (3) Location and design of structures to reduce the appearance of bulk;
- (4) Impacts on traffic, noise, circulation and parking in the area; and
- (5) Impacts on housing and open space.

b. Need for Departure: The physical requirements of the specific proposal and the project's relationship to educational needs shall be balanced with the level of impacts on the surrounding area. Greater departure may be allowed for special facilities, such as a gymnasium, which are unique and/or an integral and necessary part of the educational process; whereas, a lesser or no departure may be granted for a facility which can be accommodated within the established development standards.

Section 23.51.002 contains further restriction related to single family and other low-rise residential zones.

### **2.2.3 Application of Review Criteria to Requested Departures and Committee Recommendations**

The Seattle Municipal Code envisions granting departures from the requirements of the Municipal Code to accommodate the educational needs of the programs to be located in the proposed buildings. In the case of the Loyal Heights Elementary School, the Seattle School District stated it cannot accommodate the program necessary for this area without granting departures for: 1) height, 2) parking, 3) lot coverage, and 4) setback. Without some departures, the alternative would be further reduction in critical open play space.

The committee struggled with the predicament of an either/or situation. They agree the district is proposing much needed improvements to the current elementary school, but believes it can be done in a way that is consistent with the general neighborhood and preserving the open play space. This committee is not against additions and improvements to the school. However, the majority of the committee strongly agreed that the educational specifications dictating the 4 classroom 660 student program without considering the appropriateness of that model for the lot size and surrounding neighborhood are the crux of the problem. Several committee members commented that the current plan and the district's insistence on the 660 student program left them with no options for compromise or mitigation.

The committee also believed that the Design Review process was done in a vacuum without the appropriate community input. At least one community member who was involved in the Design process believed the School District dismissed their ideas and concerns regarding the size.

After considering the overall design and program requirements, the Committee determined that the School District's 660 student program model requirements have resulted in over building this project. The district should reconsider this program model and should redesign the project using a community process where if any departures are requested they be relative to an appropriately designed remodel.



According to the School District's five year projections (attached), LHES student population is projected to decrease by 29 students. Growth in the NW northwest Seattle area is projected to occur primarily within the Viewlands and Adams reference areas. The Committee requests the School District to take a comprehensive view of the area and consider The Webster School and North Beach as additional choices for adding capacity. The Webster Elementary School will soon be available (currently occupied by the Nordic Heritage Museum) and is scheduled for a remodel to add 450 seats and a gymnasium as part of the BTA IV Capital Levy. Webster is located between Adams Elementary School and Loyal Heights Elementary School. Additionally, North Beach Elementary School occupies a lot nearly 3 times the size (6.87 acres) of LHE and is located adjacent to Viewlands Elementary.

### **Overall Recommendations**

**Recommendation 1 – A reasonable plan should only require 1-2 departures, 4 is excessive and an indication this project has not been designed with enough consideration to the site and neighborhood.**

**Recommendation 2 - A community design process that more effectively involves the neighborhood early in the process would avoid situations as this where a project of this size is being forced onto a neighborhood and school community.**

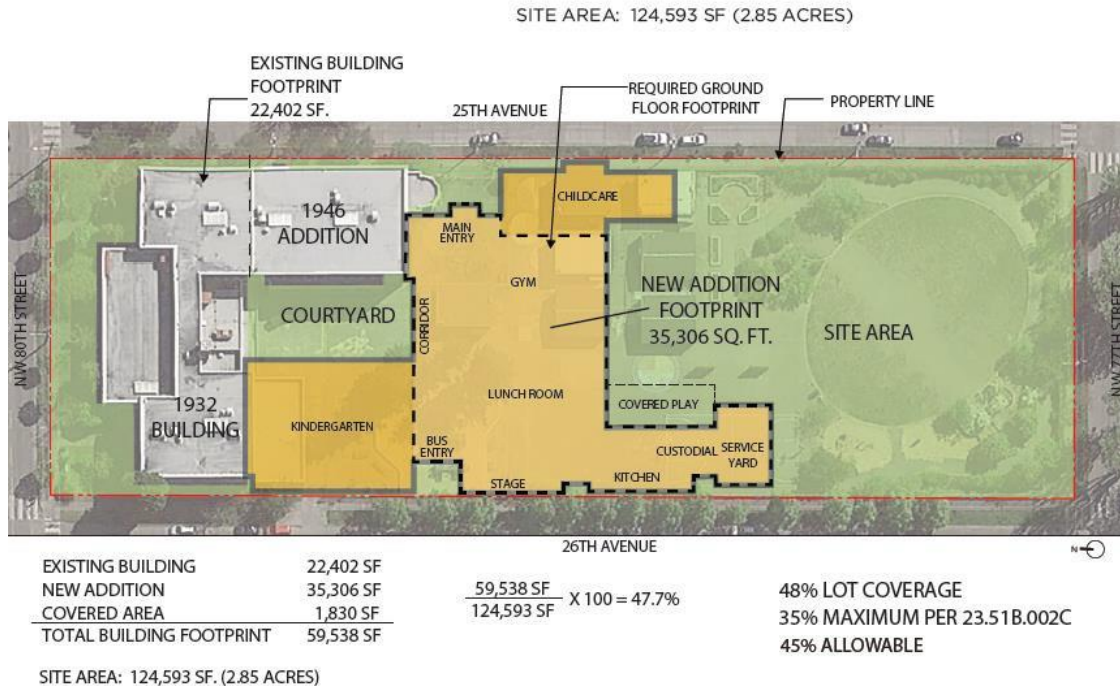
### **Departure #1 – Greater than Allowed Lot Coverage**

The District requested a departure to allow the Elementary School to exceed 35% allowable lot coverage to a total lot coverage of 47.7%. 35% is the allowable lot coverage, and the Committee is allowed to grant up to 45% lot coverage. The addition 2.7% would need to be approved by the Director of DPD.

The lot coverage request appeared to be the most controversial departure due to the loss of existing play space and green space currently used by the school and surrounding community, and the scale of the building being proposed on the site. The enclosed courtyard is counted as open space, however it would not be accessible to students or the community and allowed daylight only on two sides. The committee was very critical of the courtyard being counted as open space since it does not satisfy the definition of open space and adds significantly to the lot coverage.

A point was made in the public comments that concerned some committee members. The point was that during a fire drill, the Code requires that for every student there should be 5 sq. ft. on the playground and a minimum of 50 ft. away from the building. For 660 students there would need to be 3300 sq. ft. When looking at the programming and extra spaces that were presented, the school could not fit the proposed 899 students in a lot fenced playground during a fire drill.

The committee once again stated that their hands were tied due to the lack of alternative options and opportunities for compromise. In the end, 7 of 8 members voted to reject the lot coverage departure.



### Exhibit 3 Proposed Lot Coverage

A statement addressing section 23.79 of the SMC and submitted for the record. See below for comments:

a) Relationship to surrounding areas

- 1) The massive lot coverage and loss of open space are not appropriate with regard to the character and scale of the neighborhood. The loss of open space as a result of the lot coverage completely changes the character of the site and its relationship to the neighborhood.
- 2) The edges do not provide a transition in scale. The proposed building is too big for the lot size and intensifies the sharpness of the transition in scale.
- 3) The loss of open space due to the massive building size and extensive lot coverage accentuates the appearance of bulk. These impacts cannot be satisfactorily mitigated with the current plan.
- 4) The disproportionate size of the proposed building and it's lot coverage are an integral part of the uses which will drive adverse impacts of traffic, noise, circulation and parking in the area. A mega size capacity is part of a mega size enrolment which will increase adverse impacts of traffic, noise and parking with more delivery vehicles and more cars and buses dropping off and picking up children.
- 5) The size of the proposed building and its lot coverage are an inherent part of the function of adding capacity to the school which is turn is an inherent part of reducing open space.

If the buildings had less height or were partially underground these direct impacts on open space would be reduced. These are all significant impacts which cannot be satisfactorily mitigated with the current design.

b) Need for departure

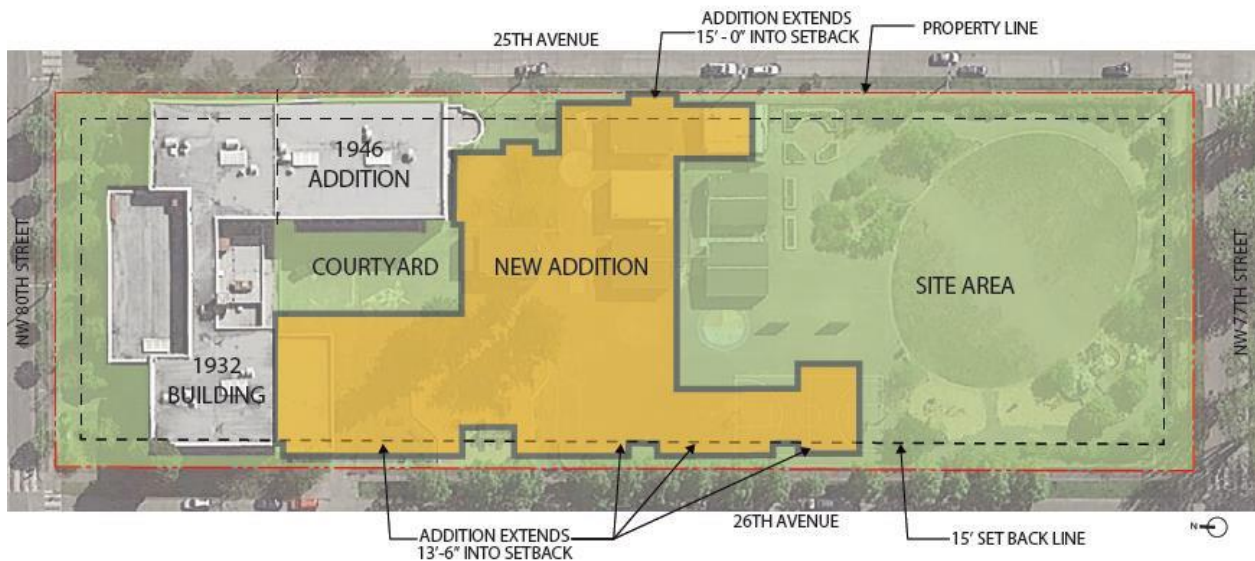
The lot coverage leading to the loss of open space is not needed educationally and in fact counts as a negative educationally. There is no educational need for the loss of open space, so it is out of balance with the level of adverse impacts on the surrounding area.

After consideration of the above, the Committee recommends:

**Recommendation 3 – That the departure to allow greater than allowed lot coverage be rejected as requested by the Seattle Public Schools without modifications and without conditions.**

**Departure #2 – Less than Allowed Building Setbacks**

The committee believed there were no alternatives to the proposed plan and therefore no way to compromise. The bulk, sidewalk and public safety issues and the inappropriateness of the program for this particular lot resulted in six out of eight members voting against this requested departure. Under the current design, it was believed that there is no way to compromise between the need, requirements, and impacts for these setbacks.



**Exhibit 4 New Setbacks Illustrated**

A statement was read addressing section 23.79 of the SMC and submitted for the record. See below for comments:

After consideration of the above, the Committee recommends:

a) Relationship to surrounding areas

- (1) The 0 setbacks are not appropriate with regard to the character and scale of the neighborhood. They are too close to the neighborhood and too extensive.
- (2) The edges (significant setbacks, major arterials, topographic breaks, and similar features) do not provide a transition in scale. The 0 setbacks are too extensive. They run nearly 300 feet on the west side and about a third of that on the east side.
- (3) The 0 setbacks increase the appearance of bulk— they are too near the neighborhood and they run too long along both sides of the building. 0 setbacks have an adverse impact on aesthetics. 0 setbacks will not allow for the softening impacts of landscaping.
- (4) The 0 setbacks are an integral part of the uses which will drive adverse impacts of traffic, noise, circulation, and parking in the area. A mega size capacity is part of a mega size enrollment which will increase adverse impacts of traffic, noise, circulation, and parking in the area, with more delivery vehicles and more cars and buses dropping off and picking up children. The 0 setbacks will adversely increase impacts of noise.
- (5) The 0 setbacks are an inherent part of the function in adding capacity to the school which in turn is an inherent part of reducing open space. If the buildings had the required setbacks, these direct impacts on open space would be reduced.

These are all significant impacts which cannot be satisfactorily mitigated within the current design.

b) Need for departure

The 0 setbacks are an inherent part of adding capacity which in turn leads to the loss of open space. The loss of open space is not needed educationally and in fact counts as a negative educationally. The resulting loss of open space from the 0 setbacks adversely affects the surrounding area and the community. Thus the 0 setbacks do not balance the level of adverse impacts on the surrounding area.

**Recommendation 4 – That the departure for reduced setback of zero feet from the property line for the new addition and a reduced setback for the existing Landmarked building as it currently sits on the lot be rejected as requested by the Seattle Public Schools without modifications and without conditions.**

**Departure #3 – Less than Required Off-street Parking**

The program is proposing to increase the enrollment from 450 to 660 and includes flex space that could allow 899 students in the future. This is an over 99% increase from current conditions at the Elementary School which will result in significant impacts to the surrounding neighborhood. This is particularly true since the proposal includes drawing from students outside of a typical walk radius, resulting in more parents relying on driving their children to school, creating even more traffic and safety concerns. With the proposed plan maxing out the site in terms of setbacks and lot coverage the committee was concerned with such an increased demand being imposed on the

residential neighborhood. There was concern that the parking study did not consider the maximum amount of potential students and it did not study the times of day when there might be overlap between the school and the neighborhood.

Some members of the committee initially wanted to vote in favor of this departure and as a condition require a community design process since the neighborhood and community would be so heavily impacted by the proposed program, but believed that the package as a whole needed to be rejected in order to demonstrate to the School District that the proposed project was too large. If the District were to continue with only on-street parking, they should consider a Restricted Parking Zone (RPZ) so that residents would be able to park more easily. Underground parking was suggested as an alternative. In the end, 6 of 8 members voted to reject the parking departure.



**Exhibit 5 Impact of 72 Required On-Site Parking Stalls**

With regard to section 23.79 of the SMC:

a) Relationship to surrounding areas

- 1) The increase in traffic and offsite parking isn't appropriate in a residential zone and is not appropriate with regard to the character and scale of the neighborhood. The increase in offsite parking will change the character of the site and its relationship to the neighborhood.
- 2) The edges (significant setbacks, major arterials, topographic breaks, and similar features) do not provide a transition in scale. There is no onsite parking, so there is not opportunity for a transition in scale to reduce the impacts of an increase in the number of parked cars. The proposed 0 setbacks add to the adverse effects of lack of transition in scale.

- 3) The lack on onsite parking and the increase in the number of cars adds to the appearance of bulk of the overall site and will change the character of the surrounding neighborhood from residential to industrial.
- 4) The lack of onsite parking is an integral part of the uses which will drive adverse impacts of traffic, noise, circulation, and parking in the area. A mega size capacity is part of a mega size enrollment which will adversely increase adverse impacts of traffic, noise, circulation, and parking in the area, with more delivery vehicles and more cars and buses dropping off and picking up children. The lack of onsite parking will adversely increase impacts of noise and have an adverse impact on aesthetics.
- 5) Allowing the parking departure allows the entire project to move forward. Allowing the project to move forward is directly responsible for reducing open space. An essential part of the project is removing 30% of the existing play ground. If the parking were located underground, these direct impacts on open space would be reduced.

These are all significant impacts which cannot be satisfactorily mitigated within the current design.

b) Need for the departure:

The loss of open space is not needed educationally and in fact counts as a negative educationally. The loss of open space is an inherent part of the project and its current design. The parking departure indirectly allows for the loss of open space. Therefore the educational need for the parking departure is out of balance with the level of adverse impacts on the surrounding area.

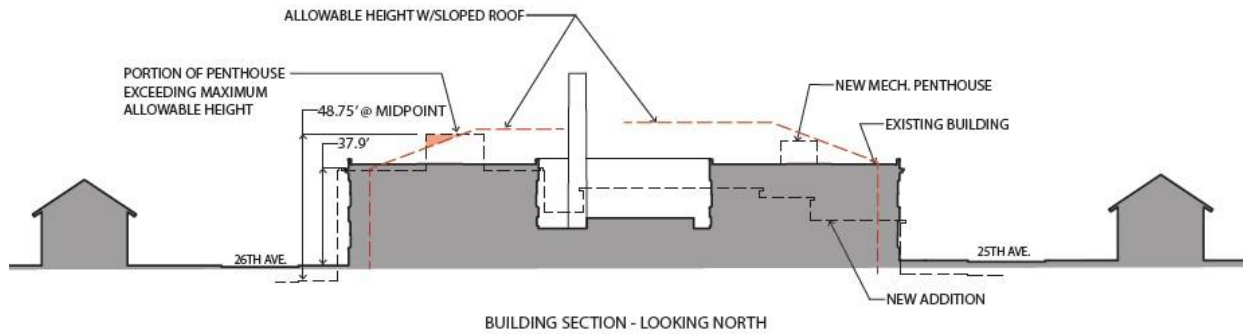
After consideration of the above, the Committee recommends:

**Recommendation 5 – That the departure to remove the parking requirement be rejected as requested by the Seattle Public Schools without modifications and without conditions.**

#### **Departure #4 – Greater than Allowed Building Height**

The District requested a departure to allow the Elementary School to exceed the allowable building height of 35 ft. for a total of up to 50 ft.

Most of the committee believed that the increased height for the entire 260 ft of the mechanical space was excessive. Again, the committee believed very strongly that the program that called for a building of this scale and height is at the center of the issue, and it is the program that should be reevaluated before a plan goes forward. One committee member did recognize that they had already voted down a departure for lot coverage, therefore it would be reasonable to recommend the height departure. In the end, five of eight committee members voted to reject the height departure.



**Exhibit 6 New Addition Height**



**Exhibit 7 West Elevation**

A statement was read addressing section 23.79 of the SMC and submitted for the record. See below for comments:

a) Relationship to surrounding areas

- 1) The high buildings are not appropriate with regard to the character and scale of the neighborhood. They are too large and extensive. One side of the school neighborhood (25th NW) is being cut off from the other side (26th) NW. There are no other buildings of that height and scale in the neighborhood.
- 2) The edges do not provide a transition in scale. The buildings are very near the neighborhood
- 3) The high buildings appear bulky- they are too near the neighborhood and too large. The height and length of the penthouse add to the appearance of bulk in the overall building design. It is not only the height at 13 feet above the maximum allowable, but the fact that it runs almost the entire length of the addition, nearly 300 feet on the west side.
- 4) The high buildings are an integral part of the uses which will drive adverse impacts of traffic, noise, circulation and parking in the area. A mega size capacity is part of a mega size enrolment which will increase adverse impacts of traffic, noise and parking with more delivery vehicles and more cars and buses dropping off and picking up children.

- 5) The height of the buildings is an inherent part of their function in adding capacity to the school which in turn is an inherent part of reducing open space. If the buildings had less height or were partially underground these direct impacts on open space would be reduced. These are all significant impacts which cannot be satisfactorily mitigated with the current design.

b) Need for departure

These high buildings are an inherent part of adding capacity which in turn leads to the loss of open space. The loss of open space is not needed educationally and in fact counts as a negative educationally. The resulting loss of open space from the high buildings adversely affects the surrounding area and the community. Thus the high buildings do not balance the level of adverse impacts on the surrounding area.

After consideration of the above, the Committee recommends:

**Recommendation 6 – That the departure to allow for an additional 15 feet of height for a total of 50 feet be rejected as requested by the Seattle Public Schools without modifications and without conditions.**

The committee majority, made up of Jim Bristow, Christina Congdon, Maryann Firpo, Julie Giebel, Tim Smith, and Jim Wurzer, wants to make clear that they support the modernization of Loyal Heights Elementary and the idea of adding capacity. The School District insists that this is the best plan for the program, yet it is the program itself and its specifications which provide no opportunity to make site specific adjustments for appropriateness of lot size and regards for the surrounding neighborhood and its community members.

There were two considerations which the committee repeatedly encouraged: 1) the removal of the preschool which was not able to be included in the recommendations since the preschool is required by the educational specifications of the program and 2) redesign of the non-programmed courtyard space. The district's unwillingness to provide alternatives to this program resulted in the rejection of these departures without modifications or conditions.

For the Committee

Maureen Sheehan  
Non-Voting Chair



# **ATTACHMENT 1**

## Assumptions for Five Year School Projections

RE: Seattle Public Schools Five Year School Projections, 2015-2019

Enrollment Planning

Date: 10-13-15

### Origin of data:

- Five year projections were modeled using 2014-15 October – January enrollment data, using the Projections for October 2015 (as of May 2015) as the first year;
- Area attendance trends come from moderate ten year resident projection, built in late 2014/ early 2015.

### Program locations are modeled to continue current program placement:

- Specific program projection assumptions
  - o For Highly Capable Cohort (HCC, formerly APP): These rates are calculated by historic growth rate, and removing these students from their attendance area schools. Non-residents entering have been removed from 6th grade AA school, where they would have otherwise enrolled; however, non-residents at grades 1 through 5 entering HCC would not, as these students would not be assigned to their attendance area school before switching programs.
  - o For Special Education: Planned based on 100% filled special education classes based on program placement in 2015. New schools did not assume placement of Special Education programs (Cedar Park, Lincoln, Meany, Eagle Staff).
  - o For Full-Time Running Start: Modeled after 11th and 12th grade students who newly headed to Full Time Running Start, at each school. Lincoln is already removed from the Ballard and Roosevelt populations.

### Boundaries:

- Boundaries are modeled on 2015 boundaries, with the exceptions of GeoSplits occurring at Cedar Park Elementary, Meany Middle School, Eagle Staff Middle School and Lincoln High School. This provides a conservative estimate for boundary changes not triggered by new schools, as it assumes that grandfathering occurs at these schools and thus estimates implications on capacity accordingly.

### Bringing new buildings online:

All new buildings opening (2017 for Cedar Park Elementary, Meany and Eagle Staff Middle Schools and 2019 for Lincoln High School), were assumed to be filled by residents currently attending their attendance area school, across all grades, on the year the building comes online. Notes by school on modeling:

- A. Cedar Park is based on current enrolled students for 2015 at either John Rogers or Olympic Hills who reside in the future Cedar Park attendance area, for the students in grades K, 1, 2 and 3; these are removed from grades 2, 3, 4 and 5 in 2017, and K and 1st grade estimations are distributed by births within the new attendance area.
- B. Meany and Eagle Staff general education populations were modeled based upon current makeup of 2015 cohorts, by new middle school geography (i.e. 53.9% of cohorts enrolled at Washington and not enrolled in HCC were from the Meany attendance area). Note that this assumes that incoming classes are made up of similar proportions, by attendance areas, thus growth is distributed evenly.
- C. Lincoln High School is based on three year residents at either Ballard or Roosevelt High Schools, as a percentage of each grade. The following 2015 elementary attendance areas were used to approximate the historic Lincoln High School boundary: Green Lake, B.F. Day, West Woodland, Bagley, and Greenwood.

Option School notes:

- Thornton Creek: This site is set to expanding to four classrooms at each grade in 2016, from current of three classrooms each. This was modeled by increasing kindergarten and 1st grade classes to four classes each (adding an additional 1st grade class), then rolling up four classes each year for each subsequent year.

Other notes:

- Students enrolled at service schools are not included within these counts.

Five Year School Projections: 2015-16 through 2019-20

Total K-12 Enrollment							Projected Growth, 2015 to 2019
<b>High Schools</b>	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	
Ballard	1634	1705	1855	1883	1972	1544	-161
Chief Sealth Intl	1212	1174	1094	1028	951	901	-273
Franklin	1336	1300	1325	1396	1395	1455	155
Garfield	1586	1694	1850	2073	2274	2446	752
Ingraham	1203	1214	1235	1227	1187	1227	13
Nathan Hale	1141	1114	1105	1112	1101	1100	-14
Rainier Beach	600	669	653	632	669	597	-72
Roosevelt	1695	1680	1729	1800	1805	1274	-406
West Seattle	998	1004	993	1057	1098	1200	196
Center School	276	279	265	262	247	247	-32
Cleveland	820	850	865	868	894	894	44
Nova	341	321	325	337	353	353	32
Lincoln	0	0	0	0	0	1093	1093
<b>Subtotal</b>	<b>12842</b>	<b>13004</b>	<b>13294</b>	<b>13675</b>	<b>13946</b>	<b>14331</b>	<b>1327</b>
<b>Middle Schools</b>	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	
Aki Kurose	730	705	695	680	665	669	-36
Denny Intl	912	895	837	788	743	765	-130
Eckstein	881	910	943	937	974	1016	106
Hamilton Intl	956	1068	1172	896	958	991	-77
Madison	764	742	828	882	1052	1103	361
McClure	540	549	557	587	636	650	101
Mercer	1074	1123	1153	1113	1145	1090	-33
Washington	1137	1086	1067	740	766	810	-276
Whitman	906	901	907	602	699	728	-174
Jane Addams	728	883	958	986	1006	1105	222
Eagle Staff	0	0	0	709	784	823	823
Meany	0	0	0	403	442	488	488
<b>Subtotal</b>	<b>8628</b>	<b>8862</b>	<b>9117</b>	<b>9323</b>	<b>9869</b>	<b>10237</b>	<b>1375</b>
<b>Elementary/K-8 Schools</b>	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	
<u>Aki Kurose Service Area</u>							
Martin Luther King, Jr.	367	340	345	345	339	342	2
Dunlap	380	321	341	360	387	392	71
Graham Hill	385	355	362	358	318	307	-48
Emerson	274	329	354	357	375	393	64
Rainier View	188	210	227	235	235	243	33
Wing Luke	348	336	337	308	314	300	-36
South Shore K-8	641	620	608	606	598	596	-24
<b>Subtotal</b>	<b>2583</b>	<b>2511</b>	<b>2574</b>	<b>2569</b>	<b>2566</b>	<b>2573</b>	<b>62</b>
<u>Denny Service Area</u>							
Arbor Heights	371	395	387	378	366	345	-50

**Five Year School Projections: 2015-16 through 2019-20**

Concord	412	410	395	396	398	386	-24
Highland Park	363	385	409	415	422	433	48
West Seattle Elem	421	461	507	543	586	616	155
Roxhill	372	374	366	373	374	361	-13
Louisa Boren STEM K-8	354	429	489	539	529	518	89
<b>Subtotal</b>	<b>2293</b>	<b>2454</b>	<b>2553</b>	<b>2644</b>	<b>2675</b>	<b>2659</b>	<b>205</b>
<u>Eckstein Service Area</u>							
Bryant	589	612	601	580	545	515	-97
Laurelhurst	421	443	421	394	381	359	-84
Olympic View	472	479	496	520	537	551	72
Sand Point	259	281	282	302	279	273	-8
View Ridge	588	590	574	557	556	541	-49
Wedgwood	469	466	435	423	401	355	-111
Thornton Creek	402	425	483	512	564	593	168
<b>Subtotal</b>	<b>3200</b>	<b>3296</b>	<b>3292</b>	<b>3288</b>	<b>3263</b>	<b>3187</b>	<b>-109</b>
<u>Hamilton Service Area</u>							
B.F. Day	324	307	332	334	378	404	97
John Stanford Intl	469	456	460	445	451	453	-3
McDonald Intl	408	461	495	490	478	455	-6
West Woodland	520	521	561	602	616	637	116
APP at Lincoln	686	732	806	0	0	0	-732
Cascadia	0	0	0	875	899	912	912
Green Lake	296	324	361	359	377	398	74
<b>Subtotal</b>	<b>2703</b>	<b>2801</b>	<b>3015</b>	<b>3105</b>	<b>3199</b>	<b>3259</b>	<b>458</b>
<u>Jane Addams Service Area</u>							
Olympic Hills	300	303	306	214	281	318	15
John Rogers	352	384	420	274	269	266	-118
Sacajawea	242	228	228	229	232	237	9
Cedar Park	0	0	0	356	365	378	378
Hazel Wolf K-8	711	748	730	729	727	729	-19
<b>Subtotal</b>	<b>1605</b>	<b>1663</b>	<b>1684</b>	<b>1802</b>	<b>1874</b>	<b>1928</b>	<b>265</b>
<u>Madison Service Area</u>							
Alki	410	404	411	414	407	406	2
Gatewood	405	420	417	423	442	451	31
Lafayette	505	474	453	427	410	440	-34
Schmitz Park	606	642	657	694	694	700	58
Pathfinder K-8	505	500	502	497	494	492	-8
Fairmount Park	364	428	463	522	550	558	130
Sanislo	280	287	304	315	307	311	24
<b>Subtotal</b>	<b>3075</b>	<b>3155</b>	<b>3207</b>	<b>3292</b>	<b>3304</b>	<b>3358</b>	<b>203</b>
<u>McClure Service Area</u>							
Coe	500	544	550	564	545	540	-4
John Hay	518	493	506	522	556	581	88
Lawton	419	431	435	429	441	443	12
Catharine Blaine K-8	673	706	733	738	729	735	29
Queen Anne	398	457	490	492	490	478	21
<b>Subtotal</b>	<b>2508</b>	<b>2631</b>	<b>2714</b>	<b>2745</b>	<b>2761</b>	<b>2777</b>	<b>146</b>

**Five Year School Projections: 2015-16 through 2019-20**

<u>Mercer Service Area</u>							
Beacon Hill Intl	479	463	454	447	437	439	-24
Hawthorne	362	405	412	403	390	398	-7
Dearborn Park	370	382	375	370	355	332	-50
Maple	469	481	486	501	520	542	61
Van Asselt	524	516	524	538	540	550	34
Kimball	436	431	437	440	429	440	9
Orca K-8	475	483	482	491	490	490	7
<b>Subtotal</b>	<b>3115</b>	<b>3161</b>	<b>3170</b>	<b>3190</b>	<b>3161</b>	<b>3191</b>	<b>30</b>
<u>Meany Service Area</u>							
Leschi	382	378	382	384	387	382	4
Lowell	266	353	403	452	493	522	169
Madrona K-8	290	291	336	360	373	390	99
McGilvra	286	281	282	259	263	257	-24
Montlake	251	252	232	222	214	205	-47
Stevens	365	347	315	285	252	210	-137
TOPS K-8	493	495	494	492	491	492	-3
<b>Subtotal</b>	<b>2333</b>	<b>2397</b>	<b>2444</b>	<b>2454</b>	<b>2473</b>	<b>2458</b>	<b>61</b>
<u>Washington Service Area</u>							
Gatzert	337	315	324	325	332	346	31
John Muir	439	416	402	381	393	384	-32
Thurgood Marshall	500	509	551	545	541	542	33
<b>Subtotal</b>	<b>1276</b>	<b>1240</b>	<b>1277</b>	<b>1251</b>	<b>1266</b>	<b>1272</b>	<b>32</b>
<u>Eagle Staff Service Area</u>							
Daniel Bagley	429	435	452	450	448	439	4
Broadview-Thomson K-8	671	656	645	633	632	624	-32
Greenwood	369	336	367	364	347	359	23
Northgate	207	225	239	252	247	269	44
Viewlands	358	374	404	454	466	490	116
Whittier	468	478	471	467	431	426	-52
Licton Springs K-8	116	124	133	137	124	118	-6
<b>Subtotal</b>	<b>2618</b>	<b>2628</b>	<b>2711</b>	<b>2757</b>	<b>2695</b>	<b>2725</b>	<b>97</b>
<u>Whitman Service Area</u>							
Adams	533	530	586	597	615	628	98
Loyal Heights	450	435	432	429	414	406	-29
North Beach	294	303	310	325	316	313	10
Salmon Bay K-8	673	674	672	673	672	672	-2
<b>Subtotal</b>	<b>1950</b>	<b>1942</b>	<b>2000</b>	<b>2024</b>	<b>2017</b>	<b>2019</b>	<b>77</b>
<b>Elementary/K-8 Totals</b>	<b>29259</b>	<b>29879</b>	<b>30641</b>	<b>31121</b>	<b>31254</b>	<b>31406</b>	<b>1527</b>
<b>Total</b>	<b>50729</b>	<b>51745</b>	<b>53052</b>	<b>54119</b>	<b>55069</b>	<b>55974</b>	<b>4229</b>

Five Year School Projections: 2015-16 through 2019-20

APP Enrollment

	APP Enrollment						Projected Growth, 2015 to 2019
<b>High Schools</b>	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	
Ballard	0	0	0	0	0	0	0
Chief Sealth Intl	0	0	0	0	0	0	0
Franklin	0	0	0	0	0	0	0
Garfield	427	544	712	965	1222	1460	916
Ingraham	249	290	338	352	359	360	70
Nathan Hale	0	0	0	0	0	0	0
Rainier Beach	0	0	0	0	0	0	0
Roosevelt	0	0	0	0	0	0	0
West Seattle	0	0	0	0	0	0	0
Center School	0	0	0	0	0	0	0
Cleveland	0	0	0	0	0	0	0
Nova	0	0	0	0	0	0	0
Lincoln	0	0	0	0	0	0	0
<b>Subtotal</b>	<b>676</b>	<b>834</b>	<b>1050</b>	<b>1317</b>	<b>1581</b>	<b>1820</b>	<b>986</b>
<b>Middle Schools</b>	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	
Aki Kurose	0	0	0	0	0	0	0
Denny Intl	0	0	0	0	0	0	0
Eckstein	0	0	0	0	0	0	0
Hamilton Intl	427	561	651	374	409	440	-121
Madison	0	0	41	83	147	167	167
McClure	0	0	0	0	0	0	0
Mercer	0	0	0	0	0	0	0
Washington	352	362	375	390	393	413	51
Whitman	0	0	0	0	0	0	0
Jane Addams	257	301	339	335	364	397	96
Eagle Staff	0	0	0	343	362	385	385
Meany	0	0	0	0	0	0	0
<b>Subtotal</b>	<b>1036</b>	<b>1224</b>	<b>1406</b>	<b>1525</b>	<b>1675</b>	<b>1802</b>	<b>578</b>
<b>Elementary/K-8 Schools</b>	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	
<u>Aki Kurose Service Area</u>							
Martin Luther King, Jr.	0	0	0	0	0	0	0
Dunlap	0	0	0	0	0	0	0
Graham Hill	0	0	0	0	0	0	0
Emerson	0	0	0	0	0	0	0
Rainier View	0	0	0	0	0	0	0
Wing Luke	0	0	0	0	0	0	0
South Shore K-8	0	0	0	0	0	0	0
<b>Subtotal</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<u>Denny Service Area</u>							
Arbor Heights	0	0	0	0	0	0	0

**Five Year School Projections: 2015-16 through 2019-20**

Concord	0	0	0	0	0	0	0
Highland Park	0	0	0	0	0	0	0
West Seattle Elem	0	0	0	0	0	0	0
Roxhill	0	0	0	0	0	0	0
Louisa Boren STEM K-8	0	0	0	0	0	0	0
<b>Subtotal</b>	0	0	0	0	0	0	0
<u>Eckstein Service Area</u>							
Bryant	0	0	0	0	0	0	0
Laurelhurst	0	0	0	0	0	0	0
Olympic View	0	0	0	0	0	0	0
Sand Point	0	0	0	0	0	0	0
View Ridge	0	0	0	0	0	0	0
Wedgwood	0	0	0	0	0	0	0
Thornton Creek	0	0	0	0	0	0	0
<b>Subtotal</b>	0	0	0	0	0	0	0
<u>Hamilton Service Area</u>							
B.F. Day	0	0	0	0	0	0	0
John Stanford Intl	0	0	0	0	0	0	0
McDonald Intl	0	0	0	0	0	0	0
West Woodland	0	0	0	0	0	0	0
APP at Lincoln	686	732	806	0	0	0	-732
Cascadia	0	0	0	875	899	912	912
Green Lake	0	0	0	0	0	0	0
<b>Subtotal</b>	686	732	806	875	899	912	180
<u>Jane Addams Service Area</u>							
Olympic Hills	0	0	0	0	0	0	0
John Rogers	0	0	0	0	0	0	0
Sacajawea	0	0	0	0	0	0	0
Cedar Park	0	0	0	0	0	0	0
Hazel Wolf K-8	0	0	0	0	0	0	0
<b>Subtotal</b>	0	0	0	0	0	0	0
<u>Madison Service Area</u>							
Alki	0	0	0	0	0	0	0
Gatewood	0	0	0	0	0	0	0
Lafayette	0	0	0	0	0	0	0
Schmitz Park	0	0	0	0	0	0	0
Pathfinder K-8	0	0	0	0	0	0	0
Fairmount Park	126	161	185	204	202	203	42
Sanislo	0	0	0	0	0	0	0
<b>Subtotal</b>	126	161	185	204	202	203	42
<u>McClure Service Area</u>							
Coe	0	0	0	0	0	0	0
John Hay	0	0	0	0	0	0	0
Lawton	0	0	0	0	0	0	0
Catharine Blaine K-8	0	0	0	0	0	0	0
Queen Anne	0	0	0	0	0	0	0
<b>Subtotal</b>	0	0	0	0	0	0	0



**Five Year School Projections: 2015-16 through 2019-20**

<u>Mercer Service Area</u>							
Beacon Hill Intl	0	0	0	0	0	0	0
Hawthorne	0	0	0	0	0	0	0
Dearborn Park	0	0	0	0	0	0	0
Maple	0	0	0	0	0	0	0
Van Asselt	0	0	0	0	0	0	0
Kimball	0	0	0	0	0	0	0
Orca K-8	0	0	0	0	0	0	0
<b>Subtotal</b>	0	0	0	0	0	0	0
<u>Meany Service Area</u>							
Leschi	0	0	0	0	0	0	0
Lowell	0	0	0	0	0	0	0
Madrona K-8	0	0	0	0	0	0	0
McGilvra	0	0	0	0	0	0	0
Montlake	0	0	0	0	0	0	0
Stevens	0	0	0	0	0	0	0
TOPS K-8	0	0	0	0	0	0	0
<b>Subtotal</b>	0	0	0	0	0	0	0
<u>Washington Service Area</u>							
Gatzert	0	0	0	0	0	0	0
John Muir	0	0	0	0	0	0	0
Thurgood Marshall	305	310	349	345	338	347	37
<b>Subtotal</b>	305	310	349	345	338	347	37
<u>Eagle Staff Service Area</u>							
Daniel Bagley	0	0	0	0	0	0	0
Broadview-Thomson K-8	0	0	0	0	0	0	0
Greenwood	0	0	0	0	0	0	0
Northgate	0	0	0	0	0	0	0
Viewlands	0	0	0	0	0	0	0
Whittier	0	0	0	0	0	0	0
Licton Springs K-8	0	0	0	0	0	0	0
<b>Subtotal</b>	0	0	0	0	0	0	0
<u>Whitman Service Area</u>							
Adams	0	0	0	0	0	0	0
Loyal Heights	0	0	0	0	0	0	0
North Beach	0	0	0	0	0	0	0
Salmon Bay K-8	0	0	0	0	0	0	0
<b>Subtotal</b>	0	0	0	0	0	0	0
<b>Elementary/K-8 Totals</b>	1117	1203	1340	1424	1439	1462	259
<b>Total</b>	2829	3261	3796	4266	4695	5084	1823

Five Year School Projections: 2015-16 through 2019-20

K-5 Enrollment

	K-5 Enrollment						Projected Growth, 2015 to 2019
Elementary/K-8 Schools	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	
<u>Aki Kurose Service Area</u>							
Martin Luther King, Jr.	367	340	345	345	339	342	2
Dunlap	380	321	341	360	387	392	71
Graham Hill	385	355	362	358	318	307	-48
Emerson	274	329	354	357	375	393	64
Rainier View	188	210	227	235	235	243	33
Wing Luke	348	336	337	308	314	300	-36
South Shore K-8	383	359	346	336	328	326	-33
<b>Subtotal</b>	<b>2325</b>	<b>2250</b>	<b>2312</b>	<b>2299</b>	<b>2296</b>	<b>2303</b>	<b>53</b>
<u>Denny Service Area</u>							
Arbor Heights	371	395	387	378	366	345	-50
Concord	412	410	395	396	398	386	-24
Highland Park	363	385	409	415	422	433	48
West Seattle Elem	421	461	507	543	586	616	155
Roxhill	372	374	366	373	374	361	-13
Louisa Boren STEM K-8	354	369	369	359	331	307	-62
<b>Subtotal</b>	<b>2293</b>	<b>2394</b>	<b>2433</b>	<b>2464</b>	<b>2477</b>	<b>2448</b>	<b>54</b>
<u>Eckstein Service Area</u>							
Bryant	589	612	601	580	545	515	-97
Laurelhurst	421	443	421	394	381	359	-84
Olympic View	472	479	496	520	537	551	72
Sand Point	259	281	282	302	279	273	-8
View Ridge	588	590	574	557	556	541	-49
Wedgwood	469	466	435	423	401	355	-111
Thornton Creek	402	425	483	512	564	593	168
<b>Subtotal</b>	<b>3200</b>	<b>3296</b>	<b>3292</b>	<b>3288</b>	<b>3263</b>	<b>3187</b>	<b>-109</b>
<u>Hamilton Service Area</u>							
B.F. Day	324	307	332	334	378	404	97
John Stanford Intl	469	456	460	445	451	453	-3
McDonald Intl	408	461	495	490	478	455	-6
West Woodland	520	521	561	602	616	637	116
APP at Lincoln	686	732	806	0	0	0	-732
Cascadia	0	0	0	875	899	912	912
Green Lake	296	324	361	359	377	398	74
<b>Subtotal</b>	<b>2703</b>	<b>2801</b>	<b>3015</b>	<b>3105</b>	<b>3199</b>	<b>3259</b>	<b>458</b>
<u>Jane Addams Service Area</u>							
Olympic Hills	300	303	306	214	281	318	15
John Rogers	352	384	420	274	269	266	-118
Sacajawea	242	228	228	229	232	237	9
Cedar Park	0	0	0	356	365	378	378
Hazel Wolf K-8	446	467	467	459	457	459	-8
<b>Subtotal</b>	<b>1340</b>	<b>1382</b>	<b>1421</b>	<b>1532</b>	<b>1604</b>	<b>1658</b>	<b>276</b>
<u>Madison Service Area</u>							

**Five Year School Projections: 2015-16 through 2019-20**

Alki	410	404	411	414	407	406	2
Gatewood	405	420	417	423	442	451	31
Lafayette	505	474	453	427	410	440	-34
Schmitz Park	606	642	657	694	694	700	58
Pathfinder K-8	331	327	323	317	314	312	-15
Fairmount Park	364	428	463	522	550	558	130
Sanislo	280	287	304	315	307	311	24
<b>Subtotal</b>	<b>2901</b>	<b>2982</b>	<b>3028</b>	<b>3112</b>	<b>3124</b>	<b>3178</b>	<b>196</b>
<u>McClure Service Area</u>							
Coe	500	544	550	564	545	540	-4
John Hay	518	493	506	522	556	581	88
Lawton	419	431	435	429	441	443	12
Catharine Blaine K-8	479	492	509	513	516	521	29
Queen Anne	398	457	490	492	490	478	21
<b>Subtotal</b>	<b>2314</b>	<b>2417</b>	<b>2490</b>	<b>2520</b>	<b>2548</b>	<b>2563</b>	<b>146</b>
<u>Mercer Service Area</u>							
Beacon Hill Intl	479	463	454	447	437	439	-24
Hawthorne	362	405	412	403	390	398	-7
Dearborn Park	370	382	375	370	355	332	-50
Maple	469	481	486	501	520	542	61
Van Asselt	524	516	524	538	540	550	34
Kimball	436	431	437	440	429	440	9
Orca K-8	309	313	311	311	310	310	-3
<b>Subtotal</b>	<b>2949</b>	<b>2991</b>	<b>2999</b>	<b>3010</b>	<b>2981</b>	<b>3011</b>	<b>20</b>
<u>Meany Service Area</u>							
Leschi	382	378	382	384	387	382	4
Lowell	266	353	403	452	493	522	169
Madrona K-8	198	225	274	298	311	328	103
McGilvra	286	281	282	259	263	257	-24
Montlake	251	252	232	222	214	205	-47
Stevens	365	347	315	285	252	210	-137
TOPS K-8	315	320	316	312	311	312	-8
<b>Subtotal</b>	<b>2063</b>	<b>2156</b>	<b>2204</b>	<b>2212</b>	<b>2231</b>	<b>2216</b>	<b>60</b>
<u>Washington Service Area</u>							
Gatzert	337	315	324	325	332	346	31
John Muir	439	416	402	381	393	384	-32
Thurgood Marshall	500	509	551	545	541	542	33
<b>Subtotal</b>	<b>1276</b>	<b>1240</b>	<b>1277</b>	<b>1251</b>	<b>1266</b>	<b>1272</b>	<b>32</b>
<u>Eagle Staff Service Area</u>							
Daniel Bagley	429	435	452	450	448	439	4
Broadview-Thomson K-8	459	453	445	458	452	444	-9
Greenwood	369	336	367	364	347	359	23
Northgate	207	225	239	252	247	269	44
Viewlands	358	374	404	454	466	490	116
Whittier	468	478	471	467	431	426	-52
Licton Springs K-8	78	85	92	96	91	85	0
<b>Subtotal</b>	<b>2368</b>	<b>2386</b>	<b>2470</b>	<b>2541</b>	<b>2482</b>	<b>2512</b>	<b>126</b>

**Five Year School Projections: 2015-16 through 2019-20**

<u>Whitman Service Area</u>							
Adams	533	530	586	597	615	628	98
Loyal Heights	450	435	432	429	414	406	-29
North Beach	294	303	310	325	316	313	10
Salmon Bay K-8	323	322	318	313	312	312	-10
<b>Subtotal</b>	1600	1590	1646	1664	1657	1659	69
<b>Elementary/K-8 Totals</b>	27332	27885	28587	28998	29128	29266	1381
<b>Total</b>	27332	27885	28587	28998	29128	29266	1381

Five Year School Projections: 2015-16 through 2019-20

6-8 Enrollment at K-8 Schools

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	Projected Growth, 2015 to 2019
<b>Elementary/K-8 Schools</b>							
<u>Aki Kurose Service Area</u>							
Martin Luther King, Jr.	0	0	0	0	0	0	0
Dunlap	0	0	0	0	0	0	0
Graham Hill	0	0	0	0	0	0	0
Emerson	0	0	0	0	0	0	0
Rainier View	0	0	0	0	0	0	0
Wing Luke	0	0	0	0	0	0	0
South Shore K-8	258	261	262	270	270	270	9
<b>Subtotal</b>	258	261	262	270	270	270	9
<u>Denny Service Area</u>							
Arbor Heights	0	0	0	0	0	0	0
Concord	0	0	0	0	0	0	0
Highland Park	0	0	0	0	0	0	0
West Seattle Elem	0	0	0	0	0	0	0
Roxhill	0	0	0	0	0	0	0
Louisa Boren STEM K-8	0	60	120	180	198	211	151
<b>Subtotal</b>	0	60	120	180	198	211	151
<u>Eckstein Service Area</u>							
Bryant	0	0	0	0	0	0	0
Laurelhurst	0	0	0	0	0	0	0
Olympic View	0	0	0	0	0	0	0
Sand Point	0	0	0	0	0	0	0
View Ridge	0	0	0	0	0	0	0
Wedgwood	0	0	0	0	0	0	0
Thornton Creek	0	0	0	0	0	0	0
<b>Subtotal</b>	0	0	0	0	0	0	0
<u>Hamilton Service Area</u>							
B.F. Day	0	0	0	0	0	0	0
John Stanford Intl	0	0	0	0	0	0	0
McDonald Intl	0	0	0	0	0	0	0
West Woodland	0	0	0	0	0	0	0
APP at Lincoln	0	0	0	0	0	0	0
Cascadia	0	0	0	0	0	0	0
Green Lake	0	0	0	0	0	0	0
<b>Subtotal</b>	0	0	0	0	0	0	0
<u>Jane Addams Service Area</u>							
Olympic Hills	0	0	0	0	0	0	0
John Rogers	0	0	0	0	0	0	0
Sacajawea	0	0	0	0	0	0	0
Cedar Park	0	0	0	0	0	0	0
Hazel Wolf K-8	265	281	263	270	270	270	-11
<b>Subtotal</b>	265	281	263	270	270	270	-11
<u>Madison Service Area</u>							

**Five Year School Projections: 2015-16 through 2019-20**

Alki	0	0	0	0	0	0	0
Gatewood	0	0	0	0	0	0	0
Lafayette	0	0	0	0	0	0	0
Schmitz Park	0	0	0	0	0	0	0
Pathfinder K-8	174	173	179	180	180	180	7
Fairmount Park	0	0	0	0	0	0	0
Sanislo	0	0	0	0	0	0	0
<b>Subtotal</b>	174	173	179	180	180	180	7
<u>McClure Service Area</u>							
Coe	0	0	0	0	0	0	0
John Hay	0	0	0	0	0	0	0
Lawton	0	0	0	0	0	0	0
Catharine Blaine K-8	194	214	224	225	213	214	0
Queen Anne	0	0	0	0	0	0	0
<b>Subtotal</b>	194	214	224	225	213	214	0
<u>Mercer Service Area</u>							
Beacon Hill Intl	0	0	0	0	0	0	0
Hawthorne	0	0	0	0	0	0	0
Dearborn Park	0	0	0	0	0	0	0
Maple	0	0	0	0	0	0	0
Van Asselt	0	0	0	0	0	0	0
Kimball	0	0	0	0	0	0	0
Orca K-8	166	170	171	180	180	180	10
<b>Subtotal</b>	166	170	171	180	180	180	10
<u>Meany Service Area</u>							
Leschi	0	0	0	0	0	0	0
Lowell	0	0	0	0	0	0	0
Madrona K-8	92	66	62	62	62	62	-4
McGilvra	0	0	0	0	0	0	0
Montlake	0	0	0	0	0	0	0
Stevens	0	0	0	0	0	0	0
TOPS K-8	178	175	178	180	180	180	5
<b>Subtotal</b>	270	241	240	242	242	242	1
<u>Washington Service Area</u>							
Gatzert	0	0	0	0	0	0	0
John Muir	0	0	0	0	0	0	0
Thurgood Marshall	0	0	0	0	0	0	0
<b>Subtotal</b>	0	0	0	0	0	0	0
<u>Eagle Staff Service Area</u>							
Daniel Bagley	0	0	0	0	0	0	0
Broadview-Thomson K-8	212	203	200	175	180	180	-23
Greenwood	0	0	0	0	0	0	0
Northgate	0	0	0	0	0	0	0
Viewlands	0	0	0	0	0	0	0
Whittier	0	0	0	0	0	0	0
Licton Springs K-8	38	39	41	41	33	33	-6
<b>Subtotal</b>	250	242	241	216	213	213	-29

**Five Year School Projections: 2015-16 through 2019-20**

<u>Whitman Service Area</u>							
Adams	0	0	0	0	0	0	0
Loyal Heights	0	0	0	0	0	0	0
North Beach	0	0	0	0	0	0	0
Salmon Bay K-8	350	352	354	360	360	360	8
<b>Subtotal</b>	350	352	354	360	360	360	8
<b>Elementary/K-8 Totals</b>	1927	1994	2054	2123	2126	2140	146
<b>Total</b>	1927	1994	2054	2123	2126	2140	146

# **ATTACHMENT 2**





**City of Seattle**

Edward B. Murray, Mayor

**Seattle Department of Neighborhoods**

Kathy Nyland, Director

Loyal Heights Elementary School Design Departure Committee

Members

Maryanne Firpo

James Bristow

Dennis Swinford

Christina Congdon

Constance McBarron

Julie Giebel

Timothy Smith

Eric Becker

Jim Wurzer (Alternate)

Mark Smithsund (Alternate)

Ex-Officio Members

Maureen Sheehan,

Department of Neighborhoods

Holly Godard,

Department of Planning and Development

Loyal Heights Elementary School Development Standards Design Departure Committee

Meeting Minutes

Meeting #1

October 5, 2015

Loyal Heights Elementary School

2511 NW 80<sup>th</sup> Street

Seattle, WA 98117

Lunch Room

Members and Alternates Present

Maryanne Firpo

James Bristow

Julie Giebel

Christina Congdon

Constance McBarron

Jim Wurzer (A)

Timothy Smith

Eric Becker

Mark Smithsund (A)

Staff and Others Present

Maureen Sheehan

Holly Godard

I. Opening and Introductions

The meeting was opened by Maureen Sheehan from the City of Seattle, Major Institutions and Schools Program. Ms. Sheehan welcomed all in attendance and noted that she would facilitate the meeting tonight. Brief introductions were followed.

II. Brief Description of the Process

Ms. Sheehan stated that this process is governed by the Seattle Municipal Code Section 23.68 which specifies how the meeting is run. Ms. Sheehan noted that Seattle does not have a school zone; instead, the City allows schools in all zones, subject to the development standards (zoning provisions) of the underlying zone. Since most schools are in residential neighborhoods and are zoned "single family", this can present challenges. The schools are not single family homes and do not normally meet the underlying zoning requirements. Thus, the Land Use Code contains provisions that allow the Seattle School District to request exemption from various zoning provisions. They may request exemptions or "departures" from many of the provision of the code.

The Committee is meeting tonight for the purpose of developing a recommendation concerning the School District's requested departures for exemptions to several provisions of the Seattle Municipal Code related to land use. The process for reviewing and approving the District's requests, includes setting up a Committee composed of eight members- a person of the

neighborhood that resides within 600 ft. of the site, two representatives at the general neighborhood that does not to be residing within the 600 ft. of the site, two people who represents the parents of the students of the school, a representative from the Seattle School district, and a representative at-large who is involved with the school district and with the school's city-wide education issues.

The Committee receives information on the departures being requested from the Seattle School District and its consultants, public testimonies are taken; and then the Committee discusses the requested departures. The Committee may do one of the following:

- 1) Recommend granting the departures as requested;
- 2) Recommend approving the departures but with either modifications or specific conditions, or
- 3) Recommend denial of the departures.

Ms. Sheehan noted that any conditions identified must be clearly related to the requested departure and enforceable on the District.

The Committee may develop recommendations at this meeting, or if either time does not allow, or if there is additional public testimony desired or additional information needed, the Committee may hold up to two additional meetings. If the Committee concludes, they have enough information from the school district and no further benefit from having any public testimonies or public meetings; the Committee can determine to move forward at the end of this meeting in establishing their general recommendations; in that case this would be the only public meeting/hearing.

### III. Presentation

Mr. Lee Fenton of the BLRB Architects introduced himself and provided a brief summary of the project, the status of the design and the departures being requested. He then have each of the project team members introduced themselves.

*Note: Mr. Fenton provided a Power Point presentation slides that summarizes the concept plans for the site that would accommodate about 660 students for a 90,000 sq. ft. facility. The presentation shows the new entrance areas, the courtyard design concept, the different school floor levels and its functions, classrooms, parking information, open spaces, potential impacts of the footprint areas, as well as different views of the buildings in different angles.*

Mr. Fenton introduced Todd McBryant from Heffron Transportation to briefly discuss the parking and traffic analysis that was performed in the surrounding area.

Mr. McBryant made a brief traffic and parking analysis presentation and discussed about what was performed, background impact analysis, and trip generation of the kids attending to school as well as evaluate the net increase and impact on the traffic. Based on the report, Mr. McBryant noted that a net increase of 117 trips in the morning, and an increase of 106 trips in the afternoon. An analysis was also made regarding traffic patterns on site, traffic operations on the intersections, on-street bus loading, pedestrian crossings and possible construction traffic. The study shows a favorable and acceptable traffic congestion in all intersections to the City of Seattle. Based on the analysis, a list of recommendation was compiled, this includes:

- a) Development of a Transportation Management Plan (TMP);
- b) Define the new drop off areas for buses and parents;
- c) Work with SDOT to define the extent and location for load and unload zones;
- d) Continue School District's engagement of the Safety Committee;
- e) Look at traffic control at 77<sup>th</sup>, 25<sup>th</sup>, and 26<sup>th</sup>
- f) The School should notify when major and/or large events occur; and
- g) Develop a Construction Management Plan as required by the City of Seattle.

A presentation was presented to the Committee that shows the traffic analysis flow.

After the traffic analysis presentation, the project team presented the departures being requested by the School District.

### 1. Parking

The Code requirement per parking is 1 space for 80 sq. ft. in the largest gather space, auditorium, parking location, which is located in a principal structure or any portion of the lot except the front setback. The total parking quantity analysis looked at the assembly area, dining area, and the large event seating areas. The School District is requesting a departure of 72 stalls without impacting the site area and keeping the parking off site.

### 2. Bus loading and unloading

Note: This departure is no longer being requested by the School District.

### 3. Lot Coverage

The Code requires for new public school construction on new public school site a maximum lot coverage permitted is 45% lot area for 1 story or 35% lot area for any structure or portion of the structure that is more than 1 story. The School District is requesting a departure of 46% lot coverage over the 35%. This was based on the current calculation provided by the architects on the new additions to the total building footprint. (Existing building is 22,402 sq. ft., new addition of 35,306 sq. ft. a total of 57,708 sq. ft. divided by 124,593 sq. ft. equals 46%)

### 4. Setbacks

The Code requires for setbacks for zone and adjacent properties in a single family zoning is 35-50 ft. The required setback for existing building and additions located across the street is 15 ft. The School District is requesting a departure of setbacks on the west and east side of existing building.

### 5. Height

The Code requires for additions to existing public schools a maximum height of 35 ft. plus 15 ft. for pitched, sloping roof. The additions on the west side is lower than the 39.4 ft. at 37.9 ft. above what the code allows that houses the mechanical penthouse that is close to the setback that allows the sloped roof. The School District is requesting a departure to allow building height of 50 ft. above the average grade.

### 6. Structure width/building modulation

The School District is requesting for a departure for building modulation over 66 ft. on the west elevation. This is a complex analysis where the architects looked at the first maximum width of a structure is 66 ft. and it cannot have a monotone mass buildings wider than 66 ft. The first mass of the structure that houses the kindergarten is greater than 66 ft.; the west façade meets the code which is slightly less than the 66 ft.; the east side does not meet the existing mass.

## IV. Committee Clarifying Questions

Ms. Sheehan opened the floor for Committee questions.

Ms. Maryann Firpo asked whether people could comment on the bus departure. Ms. Sheehan responded that it is no longer considered as part of the departure and the topic was not open for comment. It was included in the list for clarification purposes.

Ms. Jim Bristow asked about the height issue and how it was worked around. A response was made that is the reason why the District is requesting for a departure to address the height issue.

Ms. Julie Giebel asked about lot coverage and the confusion regarding the specification and how it was calculated. A response was made that lot coverage is the square footage analysis and it does not relate to the number of students. The analysis shows the impact of the buildout in order to meet the program

requirements. The program requires a significant portion of allocation to ground floor space. The program includes community use space such as the gymnasium, cafeteria, kitchen, circulation to the entrance area.

A follow up question from Ms. Giebel was asked about the specification of the student population if it is a required ground floor footprint. A response was made that the ground floor footprint and the size of the elementary school is too challenging to create a space.

Ms. Giebel raised a questions regarding bike racks, if it is part of the program. Bike racks are included in the program, there are about 50-60 bike racks as part of the program. There was a strict analysis of the lot coverage covering interior space and not the exterior space; outdoor areas, such as bike racks, are not considered part of the lot coverage.

Mr. Tim Smith asked a question about the size of the courtyard. The courtyard is about 6000 sq. ft. and is considered as part of the open site space.

Mr. Smith about options for the mechanical rooms on the top floor, or if they exist. A response was made that the present mechanical space is primarily on the 3<sup>rd</sup> floor mechanical penthouse, and there were options considered including the basement.

Mr. Tim Smith raised the question about the height of the mechanical penthouse rooms. The floor is 35 ft. and the top of the roof is 48 ft. The Landmarks already asked to reduce the height.

Mr. Mark Smithsund asked about the courtyard plans and if any classrooms have space or function for light. The original plan shows physical connections between the rooms to the courtyard. The courtyard will have multiple heights for direct connections to the classrooms. The actual connections between the interior of the building and the courtyard comes from the hallway adjacent to the courtyard.

Mr. Smithsund raised a question about the height differences. A response was made that the elevation and requirement to keep the existing windows intact and have to keep the courtyard at a low level. A study was made from the user groups and the district preferred a single access to the courtyard.

Mr. Smithsund asked a question regarding if there are any lifts available. There are elevators that exist.

Mr. Smithsund asked about the money that had been used to construct the playground, if there were any restrictions on how the playground can be affected or changed due to the grant money used. Ms. Sheehan said she would look into any restrictions that may have come with that funding.

Mr. Eric Becker asked the question regarding elevation and if the mechanical platform could be seen alongside the building. A response was made that the direct view along 26<sup>th</sup> does not offer a view of the mechanical platform until further down to the south; walking away from the building on 25<sup>th</sup>, it could be seen across the site.

Mr. Wurzer raised the question about the design of the courtyard and the assumption that the light is more important than using the 6000 sq. ft. area for open space and if that is considered. The analysis for the use of the space and options were considered; the challenge is the gymnasium or cafeteria on the same quadrant and the full height of the space will become a closed space due to acoustic impacts on the classrooms that can also interrupt the educational delivery on those spaces.

The School Design Advisory team looked at several options and the consensus was to keep the courtyard preference.

Mr. Wurzer made a comment about the 660 students and that the flex rooms actually add capacity to more than 900. At 2.75 acres, they need to consider the size of the lot. He asked for clarification on where the extra rooms are actually required by the program. Mr. Fenton responded that the rooms are required by the program and they did not have the option to take things out.

Mr. Jim Wurzer, made a comment regarding the School District's need to realize additional funding for teachers, teacher's aide, etc.

Ms. Sheehan reminded the Committee to focus their clarifying questions on the departures being requested and not discuss about school staffing issues.

Ms. Christina Congdon questioned if there was a plan that included only the lot coverage and the area that was required. A response was made that the analysis and proportion of the program was never altered and the design team did not look at a design that included the existing footprint.

Mr. Smithsund asked whether the gym and lunchroom are the same height. The gym height is 28 ft, a little higher than the auditorium.

## V. Public Comments and Questions

Ms. Sheehan opened the floor for public comments and questions.

Comments from John Ellefson: Mr. Ellefson is a close neighbor and he voiced his concern about the lack of effort and lack of space that was being proposed. He noted that the design does not meet the needs to balance the play and outdoor space and asked why such a big building is being put on a small space. The increase in enrollment boundaries compounds the issue by putting more kids in a smaller space.

Comments from Christine McCabe: Ms. McCabe is a close neighbor and she was concern about the play space, transportation and safety issue around the school area. She commented about the traffic analysis that was presented and argued that the planners should get a more accurate information regarding their traffic studies.

Comments from Katie Kaku: Ms. Kaku made a comment about rejecting the public schools departures and noted that the lot requirements ignores the national and state standards regarding overcrowded playgrounds. Ms. Kaku encouraged SPS and the school board to eliminate the preschool from the size and make concessions for lot size.

Comments from Sara Adelman: Ms. Adelman is a parent and neighbor and just lives across the school playground. She mentioned that playground is always packed on nights, weekends, before and after school and by taking away part of the playground was taking away the community involvement and input on the school. She noted that the scale of the departure does not fin in to the neighborhood, and that will affect the existing trees on the lot. Once these trees are taken away, it would be years for these trees to develop to what the neighborhood have now. Ms. Adelman strongly urged a no vote on all departures.

Comment form Richard Werner: Mr. Werner is a neighbor and has been a resident for 31 years. He commented that the design of this project violates the City code and that the Committee should be called a Violation Committee instead of a Departure Committee. He criticized the parking and traffic studies and analysis that was done, and commented that these studies should have been done during the Curriculum meeting so planners know what the actual parking and traffic situation was around the school and that the study was designed for the outcome.

Comments from Liz Fortunato: Ms. Fortunato has a 3<sup>rd</sup> grader and a kindergartener at Loyal Heights. She commented that the setbacks departure the School District is requesting is unacceptable. The project is too big and huge for this residential zone and it is not compatible with this neighborhood.

Comment from Donald Chaffin: Mr. Chaffin lives across the street from the school for the last 15 years. He commented the project is over the scale and over the required footprint. It is too huge in such a small area and also noted that there was lack of planning with regards to parking. The number of departures required for the project shows that the project is too big for the lot.

Comment from Shannon McCarthy: Ms. McCarthy has a 3<sup>rd</sup> grader, and she made a comment about the need for the School District to re-do the project in order to be consistent and accommodate the neighborhood. She added that the architect did the job they were hired to do.

Comments from Jolyn Mason: Ms. Mason has a 5<sup>th</sup> grader and a 1<sup>st</sup> grader at school. She mentioned how free play is important for the kids and the community and would like to send a message to the District to try something new and have smaller schools. She encourage the committee to vote down all departures and send SPS a message to the district to go back to the drawing board. She encourage the committee to vote down all departures and send SPS a message to the district to go back to the drawing board.

Comments from Chris Jackins: Mr. Jackins is a coordinator for the Seattle Community to Save Schools and he noted that he oppose all the departures that are being requested by the School District. Some of the items he opposed include: project too large for the site, inadequate onsite parking, neighborhood does not need large school, and the building height is too tall. He asked the Committee to reject all departures.

Comments from Kendall Cruver: Ms. Cruver has a 2<sup>nd</sup> grader and she noted that her largest concern is the size of the building and the drastic reduction in play space. She commented how a reduced play space can potentially lead to kids running against each other. She noted that this would jeopardizes the safety of the children and would like to suggest to develop a new plan where the top priority is the safety of the children.

Comments from Heather Krause: Ms. Krause has been a resident for 20 years and have a son who graduated from Loyal Heights and currently has a 3<sup>rd</sup> grader. She asked them about the project that is being done at their school and both of her kids mentioned not to get rid of the trees and the monkey bars. She commented on the various variances on the lot coverage and mentioned that it is not safe for the 660 kids that will be on campus with only 20 classrooms.

Comments from Jennifer Hart: Ms. Hart is a pediatric healthcare provider and she commented about the damage it would do to the kids if they do not get enough active time. The site plan that is being proposed does not allow kids to have a healthy bodies and mind.

Comments from Andrea Kent: Ms. Kent made a comment about her favoring school upgrades but against in doubling its size. She commented that the project is too large for the property.

Comment from Brian Letting: Mr. Letting has been a resident for 20 years and he opposed the extension of the school. He mentioned that the size is too much for the area and that the school location could not absorb or handle the projected 660 students that will be coming to the school.

Comments from Mary Srofe: Ms. Srofe has a 2<sup>nd</sup> grader and she commented that she is against the departure, but agree that the school needs an upgrade. The District needs to look at the lot size of the project because what is being proposed would not be able to accommodate the number of kids.

Comments from Lolly Bates: Ms. Bates commented to reconsider the project because of the scale of the departures that was being requested. The project is too large for the site and she is against all departures.

Comments from Kurt Eseeldt: Mr. Eseeldt has been a resident for 36 years and he commented that he continually walks during the evenings and noted that the statistics that was presented do not properly reflect what is happening in the surrounding area. He is opposed to all departures.

Comments from Doug Kisker: Mr. Kisker commented that the lot coverage needs to include as much green space as possible. He felt that the options for parking have not been properly investigated and noted that whatever calculations the planners used, the project does not fit in this space. He noted that he is a project manage and any project that does not fit into the space is a project that is not well thought out.

Comments from Angela Breeze: Ms. Breeze noted that when she drives around the neighborhood on weekdays at 9:00 am, she sees parents, bike riders, etc. and noted that there were so many opportunities for kids and parents to be in an accident because there is not enough room for buses and cars at the existing drop off zones. She would like to know how the parking estimation was calculated and she agrees on making improvements that make more sense.

Comments from Eleanor Heyrich: Ms. Heyrich has a 13 year old son and they love Loyal Heights. She asked to consider on how to accommodate the kids that will be going to this school twenty to thirty years from now.

Comments from Colin Ernst: Mr. Ernst has a daughter who rides a bike to school every day. He commented that the plan sucks, and the language "departure" is insulting. He reiterated what his neighbors were saying that the plan is too big for the spot and asked the Committee to vote down the departures.

Comments from Travis Harth: Mr. Harth commented on an SPU (Seattle Public Utilities) project that has been happening along 77<sup>th</sup>, on the corner of 25<sup>th</sup> and 77<sup>th</sup> about the water runoff and was wondering if the SDOT is involve, and how this would affect traffic in the area. He asks why further the departures asked for and encroach further. He asks if anything will be discussed about the play space that has not been accounted for.

Comments from Marvin Wetzel: Mr. Wetzel made a comment about the size of the playground being reduced is wrong and urged everyone on the Committee to look at the variances as variances on what is being proposed have the plan to be re-worked. In order to accommodate the need to build schools of this size, we are bringing kids in from another areas. He questions the logic of this and states that this is flawed. Don't allow variances and send plan back. Build school for an appropriate student body.

## VI. Committee Deliberation

Ms. Sheehan opened the discussions for committee deliberation.

A comment was made that the time required to reach a decision is inadequate. They would want a clarification on when the time period starts. Ms. Sheehan mentioned that the time period started when the committee was formed on July 29<sup>th</sup>. She noted that because of the teacher's strike, the first public meeting was postponed. A comment was made about granting an extension of time in order to complete the process.

A question was raised whether DPD (Department of Planning and Development) would accept departures with conditions and how often the DPD accepted the recommendations made by the committee. Ms. Holly Godard mentioned that the Director of DPD has taken the recommendations made by the committee based on the information that were provided through transportation management plans, etc. Ms. Godard noted that during the Laurelhurst departure, the Committee made a decision not to grant the departures and the Director made a decision and decided with the District to add portables.

A comment was made that she is not prepared to make a decision on the departure. She mentioned about the public testimonies being fully considered, but prefer not to be rushed and would like to see the existing code sections and its requirements.

A comment was made about having this project needs to go back in the drawing board because of miscommunication between what the District wants and what the community does not want to have.

A question was asked about the decision of having 660 students at this school site. A response was made by Mr. Becker that the number was based on an education specification that is standard for all new elementary schools that are under construction. The specification was accepted by the school board prior to the levy passing.

A comment was made about discussing the options on how to proceed with the departures being presented by the District.

A comment was made that she does not need these options, and mentioned that as a PTA member that she will vote down on the departures. She reiterated about having too much in a small space.

A comment was made about not knowing how she would vote. She would vote no for all of the departures, but will reconsider if the Committee saw a new plan that would reduce the amount of lot coverage.

A comment was made about having no room to negotiate or compromise, and would agree to a different plan.

Ms. Sheehan mentioned that the Committee does not have enough information regarding the underlying zoning.

A comment was made that she is not prepared to vote no on all of the departures.

A question was asked whether we could call for a vote.

A comment was made that as a PTA member, he heard what the community has said and that he is prepared to vote no across the board.

A comment was made about hoping to see more options being presented. She mentioned about what will happen if these departures did not happen or if there are any middle ground.

A comment was made about requiring to have conditions and approve some of the departures, afterwards, have a real community design process that is presented by an outside consultant. She would like to see and come back with a workable plan.

A comment was made that she is not prepared to vote the departures down and would like the Committee to reconsider and have a discussion on what will happen to the school twenty to twenty-five years from now.

A comment was made about having more balance and more input from the community that has a different point of view besides not wanting to have these departures.

Ms. Sheehan suggested to hold another meeting next Thursday and to continue the discussion to hear additional information from the architects in order to be clear on what the Committee would like to see. She asked the Committee what information they want to see presented at the next meeting.

A comment was made about having the Seattle School District willing to work and do the project creatively within the cost parameters.

A request was made for the architects to present more options. Take away the courtyard, what does that plan look like? What does a 35% lot coverage plan look like? What about 40?

Ms. Sheehan encouraged that the meeting be adjourned.

A motion was made whether or not to vote on the requested departures at this meeting. It was seconded. The vote was called by raise of hand. The vote were as follows: Yes = 5; No = 2; Abstain = 1. The motion passed.

The Committee deliberated on the required process as it was summarized at the DON (Department of Neighborhood) website. There were some confusion about the voting process and what will be discussed if a second meeting was held.

A motion was made to withdraw the vote on the departure and hold a second meeting for further discussion. The vote was called by raise of hand. The vote were as follows: Yes = 7; No = 0; Abstain = 1. The motion passed.

## VII. Adjournment and scheduling of next meeting

The next meeting will be held on October 15, 2015 at 6:30 PM.

No further business being before the Committee, the meeting was adjourned.



# **ATTACHMENT 3**



**City of Seattle**

Edward B. Murray, Mayor

**Seattle Department of Neighborhoods**

Kathy Nyland, Director

Loyal Heights Elementary School Design Departure Committee

Members

Maryanne Firpo

James Bristow

Dennis Swinford

Christina Congdon

Constance McBarron

Julie Giebel

Timothy Smith

Eric Becker

Jim Wurzer (Alternate)

Mark Smithsund (Alternate)

Ex-Officio Members

Maureen Sheehan,

Department of Neighborhoods

Holly Godard,

Department of Planning and Development

Loyal Heights Elementary School Development Standards Design Departure Committee

Meeting Minutes

Meeting #2

October 15, 2015

Loyal Heights Elementary School

2511 NW 80th Street

Seattle, WA 98117

Lunch Room

Members and Alternates Present

Maryanne Firpo  
James Bristow  
Julie Giebel

Christina Congdon  
Constance McBarron  
Jim Wurzer (A)

Timothy Smith  
Eric Becker  
Mark Smithsund (A)

Staff and Others Present

Maureen Sheehan

Holly Godard

Karen Gordon

I. Opening and Introductions

The meeting was opened by Maureen Sheehan from the City of Seattle, Major Institutions and Schools Program. Ms. Sheehan welcomed all in attendance. Brief introductions were followed.

Ms. Sheehan noted that Mr. Dennis Swinford is unavailable and has determined that Mr. Jim Wurzer will serve as a Committee member and will be voting on the motions.

II. Brief Description of the Process

Ms. Sheehan mentioned that at the first meeting, the Committee was not able to determine if the requested departures are major or minor. If the Committee determines that it is a minor departure, then the Code requires to have one public meeting. If the departures are considered major, the Committee must complete its review within 90 days and hold 3 public meetings.

The difference between major versus minor departures is on the degree of its impact to the neighborhood and the size of the proposed construction as determined by the advisory committee.

During Committee deliberation when the Committee has determined whether the departures are major or minor, to the committee will provide their recommendations that tie back to the five conditions being presented.

At the previous meeting, the majority of the public comments were based on the programming of the School District. She noted that there is a separate process to accommodate these comments.

The only comments that should be considered are the requested departures being presented by the School District, and these are: 1) lot coverage; 2) height; 3) parking; and 4) setbacks.

A question was raised regarding what weight the Committee's recommendations are for the Director of DPD (Department of Planning & Development). Ms. Holly Godard mentioned that the DPD director will review the Committee's recommendations, as well as the School District's program and project scope, any minority reports and public comments will be taken into consideration. If the director has questions about the School District's program, she will ask more information from the School District.

The Committee is meeting tonight for the purpose of developing a recommendation concerning the School District's requested departures for exemptions to several provisions of the Seattle Municipal Code related to land use.

The Committee received information on the departures being requested from the Seattle School District and its consultants, public testimonies are taken; and then the Committee will discuss and deliberate the requested departures. The Committee may do one of the following:

- 1) Recommend granting the departures as requested;
- 2) Recommend approving the departures but with either modifications or specific conditions, or
- 3) Recommend denial of the departures.

### III. Presentation

Mr. Lee Fenton of the BLRB Architects introduced himself, he then have each of the project team members introduced themselves.

Mr. Fenton briefly shared how the project team began the process that included forming the School Design Advisory Team working with them to set goals, provide analysis and discovery of the project. The project team also looked at other schools as a model to learn about their modernization. The project team involved the school staff, teachers, students, stakeholders and community members and established a dialogue with each of them and came up with a solution for the design of the school.

There were six departures presented at the last meeting. The following departures will be discussed in tonight's meeting:

- 1) Parking
- 2) Lot coverage
- 3) Setbacks
- 4) Building height

At the previous discussion, bus loading was not considered as part of the departure. The project team also determined that the modulation will not be included as part of the departure request from the analysis that was performed and also from input from DPD.

#### 1. Parking

The Code requirement per parking is 1 space for 80 sq. ft. of the largest gathering space or auditorium, which is located in a principal structure or any portion of the lot except the front setback. The total parking quantity analysis looked at the assembly area, dining area, and the large event seating areas. The School District is requesting a departure of 72 stalls and keeping all parking off site.

#### 2. Lot Coverage

The Code requires new public school construction on new public school site a maximum lot coverage permitted of 45% of the lot area for 1 story or 35% lot area for any structure or portion of the structure that is more than 1 story. The School District is requesting a departure of 47.7% lot coverage.

### 3. Setbacks

The required setback for existing building and additions located across the street is 15 ft. The School District is requesting a departure for setbacks on the west and east side of existing building to zero feet.

### 4. Height

The Code requires for additions to existing public schools a maximum height of 35 ft. plus 15 ft. for pitched, sloping roof. The additions on the west side is lower than the 39.4 ft. at 37.9 ft. above what the code allows that houses the mechanical penthouse that is close to the setback that allows the sloped roof. The School District is requesting a departure to allow a building height of 50 ft.

Mr. Fenton commented that his project team strived to look for opportunities to improve design and maximize the space especially the playground area, and encouraged the Committee to review and consider each of the departures.

## IV. Committee Clarifying Questions

Ms. Sheehan opened the floor for Committee questions.

Ms. Maryanne Firpo asked about the lot coverage and noted that at the last meeting it was at 46% and now it is at 47.7%. Mr. Fenton explained that they made a mistake in calculation, because they did not include the covered play area. The courtyard is open space and not considered a lot coverage because there is no roof over it.

Ms. Firpo made a follow up question that the code stated a lot coverage of 45% and the maximum departure request is 45%, the maximum setback is 5 ft. minimum. She asked how it is possible to ask more than the allowed departure. Mr. Fenton responded that the team felt that the design being presented is the best method to maximize and balance the playground and building play space. The process is to come before this Committee and present in excess that is allowed and get the Committee's feedback. Ms. Holly Godard commented that the next step if the Committee approved the proposal, the code allows the team to ask the Director of DPD for the extra 2.7% and setback relief or departure. It is a two stage request process.

A question was raised by Mr. Smithsund regarding the difference between the three story models versus a two story model. Mr. Fenton mentioned that the three story design that was presented is the same lot coverage from the previous presentation.

A question was raised regarding the courtyard and its rationale for the size and the use of ground floor for the gymnasium.

Mr. Fenton responded that he rarely sees a gymnasium on the second level of a building. The biggest challenge is not having it on the ground, but the outdoor play space disconnect. Regarding the courtyard, the biggest benefit of the courtyard is the natural lighting for the occupied space that has windows at the center of the building. One of the challenges is a covered courtyard is considered lot coverage and the sq. footage will be counted against the design, and the other challenge is from a cost standpoint to cover it.

A follow up comment was made by Mr. Smithsund regarding the architects coming tonight with modifications to the plan that were requested at the first meeting but that all we have is the same thing. He commented that the design is struggling to reduce the appearance of bulk and that the use of brick in the design increases bulk. He mentioned that a modern addition would make the historic structure stand out and would reduce the appearance of bulk.

A question was raised regarding the trees on the west side of the school, and how are those affected. A response was made that the team are in conversation with SDOT because they are responsible for what happens to the trees. The team requested that all of the trees to stay as much as possible because of their value especially for the building shade on the west side of the school.

A question was raised regarding the challenges of having a gymnasium on top of a cafeteria space. Mr. Fenton responded that if the gymnasium is stacked above a cafeteria, the design will be up against the height

restriction and impact. He also noted that having a gymnasium and cafeteria side-by-side on the ground provides easy access and connection.

A question was asked regarding the size of the courtyard and could they make it more compact. Mr. Fenton noted that they want to preserve the historic structure of the frontage of the main building that establishes the dimensions of the courtyard. The Landmarks board provided input on the importance of the building structure in order to maintain and set the parameters.

Ms. Christina Congdon asked about the size of the gymnasium. Mr. Fenton noted that it is a program requirement of 6500 sq. ft. and that there is no other option to negotiate a smaller gymnasium.

Mr. Eric Becker commented regarding the school program and the gymnasium size. A group of stakeholders came together to establish an educational specification as a model for the School District for elementary schools. Currently, the School District is in the process of building five new elementary schools that have all a 6500 sq. ft. gymnasium and all school buildings currently in construction have similar space requirements.

Ms. Firpo asked about the 3 classroom per grade level program and how the determination is made for which program to use.

Mr. Becker said it is determined by enrollment need and that this area needs that enrollment.

Mr. Jim Bristow made a comment about school student projections around the surrounding area and read a report regarding capacity projections on different area schools and have asked whether a school board member is available to clarify these data.

Ms. Sharon Peaslee noted that she is a member of the School Board and encouraged the PTSA to send an email to her so she can get the information regarding the capacity requirements. Ms. Peaslee commented that they are required to reduce class size and that puts additional pressure on space. She mentioned that she does not know what the current capacity projections are and therefore could not comment on the document, but she will contact the appropriate individuals who can answer these questions.

A motion was made for the Committee to adopt and recognize all public comments that was submitted and to satisfy the duties of this Committee in evaluating these comments. The motion was not seconded, the motion failed.

## V. Public Comments and Questions

Ms. Sheehan opened the floor for public comments and questions.

Comment from Chris Jackins: Mr. Jackins is the coordinator for Seattle Community to Save Schools and he commented that the school does not need a 10,000 sq. ft. smaller playground, the impact of the departures are out of balance with the needs of the neighborhood and the current school design cannot be mitigated and encouraged the Committee members to reject all of the departures.

Comment from Jacque Coe: Ms. Coe is a longtime volunteer and she commented her support of the plan and was encouraged by the thoughtful design and process that was involved in order to meet the capacity and accommodate the growing student population in the area. She would like to see a buildup if possible and commented on how the teachers and staff are behind this project.

Comment from Marvin Wetzel: Mr. Wetzel has two children and commented that there is an established process that is working, but that there is an agenda to build a building to a certain size that doesn't fit the lot. He noted that his concern once these departures are allowed is that it would jeopardize the quality and safety of the children. He noted that this is not a sensible approach and would rather have a school built for 450 students rather than 660.

Comment from Ellen Kildal: Ms. Kildal has a 4<sup>th</sup> grader in school and she commented that if the process ignores established policies and regulations, it creates unequal opportunities and that is what these departures will do.

Comment from Bob Wintrip: Mr. Wintrip has lived in the neighborhood for 40 years and he commented that the last the School District made a presentation last October 5<sup>th</sup>, they presented a plan that was the best

choice. He commented that the plan should fit within existing zoning requirements, instead multiple variances and parameters were established. He noted that what he is seeing are excuses rather than work on the existing zoning. Back on the 5<sup>th</sup>, he commented that the presenters mentioned that there were 750 students at this school in 1959. If that is the case, the school does not need 660 students to build a new building and have the existing building accommodate these students.

**Comment from Kendal Cruver:** Ms. Cruver commented that the problem with this program is that it is not a one size fits all area. She noted that the City has vast resources and options to find a suitable location. The area is just too small and it impacts kids and others who will be using the space. The site does not fit the program.

**Comment from Sara Adelman:** Ms. Adelman commented about the courtyard and mentioned that the architects keep referring the courtyard as open space. She reference the Seattle Municipal Code guidelines about open space requirements. She want the Committee to consider that this school does not have the same lot size as other schools in the area.

**Comment from K Kaku:** Ms. Kaku commented that the school does not meet the Seattle Public School requirements such as an active learning area, structured and grassy area. The program does not meet 3 of the 4 SPS site requirements.

**Comment from Pietro Potesia:** Mr. Potesia commented that as an architect and whole design plan and public participation process has been a farce. It is difficult for the community to participate if the decisions has already been made. He identified issues that these departures will issues such as traffic congestion, parking and open space. He noted that the weak link of this project is the plan itself.

**Comment from Bill Fortunato:** Mr. Fortunato commented that the school should be held to the same zoning requirements as required by the residential zoning area.

**Comment Mark Early:** Mr. Early made a comment for the Committee to reject the extreme departures that are being presented to them. He noted that other area schools that were brand new buildings were able to accommodate the size and coverage without having such extreme departures like Loyal Heights is requesting. Please deny all departures. The School Board should direct the district to use the 3 classroom per grade level program model.

**Comment Wayne Floyd:** As the principal of Loyal Heights, Mr. Floyd commented his full support for the project and mentioned about the overwhelming support that his staff has put forth in the project. He was disappointed, however, about the lack of support and understanding from the community about what the school needs and how these departures will benefit and meet the needs of the staff and students.

**Comment from Chris Degracia:** Mr. Degracia has a kindergartener at school and he encouraged the Committee to look at the departures one at a time and not a whole package. He encouraged them to accept the parking departure. He also asked the School District to have a departure of removing the child care off site in order to create more space for the school.

**Comment Steve Nesich:** Mr. Nesich has a son who graduated from Loyal Heights and he mentioned that there should be middle ground that can be achieve regarding these departures and he encouraged the need to concentrate on these middle ground.

**Comment Theresa Yoder:** Ms. Yoder currently has a 4<sup>th</sup> grader at school and she mentioned about the green space around the area. She wanted the Committee to carefully consider these departures as these plans will significantly take away the little green spaces that is already available in the area.

**Comment Doug Kisker:** Mr. Kisker lives two blocks away and has a kindergartener. He is in favor of an updated Loyal Heights school and that the current design only considers the size of the lot. He mentioned that the only departure be allowed is in the building height. He would like to see more creativity and problem solving that can both accommodate the needs of the school as well as the community.

**Comment from an Anonymous person:** She commented about the experience of her daughter about a fire drill at school and how the students compacted are in the playground area. She mentioned that the Code requires that for every student there should be 5 sq. ft. on the playground and a minimum of 50 ft. away

from the building. She noted that at 660 student, it needs 3300 sq. ft. She mentioned that looking at the programming and extra spaces that was presented, the school could not afford to fit 899 students in a lot fenced playground, thus, she encourages the Committee to vote no on these departures.

Comment Jennifer Hart: Ms. Hart commented that she loves the idea of a growing school, but in a safe and sane manner. She mentioned that the kids not only need educational space but outdoor play space for their physical health. She noted that the daycare program is not a state mandated program, but a Seattle School design to desire for any new remodeled school. She suggested that if the planned daycare is removed, there will be more play space available. She encouraged the Committee to vote no to all of the departures and consider working together on find some compromise.

## VI. Committee Deliberation

Ms. Sheehan opened the discussions for committee deliberation. She reminded the public that they are welcome to stay and informed them to lower their voices so that the committee can discuss among themselves. She also mentioned that the Committee will not take any questions from the public.

Mr. Jim Wurzer made a motion that all departures being requested are considered major and it was seconded. The vote was as follows:

Maryann Firpo	Yes
James Bristow	Yes
Christina Congdon	Yes
Constance McBarron	No
Julie Giebel	Yes
Timothy Smith	Yes
Eric Becker	No
Jim Wurzer (Alternate)	Yes

A quorum being present and the majority of those present having voted in the affirmative; the motion passed.

Ms. MaryAnne Firpo made a motion to begin deliberation of the departures in the following order instead of what was outlined in the agenda and it was seconded. The following order of departures will be: 1) Lot coverage; 2) Setbacks; 3) Parking; and 4) Height. The vote were as follows:

Maryann Firpo	Yes
James Bristow	Yes
Christina Congdon	Yes
Constance McBarron	Abstain
Julie Giebel	Yes
Timothy Smith	Yes
Eric Becker	No
Jim Wurzer (Alternate)	Yes

A quorum being present and the majority of those present having voted in the affirmative; the motion passed.

The Committee began their deliberation by discussing the following requested departures.

### 1. Lot Coverage

A motion was made for the Committee to reject the lot coverage departure as requested by the Seattle School District and it was seconded. Ms. Sheehan asked if there are any conditions or mitigating measures that the Committee would like to add to support the rejection of the departure. A written statement was provided by Ms. Firpo and made available to distribute to the Committee that summarizes the argument for rejecting the departure.

Ms. Constance McBarron commented if one of the mitigation be removing the child care center so the lot size will be open as a play area. Ms. Sheehan noted that the child care is part of the program and cannot be separated from the program.

Ms. Giebel commented everyone wants to rebuild the school, but there are some legitimate concerns that the community has expressed and there seemed to be no compromise or middle ground or any available options being presented, that is why she mentioned about voting no on these departures.

Mr. Mark Smithsund commented about having the School District come up with a plan that will fit the lot coverage of the site and be at 35%.

Mr. Eric Becker responded that a 35% lot coverage is not realistic because of the constraints in the site. The building has been designated as a landmark and it has restrictions. Mr. Becker noted that there are potential more opportunities available if the building is removed, but it would not be able to support the School's program at 35% coverage.

Mr. Jim Wurzer commented about his position to vote against all of the requested departures. He noted that the School District seemed to push this design forcibly and the PTA and the community are against this project. The School District needs to start over and work together with the community. He mentioned that they all understood the constraints, but there should be some compromise to develop a sensible plan for this lot size.

Mr. Jim Bristow A commented about his proposal of having different options available to see what will fit on the lot.

Ms. Congdon made a comment about a Community Design Process that includes members of the community. She mentioned that she never received an invitation to be part of the design process, and would encourage that the community is involved and encouraged to participate in the process at the beginning of the project. She is looking for a compromise.

Ms. McBarron commented whether it was considered designing the school for 450 students, but able to flex to 660 students so that it can both accommodate the school program as well as the potential growth needs in the future.

Mr. Becker commented that the boundaries in this area are changing and it requires an increase in capacity. The School District needs capacity in order to accommodate the influx of present and future school children.

Ms. Firpo and Mr. Bristow voiced their concerns about the lack of data that the School District has provided regarding the need for increased capacity in this area.

Ms. Firpo made a comment about asking for compromise, but she felt that there is no room to reach that point that is why she is considering to vote against all of the departures.

Ms. Congdon said that she was hoping that if the Committee vote against the departures, an alternative plan will be presented.

Mr. Becker mentioned that this project has gone through the Design Process and it involves the community and the school staff and the design that was agreed upon met all of the School District's program and budget.

Ms. Congdon asked that the committee consider including in the report the alternatives of changing the gym/lunchroom configuration and the use of the courtyard. These could be creatively looked at in terms of lot coverage.

A question was raised to Ms. Holly Godard about if there has been a school project that the committee voted against the departures. Ms. Godard mentioned that the Laurelhurst School departure was an example where the Committee voted against the departure request of installing portables. She noted that if the Committee voted yes on certain departures, the Committee can attach a conditioning language to the specific departure. She also noted that all Committee recommendations goes to the DPD director for consideration in the decision.

A motion was made for the Committee to reject the lot coverage departure as requested by the Seattle School District and it was seconded. Ms. Firpo also requested that a written document be included for the public record. The vote were as follows:



Maryann Firpo	Yes
James Bristow	Yes
Christina Congdon	Yes
Constance McBarron	Yes
Julie Giebel	Yes
Timothy Smith	Yes
Eric Becker	No
Jim Wurzer (Alternate)	Yes

A quorum being present and the majority of those present having voted in the affirmative; the motion passed.

A motion was made to introduce all of the five public meeting videos as well as the public comments to the public record documentation, and it was seconded. The vote were as follows:

MaryAnn Firpo	Yes
James Bristow	Yes
Christina Congdon	Yes
Constance McBarron	Yes
Julie Giebel	Yes
Timothy Smith	Yes
Eric Becker	Abstain
Jim Wurzer (Alternate)	Yes

A quorum being present and the majority of those present having voted in the affirmative; the motion passed.

## 2. Setbacks

Mr. Smith made a comment about the lack of creativity and compromise that the School District has provided regarding the setbacks. The bulk, sidewalk and public safety issues and the inappropriateness of the program for this particular lot as his reasons to vote against this requested departure.

Mr. Bristow A comment was made about having a better plan that would both satisfy the demand of the School District and the needs of the neighborhood.

Mr. Becker commented that the existing building is a significant barrier to this process and he informed the Committee that the building is already there, but there is the lot size, height, and program needs and noted that the architects have met all of these requirements and what is being presented is the best plan available.

Ms. Congdon talked about having a good plan requires one or two departures. Mr. Becker noted that he recognized the parameters and challenges being laid out to the architects, but reiterated that these requested departures are the best plan in place, but there could be potential modifications that can be brought in the plan. The earlier vote to reject the lot coverage departure no longer provided the modification needed. A comment was made regarding the presence of edges and its relationship to the character and scale of the surrounding area are being impacted by this setback as well as the façade on 26<sup>th</sup> is not acceptable.

Ms. Firpo made a comment about her dissatisfaction that there is no way to compromise between the need, requirements, and impacts for these setbacks.

A motion was made for the Committee to reject the setback departure as requested by the Seattle School District and it was seconded. The vote were as follows:

Maryann Firpo	Yes
James Bristow	Yes
Christina Congdon	Yes
Constance McBarron	No
Julie Giebel	Yes
Timothy Smith	Yes
Eric Becker	No
Jim Wurzer (Alternate)	Yes

A quorum being present and the majority of those present having voted in the affirmative; the motion passed.

### 3. Parking

Ms. McBarron made a motion for the Committee to approve the parking departure as requested with a condition of having a Community Design Process; it was seconded by Ms. Congdon with the condition that there be a community design process.

Ms. Godard made a comment about what the connection of the condition to the parking departure.

The committee deliberated and was in favor of Ms. Congdon's condition of having a community design process, but also questioned about the relevant of the condition to the parking departure.

Ms. Congdon noted that she wants to get something in return for her to vote for the requested departure.

It was suggested that instead of tying the condition to this specific departure, have the condition be relevant to all departures.

Ms. McBarron agreed with the suggestion. She also noted that when she bought her house, she was okay with the parking situation in the area knowing that Loyal Heights will grow, and indicated her proponent for less parking rather than no parking.

She raised a question whether an underground parking is viable. A response was made that an underground parking is too expensive.

A comment was made that with the school having such a small footprint and less parking, the neighbors who live around the school suggested parking permits in the residential areas, and not having the teachers park on the school site. He suggested that this would create dissatisfaction from the school.

Ms. Congdon made a motion for the Committee to approve the parking departure as requested by the Seattle School District with a condition of having a Community Design Process be added to every phase of the project going forward, and it was seconded. The vote were as follows:

Maryann Firpo	No
James Bristow	No
Christina Congdon	No
Constance McBarron	Yes
Julie Giebel	No
Timothy Smith	No
Eric Becker	Yes
Jim Wurzer (Alternate)	No

A quorum being present and the majority of those present having voted in the affirmative; the motion passed.

For the record, a comment was made that she felt terrible voting against this departure because the request is too big, and it was a terrible situation to begin with. Most of the committee members voiced their opinion on their dissatisfaction as well

#### 4. Height

Mr. Bristow asked a question of the architects about the required minimum height and how the height departure came about. Mr. Lee Fenton of BLRB Architects noted that the plan is to keep it low, and mentioned that it will be challenging to lower the penthouse down to 4 ft. and he would like to keep the departure flexibility. He commented that the basic building height is good, but the only question is the penthouse, and by lowering the whole structure would impact the constructability of the floor height. Mr. Fenton mentioned that because of the budget constraints, this proposal will be very expensive.

Ms. Congdon stated that the length of the 26 ft. in relationship to the surrounding area is inappropriate. If the plan was modified to only include a portion at this height, it might be appropriate.

Ms. McBarron plans to vote yes on the height departure, since the Committee already rejected the lot coverage, having additional height would create the much needed space now.

A motion was made for the Committee to reject the height departure as requested by the Seattle School District, and it was seconded. The vote were as follows:

Maryann Firpo	Yes
James Bristow	Yes
Christina Congdon	Yes
Constance McBarron	No
Julie Giebel	No
Timothy Smith	Yes
Eric Becker	No
Jim Wurzer (Alternate)	Yes

A quorum being present and the majority of those present having voted in the affirmative; the motion passed.

Mr. Smith made a point to recognize the hard work that the architects had made and he firmly believes that the demand of the School District and the size of the program does not fit the property.

Ms. McBarron made a comment about her appreciation to the Committee for their time and effort that they gave to this process.

A member of the public questioned who was responsible for writing the report. Ms. Sheehan provided language that the DON staff responsibilities include providing "staff assistance to the Committee to prepare the Committee's report and recommendations for the Director."

A motion was made for having Ms. Sheehan compose an outline draft of the report and have the Committee review and determine the final content of the report, it was seconded. The vote were as follows:

Maryann Firpo	Yes
James Bristow	Yes
Christina Congdon	Yes
Constance McBarron	Yes
Julie Giebel	Yes
Timothy Smith	Yes
Eric Becker	Yes
Jim Wurzer (Alternate)	Yes

A quorum being present and the majority of those present having voted in the affirmative; the motion passed.

Ms. Sheehan noted that a Committee member can also compose and submit their own report in addition to the Committee report.

## VII. Adjournment

No further business being before the Committee, the meeting was adjourned.

# **ATTACHMENT 4**

**LOYAL HEIGHTS ELEMENTARY SCHOOL  
DESIGN DEPARTURE ADVISORY COMMITTEE MINORITY REPORT #1  
NOVEMBER 2015**

**OVERVIEW**

This minority report is necessary in order to represent the members of the community who are in favor of the proposed Loyal Heights Elementary School (LHES) plan and departures, contrary to the official recommendation represented by the design departure advisory committee's majority report (henceforth referred to as "the majority"). The majority is arguing against the departures due to the overall size of the project, which they have determined is too large for the size of the lot. This report will argue 1) that the committee and the public comments were not necessarily a true representation of the entire community, 2) that the benefits that a larger, updated LHES will bring to today's students and neighborhood homeowners outweigh the concerns of "the majority" and 3) that the need to plan for expected neighborhood growth outweighs the concerns of "the majority."

If you look at the public comments made at the meetings and submitted to the committee, the majority of the opinions were, for a variety of reasons, against some or all of the departures. However, it is not certain that the majority of the community is being accurately represented by the majority of the committee. In statistical terms, the committee is not a "representative" sample, but rather a "sample of convenience." Ultimately a true majority of an issue can only be found with an actual polling of each and every person in the neighborhood. Knowing that a vote is impractical, a committee was formed to represent the community. A public hearing also took place, in which people were given time to speak their opinions, and letters were written and received. Again, it is not certain that these comments and letters represent the majority of the neighborhood.

One example is the negative messaging about the project that was spread throughout the neighborhood before the meetings. Letters were dropped off in mailboxes at least once a week and it is assumed that most neighbors received the notes as well. These letters were the same typeface, so it is almost certain that one person or one group of people were writing them. The letters implied that if you had an issue with the school plans, you should attend the meeting to voice your complaint. It was not an invitation to share your approval for the project. There was also chalk messaging around the sidewalks of the school stating a similar concern.

It is certain that more people approve of the plan than what was represented during the meetings. For example, in the blog *My Ballard*, several neighbors argued for the school proposal in the comments of the August 28th article (attached: August 28, 2015, Seattle School District requests city zoning waiver to expand Loyal Heights Elementary. *MyBallard.com*). Committee member Dennis Swinford, who was precluded from voting because public meetings were eventually scheduled at times he could not attend, fully supports all four exceptions--and also reports support from the neighbors he's spoken with. Neighbors I have spoken with have also shared their support with the votes I have made.

There is a phenomenon called "silent majority, loud minority" which seems to be the case here. If someone is in favor of a plan or OK with the status quo, that person is not going to take time out of their schedules to voice that opinion. However, if someone is passionately against a plan, that person will make time to attend a meeting.

This report also asks the question, even if "the majority" of the neighborhood today is against the departures due to the overall size of the school, does their opinion outweigh the benefits it would bring to today's teachers, students, and homeowners?

During the second and last committee meeting, the LHES principal read a statement written by the teachers of the school. A few of them were in attendance. Their opinion is that the current LHES is not adequate to

meet the needs of the teachers and students today. The portables are unsafe. The classes are bursting at the seams. Who better to listen to than the individuals who are there day in and day out? Even without meeting the new smaller classroom requirements, LHES needs to be larger to meet the needs of the current program at 450 students.

An updated and larger LHES will also benefit neighborhood homeowners. According to a 2013 study conducted by Redfin (attached: October 4, 2013, School quality is tied home prices in new study. But other factors may affect values. *The Washington Post*), school quality can boost home values by as much as \$50 per square foot. That's a \$60,000 boost to a 1,200 square foot home and \$100,000 to a 2,000 square foot home.

The final argument in this overview is that the need to plan for expected growth also outweighs the concerns of the majority of the committee. The city's explicit endorsement of increased density is already having an effect on the district's student population: multiple homes are being built on lots that once held just one; apartment buildings have replaced single-story dwellings; and a generational turnover has drawn younger families into the neighborhood where elderly couples once lived. The last major update to LHES was over 70 years ago. What will the Loyal Heights neighborhood look like 70 years from today? Growth and change are happening and the needs of future students should not be discounted because they are not here to argue for themselves today.

It is the opinion of this report that the benefits that an upgraded and larger LHES would bring to students today and tomorrow outweigh the concerns of the majority of this committee.

## **APPLICATION OF REVIEW CRITERIA TO REQUESTED DEPARTURES AND RECOMMENDATIONS**

### **Departure #1 – Greater than Allowed Lot Coverage**

The District requested a departure to allow the Elementary School to exceed 35% allowable lot coverage to a total lot coverage of 47.7%. 35% is the allowable lot coverage, and the Committee is allowed to grant up to 45% lot coverage. The addition 2.7% would need to be approved by the Director of DPD.

The lot coverage is by far the most controversial departure in this plan. A lot coverage of 47.7% is well above the 35% allowable lot coverage. This plan significantly shrinks the size of the outdoor play area, which also serves as a community park on some occasions. The magnitude of this departure should not be taken lightly and comes with serious concerns.

The underlying concern in this report is that the new LHES, as presented by the architects during both meetings, is designed for a 660 student program, yet has planned space in the form of flex classrooms that could allow up to 900 students if needed. A building of that size in this neighborhood would not only impact traffic, congestion, noise, and parking in the area, but it also impacts the open space. The concern is that remaining open space does not meet the requirements for a student body of that size, neither for the physical requirements for outdoor recess, nor the safety requirements for a fire evacuation zone.

To mitigate these concerns, one suggestion is that the school be built without the childcare center, which takes up 3100 square feet. This would lower the lot coverage request from 47% to 42.8% and free up open space for outdoor recess and fire evacuation. This would also lessen drop-off and pick-up traffic and eliminate at least two parked cars from the neighborhood, based on two teachers working at the facility. There are many available childcare centers in the area already to meet the needs of Ballard families.

Another suggestion is instead of building a school for a 660 student program that includes flex classrooms for up to 900 students, as presented by the architects during both meetings, the school district could consider building a school that fits the current student program of 450 students but has flex classrooms for up to a 660 student program. This would technically meet the school board program requirements while lowering the lot coverage percentage. The resulting size of the student body would then have adequate outdoor play space as well as adequate room for a fire evacuation within school grounds.

While the idea of “building up” instead of out is attractive because it would lower the lot coverage percentage, there is still a concern for the adequacy of open space for pupil physical education and fire evacuation safety that needs to be addressed.

After consideration of the above, this report recommends:

**Recommendation 1** – That the departure to allow greater than allowed lot coverage be **approved with conditions** as requested by the Seattle Public Schools.

Condition 1 - That the Seattle Public Schools provide a clear plan for on-site fire evacuation procedures for the maximum number of people who are permitted inside the school.

Condition 2 - That the Seattle Public Schools provide a fully informed physical education plan for outdoor playground time. How will the school ensure that there are not too many students playing in the smaller play space at once? Will the new gymnasium be used in lieu of the outdoor space during inclement weather?

**Departure #2 – Less than Allowed Building Setbacks**

This report finds that the design of the building to match the facade of the original Landmarked building is adequate and meets the needs for the school and neighborhood. Again, it is the opinion of this report that it is better to preserve as much play area as possible, so less than allowed building setbacks and greater than allowed building height, though not ideal, are willingly-made compromises.

After consideration of the above, the Committee recommends:

**Recommendation 2** – That the departure for reduced setback of zero feet from the property line for the new addition and a reduced setback for the existing Landmarked building as it currently sits on the lot be **approved** as requested by the Seattle Public Schools.

**Departure #3 – Less than Required Off-street Parking**

The neighborhood surrounding the Loyal Heights Elementary School, with its current student population, today faces traffic and restricted parking availability during school drop off and pick up times. Despite some concerns regarding the traffic study shared with the committee and mentioned in the majority report, and despite current traffic concerns, there is no desire by the neighborhood to have a parking lot included in the school design. The transportation needs of a growing community are wider than this one plan and a vote against parking lots is a vote for increased public transportation and a vote for walkable neighborhoods. One suggestion to mitigate the parking concerns is for the Department of Neighborhoods to consider a Restricted Parking Zone (RPZ) so that residents would be able to park more easily during the day.

After consideration of the above, this report recommends:

**Recommendation 3** – That the departure to remove the parking requirement be **approved** as requested by the Seattle Public Schools.

**Departure #4 – Greater than Allowed Building Height**

The District requested a departure to allow the Elementary School to exceed the allowable building height of 35 ft. for a total of up to 50 ft.

In order to build a school that will fit the needs of the current student population as well as plan for the expected growth of the neighborhood, the Elementary School needs to be larger. In favor of minimizing lot coverage as much as possible in order to provide adequate play area and fire evacuation zones, the only option within this defined lot is to grow the building up instead of out. As to the specific current design, the



departure for the mechanical equipment is a minimal departure. The architects have stated that they will do everything they can to shorten the building height even further, and this is appreciated.

After consideration of the above, this report recommends:

**Recommendation 4** – That the departure to allow for an additional 15 feet of height for a total of 50 feet be **approved** as requested by the Seattle Public Schools.

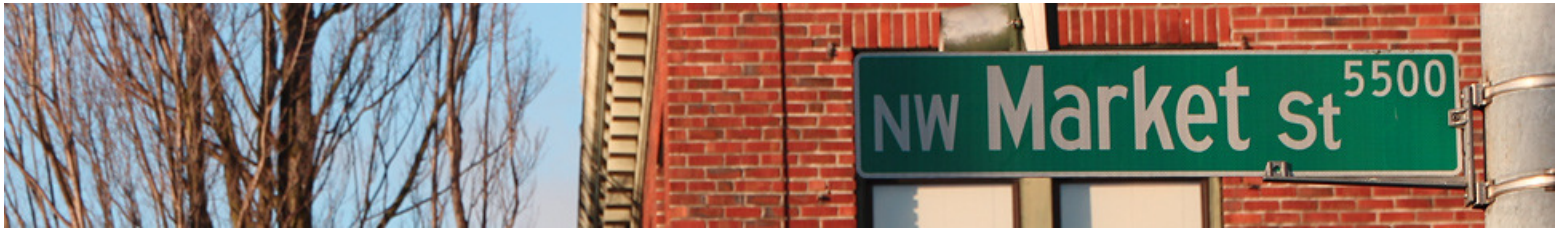
Signed,

Constance McBarron

# My Ballard

News for Seattle's Ballard neighborhood and beyond

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## Seattle School District requests city zoning waiver to expand Loyal Heights Elementary

Posted by Meghan Walker on August 28th, 2015

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The Seattle School District wants to double the size of Loyal Heights Elementary, and they are requesting a waiver from city zoning regulations to begin the rebuild. There will be a meeting to discuss the request at the Loyal Heights Elementary School lunchroom(2511 NW 80th St) on September 15 at 6:30 p.m.



*Plans for the expanded Loyal Heights Elementary School ([view PDF here](#))*

The district is anticipating an expected enrollment increase from 450 to 660 students in the coming years, and the plans include a three-story addition onto the original building and modernizing the current structure. The requested zoning waiver includes an increased lot coverage from 35 percent to 50 percent, increasing the maximum height allowance from 35 feet to 60 feet, and eliminating requirements to provide off-street parking. The district also requests to continue the on-street bus loading.

At the meeting, Seattle Schools will provide a presentation about the requested changes before the Development Standards Departure Advisory Committee, which is a group of neighbors, school district and city representatives. The public is invited to make comments following the

presentation.

The committee will make recommendations to move forward, whether that be granting the requests outright, grant with conditions, or fully deny the zoning modifications. According to the city, the final decision is made by the Seattle Department of Planning and Development.

Community members who cannot attend are welcomed to submit written comments to Maureen Sheehan with the Seattle Department of Neighborhoods at P.O. Box 94649, Seattle, WA 98124-4649, or via email at [maureen.sheehan@seattle.gov](mailto:maureen.sheehan@seattle.gov). For more information, call Sheehan at 684-0302.

Tags: [Ballard](#) [Share](#)

### 30 reader comments so far ↓



- [1](#) **guesty** // Aug 28, 2015 at 1:34 pm

wow. that will definitely impact the neighborhood. the structure will completely alter (ruin?) the lives of the immediate neighbors, for certain. now, before anyone screams, “well they bought a house by the school!”- sure they did. however, there is no point in due diligence like checking zoning laws if they can be arbitrarily altered.



- [2](#) **Mandoman** // Aug 28, 2015 at 1:45 pm

Why would they ask for a waiver on the parking requirements? Are the school staff expected to use up the neighborhood’s on-street parking?



- [3](#) **Forum Commentator** // Aug 28, 2015 at 1:46 pm

Yes, all progress must be stopped, especially for something as stupid as a school. These schools are ruining Ballard! I hear they are going to put up portables at West Woodland. Where was the public notice? When are the public meetings? The mayor, Mike O’Brien and SPS are screwing over Ballard again! Ballard should be kept exactly as it was at the exact moment I moved here.



- [4](#) **Perspective** // Aug 28, 2015 at 1:48 pm

Guesty, how in the world would this “completely alter” let alone “ruin” neighbors lives? I live near Adams Elementary and the only impact I can think of is that I know not to try heading east if I leave my house for the 20 minute window before/after school start and end times. Unless Seattle is willing to build new schools or renovate old school sites these expansions will be happening in many more schools. And if Adams is on the list I am one neighbor who will not be freaking out about it.



- [5](#) **30sballarddad** // Aug 28, 2015 at 2:11 pm

Forum Commentator – Awesome rant – spoken like a true ballardite who moved in 9 years ago!



- [6](#) **David** // Aug 28, 2015 at 2:31 pm

Most of our elementary schools have little to no parking. Whittier has none. Salmon Bay has none. I don’t think parking should be a priority when building a school, honestly. Most of the lots are too small – better to have more playground space.



- [7](#) **guesty** // Aug 28, 2015 at 3:01 pm

perspective – just look at the size dimensions. it will be quite a bit larger than it is now. I really don't need to explain how that would be different or impact the home next it.



- [8](#) **Cathy** // Aug 28, 2015 at 4:40 pm

There already isn't any off-street parking at Loyal Heights, so no change there. Have any of you ever been in the building? It's way overdue for remodeling. This would be a good thing for the school in the end. (And yes, you did buy a house near a school. It was there when you came here.)



- [9](#) **james** // Aug 28, 2015 at 4:40 pm

My issues are with the school buses, every douchebag parent currently feels the need to drop their precious kids off right outside the school. If they plan on putting bus parking as a feature they need to stop Dirkv and Chardonay parking their Ballard 4x4 Chariot outside. It's one or the other, not both. Three story buildings are just not ok in this area. I moved here within the last year to avoid them not live next to them. 30sdad has an unconscious bias that this feeling is expressed only by older and more established generations. I'm in my 30s, lived here less than a year and feel that this proposal is neither appropriate for the neighbourhood or inline with growth expectations. Yes the school needs modernizing but this is overkill. 18 months of construction work and traffic on roads that are already destroyed won't help. If they do this they will need to widen roads to deal with traffic and add more trees for sound screening at the very least. I propose that they put in an underground car park and change their school notice board, it sucks.



- [10](#) **dan f.** // Aug 28, 2015 at 4:43 pm

Good news. SPS needs to address the growing population.



- [11](#) **dave** // Aug 28, 2015 at 5:01 pm

Since I moved into my current house, some tall three story condos went in next door, where there was nothing or a one story building before. It turns out this didn't ruin my life at all. I couldn't grow some kinds of vegetables in the same exact location because they needed more sunlight, so I had to cultivate them in a different part of the yard. There's a bit less sunlight.

Yet, somehow, I've managed to soldier on. Seriously, if something as trivial a taller building next door "ruins your quality of life" you really need to work on your resilience. My sensitive three year old is more resilient than that.



- [12](#) **guesty** // Aug 28, 2015 at 5:08 pm

ok, ok, I get it – its for the chiiiiildrennn.

seriously though, anyone living on the streets immediately bordering the school A) obviously knew they were moving next to a school BUT B) if they were concerned and checked the zoning they would have likely concluded it would not turn into a nearly 2x the height/footprint.

to me it is way more a zoning issue than weather its a school, condo, cell phone tower. what is the point of zoning if it can be arbitrarily ignored for one reason or another?



- [13](#) **guesty** // Aug 28, 2015 at 5:09 pm

@dave, yes – and what are the zoning laws for your house and neighborhood?



- [14](#) **dave** // Aug 28, 2015 at 7:33 pm

For my house? SF 5000 (even though we're only 4500). I think the lot with the 3 story condos is LR1, but I haven't bothered to look it up. My point is that for a normal human who has enough to worry about in their own life, whether the neighbor's houses are 1, 2 or 3 stories is such a minor thing that it's not really worth thinking about.

When I hear people saying "a tall building or a duplex will RUIN EVERYTHING" I can't help but wonder how little they have going on in their own lives. Or maybe they just worry too much, I don't know. It's just not a big deal. Life goes on.



- [15](#) **DudeMyHELOCReset** // Aug 28, 2015 at 10:08 pm

Expanding a school is the least of Ballard's problems.



- [16](#) **Betsy** // Aug 29, 2015 at 1:58 am

"Three story buildings are just not ok in this area. "

Hah! You live in city, James.

Move back to b\*mf\*ck Ohio if you don't like seeing larger buildings– especially a g.d. school.

thanks for the entertaining comment, though.



- [17](#) **dave** // Aug 29, 2015 at 7:01 am

*You live in city, James.*

It's amazing how many Seattleites don't seem to grasp this. There are lots of lovely suburban communities close to Seattle for people who prefer suburban living. There's only one city, really (a few blocks of downtown Bellevue, I suppose, but the rest of the city is quite suburban). If the horror and shock of being near a three story building is too much for your delicate constitution, there are lots of places you can go, with good communities and schools an low crime, within a 10-15 mile radius.



- [18](#) **dave** // Aug 29, 2015 at 7:04 am

What's particularly remarkable about James' whine is he moved here less than a year ago—in other words, he knowingly moved into one of the city's fastest growing and rapidly urbanizing areas. If I try really hard, I can muster up some sympathy for elderly people who've lived in Ballard their whole lives being upset about growth. As some people age, they get stubborn and set in our ways—I get that. It doesn't make their complaints reasonable, just understandable. But James? Who chooses to move into a dynamic, fast-growing neighborhood and then immediately demands a stop to it? What can you say about someone like that?



- [19](#) **DrallaB** // Aug 29, 2015 at 12:59 pm

NIBY"S!!



- [20](#) **FormerBeaver** // Aug 29, 2015 at 3:23 pm

The issue isn't that they are remodeling, everyone wants a new school. It's that the school they designed is made to house far more students than the one we voted four in the BEX Levy documents. They said it would increase to hold 660 students but actually the building has been designed to hold lots more. And the design will reduce the playground to 1/3 the size it is now. There won't be enough room for all those kids to move. Lots of teachers and students in the district are calling for more recess because it's been shown to improve kids performance. This plan is not conducive to more recess – it might actually result in less recess for the kids or less movement during recess because of the crowding.



- [21](#) **guesty** // Aug 29, 2015 at 4:58 pm

again, its about zoning. anyone that continues to say “yeah but they moved next to a school” is willfully ignorant of my point.

the nearby families may well have done their research but if the city just waives zoning laws what good is due diligence and research?



- [22](#) **dan f.** // Aug 29, 2015 at 6:38 pm

But of course zoning—like all laws—can change. Every adult should understand this. There is simply no reasonable expectation that zoning the day you buy your house will be exactly the same as long as you own it. As long as zoning has existed, cities have changed it to meet changing needs.

We currently have a housing shortage, because we're growing faster than we expected to. That happens to virtually every city at some point in their history, and the smart ones adapt, which means rethinking overly restrictive zoning that may have worked during times of no/slow growth but don't now.



- [23](#) **dave** // Aug 29, 2015 at 8:45 pm

dan is correct.

The idea that you're entitled to no changes in the law that might impact you in any way is obviously wrong, and demonstrates a weird sense of entitlement. Not as weird as the belief that living in the vicinity of a three story building destroys one's quality of life, though.



- [24](#) **Becca** // Aug 30, 2015 at 10:51 am

I like the sound of the changes, nice to hear they want to build up instead of sprawling out. And I truly don't understand people like James who push for wider roads and more parking – talk about making the neighborhood worse! So now the kids who could have walked to school along quiet streets now are more likely to get driven (because the roads are less safe) thus setting up a self fulfilling prophecy of more traffic.



- [25](#) **LHENeighbor** // Aug 30, 2015 at 12:06 pm

There is a large chunk of the new school zone that is well outside of the “walkable zone” (this is from the school district's own map). The kids in this new section are closer to 4 other elementary schools, but they will have to disregard those schools and go to Loyal Heights. Because of the distance, ALL of these kids will need to be driven to school by their parents or on the bus. This will definitely have a significant impact on the parking and traffic safety. There is currently no onsite parking (which I completely understand is standard in Seattle), but the streets are narrow and one side of the school has no parking (NW 80th). It is already difficult for neighbors and parents to find parking (especially given that a large space of street parking is not available due to bus loading/unloading). If you then add 200+ kids, most of whom will not be able to walk to school, where do you think the cars are going to find parking? I guess they will get their walk in after all, as they will be parking 3 blocks away. I just wonder how the kids in the expanded zone will feel when they have no place to run around at recess at the school that was built to house them.



- [26](#) **Becca** // Aug 30, 2015 at 2:37 pm

Why does there need to be parking? The kids can take a bus.

And it seems like building up to 3 stories and avoiding new surface parking lots is a great way to maximize recess space.



- [27](#) **LHENeighbor** // Aug 30, 2015 at 5:17 pm

I don't believe everyone has the option to ride the school bus. I don't know the specifics but you have to be a certain distance away to use the bus, so the majority of the kids who go to LHE is not eligible to use the bus. Although, with the extra boundaries I was mentioning before, all of those kids should be eligible to take the bus...the question then would be whether the parents really would have them take the bus or if they would bring their kids to school like most of the other parents.

As for the 3 stories, I agree that is what needs to be done to maximize the playground space. However, the current plans do not have a full 3rd story (because the district doesn't want to change the look of the front of the building). If they had a full 3rd story, we could save more of the playground.



- [28](#) **KS** // Aug 31, 2015 at 6:15 pm

Comments posted to blog posts on density issues invariably will have comments that in say something like "You live in a city. If you want to live in a single family house move to the suburbs." Such comments are uninformed in several respects. All major US cities have various levels of density including detached homes single family homes and there is nothing inherently un-city-like about single-family detached homes in a city. The zoning allowing such homes and the development and purchasing of them merely reflects societal acceptance of the housing type and buyer demand for homes with space, increased quietude and increased privacy. Also, depending on which definition you look at mostly residential neighborhoods of cities can be considered suburbs.

I was reading an interesting analysis in the Seattle Bubble blog from April of this year. It states in 2013 43 percent of Seattle's housing stock was detached single-family homes. It also noted that with a population of 7,776 per sq.mi. Seattle is the 10th most dense city in the country and ranked 22nd in population. The data in the article show that Seattle is already disproportionately dense for its population and its population density and percentage of detached single family homes are consistent other major cities.

Even if as hypothesized in the Seattle Bubble blog, increased population will mean pressure on, and future loss of, some single family housing that leaves open the question of within the city where the additional density should go. Looking at where development has already been occurring it is irrational to expect Ballard to continue shouldering the burden of additional development.

I reviewed density data from the city and Ballard was already close to 300% of its adjusted 2024 growth target (based on built units — it was almost at 400% of the target when also including permits granted). By comparison other areas around the city (where housing prices are already lower and therefore where additional affordable housing would seem to be most accomplishable) are lagging far behind Ballard's growth.

In short Ballard has already done its part to meet the city's increasing growth. The city actually would be better advised to take measure to slow residential growth in Ballard and implement stimulus measures to direct more growth to neighborhoods that are off growth targets. Only this strategy has a hope of accomplishing more affordable housing.

Also note that the fact that the most significantly growing areas are the most trendy and sought after ones (like Ballard, the Pike/Pine corridor in Capitol Hill, and Fremont). These are neighborhoods where sales inventory is low, prices have been high and rents for new units have been high. As long as these neighborhoods are highly desirable there is little chance that developers will voluntarily minimize their chance to sell the last remaining pieces of the pie at less than the maximum that the market will bear.

The growth data in trendy neighborhoods reflects demand pressure and pressure from developers seeking to maximize their profits on the city to change zoning, grant variances, speed up permitting and minimize or push back on public input from other (non-developer) stakeholders. But allowing (and encouraging) more growth anywhere based on what developers want will not create an abundant supply of affordable housing. That is just wishful thinking. Case in point, Ballard has been in the midst of perhaps the biggest boom since its early years as an independent city and despite growth at a very significant rate, that increased supply has not created affordable housing. To the contrary prices have gone up even as new units remain unfilled (I saw a stat of 17% cited in an article from June). Buying land in Ballard is getting ever more expensive as is building. Developers therefore are not going to want to build low income housing. They are building properties that are at least nominally luxury units and have price tags to match.

For the poor and middle class to propose to allow developers build bigger, in more places and with less oversight in the express hope that increasing supply enough will force prices lower is misguided. Trendy neighborhoods with a steady population increase (particularly of higher income workers) can sustain demand and prices even for years despite increased supply for years. Developers (unless forced) will continue to build to the highest common denominator in a trendy neighborhood — particularly one that is acceptably close to downtown, Fremont and

South Lake Union.

Meanwhile increased supply many not lower home prices immediately or for years but it will erode the historic character of the neighborhoods as wood frame bungalows are replaced. And putting aside historic character and aesthetics (which is in the eye of the beholder) the larger new homes, townhomes and the like that are infilling single lots are blocking light and views and diminishing privacy.

People in a democracy can't reasonably expect that laws and associated rules will never change. But zoning is nonetheless a key consideration when value of real estate and zoning when rationally conceived and objectively supported should not change rapidly or arbitrarily. Decisions to change zoning and decisions to allow variances to existing standards should result from a well founded public policy rationale articulated in a transparent process so that there is accountability of elected officials when their zoning changes affect the value of voters' homes. But of course most run of the mill zoning decisions are made by unelected city bureaucrats. Following which decisions are being made is tedious and most people are only aware of subdivision decisions, variances and the like when it is too late to have any input.



- [29](#) **Stacy W** // Sep 11, 2015 at 6:11 pm

#### LOYAL HEIGHTS ELEMENTARY SCHOOL REMODEL

We need a better plan!

Upgrade – YES

Double the size – NO

Concerned neighbors understand that Loyal Heights Elementary needs to increase capacity and make long overdue updates and improvements, but we want a plan that balances the needs of the school district with the needs of the neighborhood! Your presence at this meeting is crucial and will let the district know that the conversation about the proposed plan is not over! Please join your community and neighbors to give feedback and voice concerns about the proposed Loyal Heights Elementary remodel and expansion. This could be the last opportunity to do so.

Public is invited to attend and provide comments on TUESDAY, SEPTEMBER 15 at 6:30 pm in the school lunchroom

A public meeting is scheduled to discuss the Seattle School District's request for a waiver from City zoning regulations to modernize Loyal Heights Elementary School and construct an addition to the building.

Seattle School District is REQUESTING CHANGES TO THE CITY ZONING REGULATIONS for the following:

1) INCREASE LOT COVERAGE from the 35% allowed to 50%.

IMPACTS: Loss of open space, decreased recreational space for students and the surrounding community, loss of grass field, loss of basketball court.

2) INCREASE MAXIMUM HEIGHT from the 35 ft. allowed to 60 ft.

IMPACTS: Significant visual impact, loss of light, height of building out of scale with the surrounding homes and businesses.

3) REDUCE SETBACKS to 0 ft. in some locations.

IMPACTS: Loss of trees, loss of landscaping, imposing structure built out to the sidewalks in some areas, very large school on very small lot.

4) ELIMINATE REQUIREMENTS TO PROVIDE OFF-STREET PARKING.

IMPACTS: Current school has no onsite parking – increase in student population, faculty, and staff will have severe impact on neighbors and businesses and district plans do not include parking estimates for the proposed preschool, increased traffic heightens safety issues for walkers and crossing guards. These issues will be exacerbated by lack of parking.

5) ALLOW CONTINUED ON-STREET BUS LOADING

IMPACTS: Narrow streets already make it difficult for the 2 current buses – adding an addition 2-3 buses will add to this problem, bus zone along 25th will need to be larger to accommodate more buses which further impacts parking concerns, school district plans do not include potential bussing impacts from the proposed preschool.

This meeting will include a School District presentation on the requested changes before the Development Standards Departure Advisory Committee, a group composed of neighbors and School District and City representatives. After the presentation, the public is invited to make comments concerning the request.

Following public testimony, the committee will make a recommendations to either grant outright, grant with conditions, or deny the requested zoning modifications; or it can decide to hold additional meetings if it feels more information is needed. The final decision is made by the Seattle Department of Planning and Development.

If community members cannot attend the meeting, written comments can be submitted to:

Maureen Sheehan

Seattle Department of Neighborhoods

P.O. Box 94649



Seattle, WA 98124-4649  
[maureen.sheehan@seattle.gov](mailto:maureen.sheehan@seattle.gov)

Additional project facts:

- o Oval grass field will be converted to asphalt
- o Covered Play area likely closed to public
- o No basketball court
- o Plans do not include new play equipment
- o Proposed plans allot 54-75 sq. feet of play space per child, current school has 150 sq. ft / child



- [30](#) **LHENeighbor** // Sep 14, 2015 at 4:41 pm

The city just postponed this meeting due to the teacher strike.

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Real Estate

# School quality is tied home prices in new study. But other factors may affect values.

By Kenneth R. Harney    October 4, 2013

It's a key question for many home buyers who have or plan to have young children: We want a house in an area with good schools, but what sort of price premium —if any —will we have to pay?

Academic research studies in recent decades generally have found that, all other factors being held equal, you pay somewhat more for houses in highly rated school districts compared with homes in neighborhoods where the schools have lower ratings and test results.

Now a national realty brokerage, Redfin, has come out with a study that purports to put hard numbers on the pricing differential. Using a huge database of about 407,000 home sales and nearly 11,000 elementary school districts in 57 metropolitan markets, the study concluded that, on average, buyers pay \$50 more per square foot for homes in top-rated school districts compared with homes served by average-rated schools. The study's data came from multiple listing services plus school characteristics and test scores provided by the research firms GreatSchools and Onboard Informatics.

The net result, according to Redfin, is that the price differential for similar homes —same square footage, number of bedrooms and baths —that are located near each other but served by different school districts can range from tens of thousands to hundreds of thousands of dollars. In some expensive areas, such as coastal California, "homes in the highest ranking school zones" come with cost differentials ranging from \$300,000 to nearly \$500,000.

Even when similar homes are separated from each other by just a school boundary line —half a mile to three-quarters of a mile apart —the price gaps can be significant.

To illustrate the point, the study focused on five pairs of recent home sales. One case in Alexandria involved what Redfin termed "nearly identical" homes —both with four bedrooms, three baths and 3,000 square feet of living space —located three-quarters of a mile apart. For one house, the local school ratings were high. For the other,

lower. The price premium: \$130,000, or 16 percent.

The study offered parallel examples in San Diego, Seattle, Gilbert, Ariz., and Beaverton, Ore. Researchers found large pricing differences between home sales in highly rated school districts compared with average-ranked districts in major metropolitan areas from coast to coast, including Los Angeles, Boston, Miami, Washington, Charlotte, Chicago, Seattle, San Diego, San Antonio and Las Vegas, among others. The study defined top-rated schools as those with test scores in the 90th percentile and above in their respective states, and average schools as those in 40th to 60th percentiles.

But hold on. Could these apparently large pricing differences be attributable solely to school quality? Are test scores from elementary schools really so powerful that they can add such hefty premiums onto the prices of "identical" houses that are simply on different sides of a district school line?

Take another look at the Redfin study. Unlike academic studies that employ sophisticated statistical techniques to separate out multiple other variables that may be influencing the pricing disparities, Redfin did no regression analyses on its data.

Tommy Unger, the principal researcher for the study, conceded to me in an interview that "we wanted to tell the high-level story" for the home buyer and therefore did not analyze the data with the sort of statistical rigor that would be necessary to prove a point scientifically — in this case, how much more buyers pay for top schools.

Also, although the study said the houses it used for comparison were "identical," there was no attempt at creating true "comparables" as in an appraisal report detailing interior condition, improvements, neighborhood facilities and amenities, views and other locational pluses and minuses, all of which can affect pricing. The homes highlighted in the study were similar in number of bedrooms, baths and interior square footage. Potentially, that leaves out a lot.

For example, in the pair of Alexandria houses selected to show a \$130,000 price disparity across school lines, local real estate agents said there were important differences that the Redfin analysis missed: a community pool open to all residents in the higher-priced neighborhood, a strong sense of community involvement and "walkability" designed into the neighborhood's physical layout — all of which increase value.

"All the boxes are checked" to make that neighborhood more attractive and in demand, said Sue Goodhart, a broker with the McEneaney Associates, a firm that specializes in the area.

"It's just not all about the schools."

*Ken Hamey's e-mail address is [kenhamey@earthlink.net](mailto:kenhamey@earthlink.net).*

# **ATTACHMENT 5**

LOYAL HEIGHTS ELEMENTARY SCHOOL  
DESIGN DEPARTURE ADVISORY COMMITTEE MINORITY REPORT #2

NOVEMBER 2015

This minority report is on behalf of Seattle Public Schools (collectively, the "District"). Mr. Becker was a voting member and the Seattle Public Schools representative to the design departure advisory committee ("Departure Committee") for Loyal Heights Elementary School.

For the reasons stated here, the District respectfully asks the DPD Director to modify the recommendations of the Departure Committee.

Public involvement on this project began with the bringing together of a School Design Advisory Team (SDAT) in November of 2014. This committee consisted of community members, parents, teachers and other District staff. The team met six times to discuss program educational specifications, school priorities and community concerns which help form the program adjacencies and goals of the project. Additional public meetings were held in March and June 2015 to present the concept design, discuss environmental impacts and gain further public input.

It should be emphasized that at all times the District program for Loyal Heights is for a building design capacity of 660 students. There is no intention, and there has never been an intention, that enrollment be increased beyond that.

The District has also been presenting alternative designs to the Landmarks Preservation Board's Architectural Review Committee, beginning in April 2015. To date, the Architectural Review Committee has provided informal approval of the building concept as shown to the Departure Committee. The Landmarks Board and its Architectural Review Committee have close to full control over the design of the proposal. Because Loyal Heights is a landmark, no alteration to the school may be made without a certificate of approval from the Board.

In addition, the District also maintains a webpage where project information is available to the public including SDAT, Community and ARC presentations, meeting minutes and project plans. The District is committed to meaningful and continuous community outreach, and has more than fulfilled that commitment in the case of Loyal Heights.

Finally, it should be emphasized that the District Hearing Examiner has recommended, after a full hearing, that the District's DNS for the proposal should be affirmed. The Superintendent has adopted that recommendation. What this means is that the proposal as presented to the Departure Committee, will have no adverse environmental impacts. A copy of the Hearing Examiner's recommendation is attached as Exhibit A. Specifically, the Examiner concludes:

- While on-site recreational amenities will be reduced in size and reconfigured, available recreation space will be in fact increased, by replacement of the grass playfield with all-weather surfacing, and the provision of indoor and outdoor covered play areas (Conclusion 5)
- Available on-street parking is capable of accommodating increased demand (Conclusion 6)
- The record shows no significant adverse environmental impacts to views or aesthetics (Conclusion 8)

In this light, and in light of the factors set forth at SMC 23.79.008.C, it is clear that granting the departures will result in no significant adverse impacts to the neighborhood, and will address key and significant

educational needs. Accordingly, the District respectfully submits that its departure requests should be approved.

The District has made four departure requests:

#### Parking:

The request to allow on-street parking in lieu of parking on-site is appropriate to the character of the school and surrounding neighborhood. As explained in the traffic study provided by Heffron (attached as Exhibit B), and the Hearing Examiner decision, the impact to the neighborhood regarding traffic and parking is minimal. Level of Service of surrounding intersections remains D or better and there is an abundance of day time and evening on-street parking to support both staff and visitors. Traffic loads increase for approximately 15 minutes in the am and pm hours during student pick-up and drop-off but do not align with morning commuters therefore having minimal impact to neighborhood. The impact on open space is drastic if parking is required on-site. The required 72 stalls, as required by the assembly space calculation, will decrease the open space / playground by nearly half. See rendering set forth in Departure Committee Report at p.20.

This departure request aligns with the appropriate character of the site, results in minimal impacts regarding traffic, is supported by evidence of more than adequate off-street parking and significantly reduce adverse impact to open space.

#### Building height;

The proposed addition parapet line is slightly lower than the existing building creating similar height and bulk impacts. Indeed, the addition parapet aligns with code requirements. The only component of the proposal that exceeds the allowable building height is a mechanical penthouse. This penthouse is not visible from 80th, 25<sup>th</sup> or 26<sup>th</sup> when a person is adjacent to the school. It is only visible when viewed from further down or up the adjacent streets. As the penthouse is not visible when adjacent to the building, the addition's height is not inconsistent with the character of the existing building and neighborhood. The penthouse location, mid span of the addition, was selected to reduce the appearance of bulk on the building. The penthouse, which contains the mechanical equipment necessary for the operation of the facility, shields the surrounding neighbors from mechanical noise. Eliminating the penthouse will increase, rather than decrease, the disturbance to the surrounding neighbors. Additionally, keeping equipment in a penthouse rather than at ground level reduces building lot coverage therefore maximizes open spaces. (See renderings of height impacts, Exhibit C)

This departure request aligns with the appropriate character of the site, reduces bulk by strategic location of the penthouse, mitigates noise increases to the neighborhood and reduces impact to open space.

#### Setbacks;

After further review of the building code Chapter 23.1B.002 it has been confirmed the addition is allowed to align with the existing building. (See DPD confirmation, Exhibit D). This revision is presented in the alternative design proposed by the District (See rendering, Exhibit E). This revision mitigates the need for setback departure but creates additional landscaping buffer at the perimeter of the addition softening the building mass. If approved, this revision eliminates the need for a setback departure, but would require the Director's approval to approve a slightly increased lot coverage departure, from 48% to 48.2%

#### Lot Coverage;

The design provides the most economic compact plan to maximize site playground area and reduce lot coverage. The plan is a full two-story build-out, except for the gymnasium and childcare portion of the plan. The current design exceeds the allowable departure of 45% by 3% to 48%. Meeting the 45% restriction on this site is not feasible due to the program spaces required on the ground floor.

The restrictions of the Landmark Designation of the existing building include exterior, site and the majority of the interior, eliminate the most efficient use of the site which would be the removal of the existing

building. If the existing building was demolished, meeting the 35% lot coverage could be achieved. However, due to the landmark designation, this is not a feasible alternative.

Additionally, a taller building addition (3 stories) was examined and was not supported by the Architectural Review Committee. The position of the ARC was the third floor overwhelmed the existing building and did not align with desired building bulk and relationship with the existing building. A third story on the existing building was also evaluated and was also not supported by the ARC due to similar reasons and was also not financially feasible.

Another solution to the lot coverage challenge is the vacation of 77<sup>th</sup> street and condemnation of residential property to the south of the site. Please find attached a site aerial (Exhibit F) that graphically depicts property necessary to achieve the 45% lot coverage and 35% lot coverage. This is of course an alternative that no stakeholder would prefer.

The Departure Committee at a number of places in its report questions whether a school for 660 students is necessary at this site. It clearly prefers a much smaller school. However, of course, this is a decision to be made by the School Board, not the Departure Committee. As the Director knows, the School Board has studied the enrollment issue carefully throughout the District, and has determined that Loyal Heights requires a school with 660 seats. The Advisory Committee's idea, that these seats could easily be provided at other neighboring schools, has no basis in reality. All neighboring schools are at capacity now, and are expected to be at capacity in the future. Moreover, the School Board has asked the voters of the city to approve this plan, including the proposal for a 660 seat school at Loyal Heights, and the voters of the District have approved the proposal. This is not the parochial issue that the Advisory Committee makes it. This is a city wide issue, which is why the ultimate decision on departures is one for the DPD Director to make.

The District respectfully asks the DPD Director to grant the departures necessary for the Loyal Heights Elementary School proposal.

Minority Report #2 Author



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Eric Becker Senior Project Manager, for Seattle Public Schools

CC: Erick Becker – SPS  
Steven Moore - HII  
Lee Fenton – BLRB



**BEFORE THE HEARING EXAMINER *pro tem*  
FOR SEATTLE SCHOOL DISTRICT**

In the Matter of the Appeal of	)	
	)	
<b>Chris Jackins, on behalf of</b>	)	<b>Loyal Heights DNS</b>
<b>Seattle Committee to Save Schools</b>	)	<b>SEPA Appeal</b>
	)	
of the July 17, 2015	)	
Determination of Non-Significance	)	<b>Findings, Conclusions, and</b>
Issued in review of	)	<b>Decision Recommended to the</b>
the proposed expansion of	)	<b>Superintendent of</b>
<u>Loyal Heights Elementary School</u>	)	<b>Seattle Public Schools</b>

**SUMMARY OF RECOMMENDATION**

The Appellants did not satisfy their burden of proving that the determination of non-significance was clearly erroneous and the Responsible Official’s threshold determination should be **AFFIRMED**.

**SUMMARY OF RECORD**

**Request**

Seattle Public Schools proposed to construct improvements to the existing Loyal Heights Elementary School building and to construct a 54,185 square foot additional building on-site, for a total school size of 92,026 square feet. The project would be funded by the BEX IV Capital Improvement Program and a grant from the Office of Superintendent of Public Instruction.

Acting as lead agency for review of the proposal pursuant to the State Environmental Policy Act, Seattle Public Schools issued a determination of non-significance (DNS) on July 17, 2015.

Seattle Committee to Save Schools, represented by Chris Jackins, timely appealed the DNS on July 31, 2015. The full list of appellants is found at the end of these findings.

**Hearing Date**

The open record appeal hearing in the above-captioned matter was conducted on September 28, 2015 at the Stanford Center, Seattle Public Schools headquarters, 2445 Third Avenue South, Seattle. At the conclusion of the hearing, the record was held open for submittal of written closing arguments, which were timely submitted and are admitted. The post-hearing schedule was memorialized in a September 30, 2015 post-hearing order, also included in this record.

## **Testimony**

At the open record public hearing, the following individuals presented testimony under oath:

### *For the Appellants*

Chris Jackins, Coordinator, Seattle Committee to Save Schools  
Sara Addelman  
Maryann Firpo  
Richard Werner  
Anthony Salazar  
John Ellefson  
Mary Beth Dols  
Dr. Katie Kaku  
Jim Bristow  
Mark Early

### *For Seattle Public Schools*

Eric Becker, Sr. Project Manager, Seattle Public Schools  
Scott Baker, Tree Solutions Inc.  
Tod McBryon, Heffron Transportation Inc.

The School District was represented by G. Richard Hill, Attorney, McCullough Hill Leary PS.

## **Exhibits**

The following exhibits were admitted in the record of this matter:

1. Appeal document, July 31, 2015 by Chris Jackins on behalf of Seattle Committee to Save Schools, revised August 3 as to appellant list
2. Determination of Non-Significance, issued July 17, 2015
3. Environmental Checklist, July 2015, with the following figures and appendices:
  - Figure 1, Vicinity Map
  - Figure 2, Project Site Plan
  - A. Tree Inventory, Tree Solutions Inc, February 5, 2015
  - B. Loyal Heights Street Tree Meeting
  - C. Cultural Resources Assessment, ESA, May 2015
  - D. Transportation Technical Report, Heffron Transportation Inc., May 19, 2015
  - E. Responses to SEPA Comments
4. Opening comments of Chris Jackins
5. Appeal testimony of Chris Jackins
6. Slide from School Board budget meeting
7. *Recess Promotion*, online article

8. 27 photos taken by Sara Addelman
9. Sara Addelman comments re: SEPA checklist
10. Ballard Natural Drainage Systems, dated February 2015
11. Julie Gieble email
12. Sara Addelman notes on BEX Community Meeting and Map from Seattle School District website
13. Excerpts from Seattle Public Schools Facilities Master Plans – 2010-Pg 59, 2012-Pg4
14. Seattle Sustainable Neighborhoods Project Report (pages 81-84)
15. Two photos of playground equipment at Loyal Heights playfields
16. Comments and Photo taken by Richard Werner
17. Aerial photo taken by Anthony Salazar
18. Traffic Study Figure 1 with markings by Anthony Salazar
19. SDOT Neighborhood Greenway documents from SDOT website (3 pages)
20. Three photos taken by Mary Beth Dols
21. PowerPoint presentation by Dr. Katie Kaku
22. NDS project from SPU
23. Google maps of Loyal Heights and Thornton Creek School's sites
24. SPU Restore Our Waters Combined Sewer Overflow Reductions
25. Existing Site Aerial
26. Proposed Site Plan
27. Section Views
28. Elevations - Building View/Main Entry
29. Southeast Aerial Elevation
30. District's Closing Arguments
31. Appellants' Closing Arguments

Based upon the record developed at the open record hearing, the Hearing Examiner *pro tem* enters the following findings and conclusions.

### **FINDINGS**

1. Seattle Public Schools (the District) proposed to modernize the existing school building and build an addition at Loyal Heights Elementary School in northwest Seattle to accommodate approximately 660 students at full capacity. Students would be temporarily relocated to John Marshall during construction. The site is located in

Ballard at 2511 NW 80th Street. The school abuts NW 80th Street to the north, 25th Avenue NW to the east, NW 77th Street to the south, and 26th Avenue NW to the west. *Exhibits 2 (see Exhibit 2, Figures 1 and 2), 3, 25, and 30.*

2. Acting as lead agency for review of the proposal pursuant to the State Environmental Policy Act, Seattle Public Schools issued a determination of non-significance (DNS) on July 17, 2015. Represented by spokesperson Chris Jackins, Seattle Committee to Save Schools (Appellants) timely appealed the DNS. *Exhibits 1 and 2.*
3. Issues raised on appeal related to alleged probable significant adverse impacts to the following: cultural, historic, and archeological resources; traffic impacts from on-street bus loading; impacts on water; noise and safety impacts; loss of open space and recreational opportunities; removal of trees; transportation impacts from increased traffic and off-site parking; impacts to aesthetics; and cumulative impacts. Appellants requested that the DNS be reversed and an environmental impact statement be required for the proposal. *Exhibits 1, 4, and 5; Jackins Testimony.*
4. The District stipulated to the Appellants' standing to bring the instant appeal. *Hill Comments.*
5. Present day Loyal Heights Elementary was designed to accommodate 350 students; current enrollment is between 425 to 450 students. The District indicated that the expansion is necessary to serve new students residing in the school's service area. *Testimony of Eric Becker; Exhibits 2, 3, and 30.*
6. The existing building is situated close to the northern site boundary, with an adjacent service yard to the south. Seven portable classrooms occupy the central portion of the site, adjacent to a hard surface play area. The southern portion of the site contains a soft surface play area, gardens, landscaping, and play structures. The site's existing drainage system conveys roof runoff to the combined sewer system, while catch basins at the south end of the site collect runoff from other surfaces and convey it to the municipal storm water system. Deliveries enter the site from 80<sup>th</sup> Street primarily by backing across the sidewalk into the doorway. Bus loading is on 25<sup>th</sup> Avenue, while parent drop off is on 26<sup>th</sup> Avenue. Presently only one bus serves the students. Currently the school provides no off-street parking and none is proposed. *Testimony of Eric Becker; Exhibits 3 and 25.*
7. The proposal would modernize the existing 37,841 square foot building and construct an addition of 54,185 square feet. The project would include selective demolition to the existing structure to prepare for improvements. The school was designed to accommodate smaller class sizes, consistent with a recent Washington State Supreme Court ruling, through the use of flex rooms that would allow for fluctuating needs of changing student populations. The finished building would provide 24 home room classrooms, core spaces, and on-site child care facilities designed to meet the Washington Sustainable Schools protocol, which is equivalent to a LEED silver rating. Classrooms are proposed along the new west elevation, with a new gymnasium in the middle

connected to the outdoor play area. A new primary entrance would be developed along the east elevation. The proposed addition would provide an open air courtyard in the center of the building in order to maximize daylight access for the new classrooms. A small covered outdoor play area is proposed adjacent to and under a portion of the addition. The southern end of the property would be developed with the remaining outdoor play area, with conceptual designs calling for play structures, a walking track, basketball, and four square courts on all weather play surfaces, because grass would be unable to be used during wet/muddy seasons, with sections of colored pavement. As proposed, the project would require approval of departures from City of Seattle development standards including lot coverage, setbacks, and others. *Testimony of Eric Becker; Exhibits 3.E, 26, 28, 29, and 30.*

8. When the SEPA checklist was prepared and the DNS issued, the proposal was for a three story school building. Since that time, the District has redesigned the addition to be a two story building. The footprint of the revised two story building is increased over the three story design by less than 1,000 square feet in a bump out towards the south. Efficient use of the resulting square footage has been maximized through measures such as providing classrooms over the lunch room and over outdoor play area. *Testimony of Eric Becker.*

#### *Induced and Cumulative Impacts*

9. Appellants asserted the project would result in cumulative impacts as follows. The larger size of the school would mean that it stops functioning as a neighborhood school, drawing from a larger area and increasing development density. Increased size would increase impacts to neighborhood parking, would reduce solar exposure and sky views for adjacent residences, would lose mature trees, would provide reduced recreation area to surrounding residences, and would present an imposing brick wall out of scale with surrounding residential development. Appellants allege that the District has overestimated elementary enrollment demand, that the larger school is not needed, that it would actually serve more than 660 students, and that it would "condition residents to accept development in which services will provided less locally." The Appellants expressed concern over release of hazardous materials during demolition and construction, including lead paint, dust, and asbestos. *Exhibits 1, 5, and 31; Testimony of Chris Jackins, Sara Adelman, Mary Beth Dols, and Dr. Katie Kaku.*
10. The District noted that best management practices would be implemented to reduce dust and other nuisance construction impacts. Full time monitoring of hazardous materials abatement would be performed by a consultant throughout demolition and clean up. The District disputed that the larger building would cause the facility to cease to be a neighborhood school and noted that Seattle development code, not the size of a school, determines density of new development. Also, the District asserted that issues of school boundary and attendance issues are not appropriate SEPA issues. *Exhibits 3, 3.E, and 30; Testimony of Eric Becker.*
11. No evidence was offered relating to solar exposure or sky views. Tree, recreation, and parking impacts are discussed in more detail below.

### *Historic and Cultural Preservation*

12. The existing Olympic Hills Elementary School was built in 1931 and received its first addition in 1946. In 2015, the existing school building was designated a local historic landmark. Aside from the school, there are no known cultural resources within or immediately adjacent to the site. The professionally prepared cultural resources survey concluded that the site has a moderate to low potential to contain prehistoric archeological resources. The DNS indicated that should archeological resources be discovered on-site during construction, site work would be temporarily suspended and a professional archeologist would be contacted to document and assess the discovery. An inadvertent discovery plan has been prepared. *Exhibits 3 and 3c.*
13. The Appellants were concerned that the Duwamish may not be among the tribes notified in the event that unanticipated cultural artifacts are discovered during site development. *Exhibits 1, 4, and 5; Jackins Testimony.* At hearing, the District's consultant indicated that the Duwamish would be among the tribes notified. *Testimony of Eric Becker.*
14. The Appellants alleged error in the cultural resources survey regarding statements about post-project treatment of the locations of shovel probe #1 and auger bore #1, as the survey indicated that the location would remain a grass playfield. The environmental checklist states that the area would be converted to hard surface play area. *Exhibits 2 and 4.* No evidence was offered to indicate that this error would result in significant, adverse, environmental impact.
15. Prior to construction, the proposal would have to be approved by the City's Landmarks Preservations Board. *Testimony of Eric Becker.*

### *Bus Loading*

16. As noted above, loading and unloading for the one bus presently serving the school occurs on-street on 25<sup>th</sup> Avenue. The enlarged school would be served by up to four buses, which would load and unload in the same location along NW 25th Avenue. *Exhibits 25 and 26; Testimony of Eric Becker.*
17. Appellants alleged that probable adverse impacts would flow from bus loading for the larger school population. They argued that on-site bus loading would be required pursuant to Seattle Municipal Code, which would necessarily reduce on-site play areas, resulting in environmental impacts. *Exhibits 1, 4, 5, and 31; Testimony of Chris Jackins.*
18. The District's representative noted that on-site bus loading is not included in the proposal and that the instant hearing body lacks jurisdiction to interpret and apply the Seattle Municipal Code. *Hill Comments.* As proposed, bus loading would be included in the required transportation management plan (TMP), subject to Seattle Department of Transportation (SDOT) review and approval. *Exhibit 3.D.*

### *Impacts to Water*

19. The SEPA checklist states that there are no surface waters or floodplain on or within 200 feet of the site. No ground water withdrawal or discharge of materials to ground or surface waters is proposed. The new building would direct roof runoff to a storage vault to be built under the play area. It does not require water quality treatment but would be detained prior to controlled release. All runoff would be infiltrated on-site to the extent feasible and discharged to the city's combined sewer at controlled rates. Runoff from impervious surfaces would be treated in rain gardens. The stormwater management system would be required to conform to current City of Seattle storm drainage standards and would incorporate Green Stormwater Infrastructure to the extent feasible. *Testimony of Eric Becker; Exhibit 3.*
20. Seattle Public Utilities (SPU) is planning to build a natural drainage project along approximately 17 blocks of the Loyal Heights Neighborhood. The project would place new rain gardens along the school's frontage on the north side of 77th Street, the east side of 26th Avenue, on the north side of 80th Street at 26th Avenue, and on 25th Avenue north of 80th Street. *Exhibit 3.*
21. The Appellants contended that the checklist erred in not evaluating impacts of the proposal on the SPU natural drainage project, in not evaluating impacts from the increase in runoff resulting from the 30,000 square feet of additional impervious surface area, and in not adequately considering the stormwater management impacts of removing mature trees from the site. They opposed removal of the community built and tended landscaped open space on-site, which was installed as the first Rain Wise Program project in the City, intended to reduce runoff from private impervious surfaces into the City's combined sewer. Appellants expressed concern that erosion during construction would not be adequately managed and would contribute to blocked storm drains. *Exhibits 1, 4, 5, and 31; Testimony of Chris Jackins, Sara Adelman, Mary Beth Dols, and Jim Bristow.*
22. The District responded that the SPU project would be entirely avoided during construction and the school's stormwater management facilities would be designed and built in compliance with all applicable codes and provide rain gardens, a detention vault, and controlled discharge. *Testimony of Eric Becker; Exhibit 30.*

### *Noise and Safety Impacts*

23. Appellants contended that construction noise and noise from operation of the expanded school would result in adverse environmental impacts. They argued that reduction of the outdoor play area would concentrate noise from the school in the south end of the site, as contrasted with the current condition, and would also concentrate "after-hours unauthorized and criminal and drug dealing uses" in the southern end of the site. Some Appellants reported work-related need for extended morning hours of quiet to enable sleep. Others, especially those living adjacent to the playground, expressed concern about construction impacts to their ability to access their residences as well as concerns about safety impacts from construction trucks and equipment. *Exhibits 1, 4, 5, and 31; Testimony of Chris Jackins, Sara Adelman, Richard Werner, and Mary Beth Dols.*

24. The SEPA checklist acknowledges there would be noise impacts to neighbors during construction. All site development and construction activities would be required to comply with City noise standards. The standards allow construction activities to exceed limits applied to other noise sources by 25 decibels between 7:00 am and 10:00 pm Monday through Friday and between 9:00 am and 5:00 pm on Saturday. The checklist notes that there would be a minimal increase in noise after completion between 7:00 am and 6:00 pm on weekdays and between 9:00 am and 6:00 pm on Saturdays. Applicable provisions of the Seattle Municipal Code would require the following features to be at least 20 feet from any abutting residentially zoned parcel: outdoor play equipment and game courts; operable windows to gymnasiums or assembly halls; kitchen ventilation equipment; HVAC units; and similar features or mechanisms causing noise or odor. The checklist states that construction would likely result in noise to neighbors between 7:00 am and 5:00 pm on weekdays, despite the longer possible hours. The list included measures to limit noise impacts including: minimizing equipment idling; not operating construction equipment outside construction hours of operation; use of well maintained and properly functioning equipment; and siting stationary equipment away from receiving properties. *Exhibit 3; Testimony of Eric Becker.*
25. The District noted that construction noise is not uncommon in an urban construction project and that there was no evidence offered suggesting that the sounds of children playing was an adverse environmental impact. *Exhibit 30.*

#### *Loss of Open Space and Recreational Opportunities*

26. The Appellants contended that the project would result in significant adverse impacts to open space and recreation in the neighborhood because the grass playfield would be converted to impervious surface and overall open space would be reduced by approximately 10,000 square feet (as stated in the SEPA checklist). Several Appellants reported that the playground is heavily used by the neighborhood children and adults outside of regular school hours, noting particularly that there are no other outdoor full basketball courts in the area. They testified that existing landscaping and play areas installed and maintained by the neighborhood through joint action with the Parent Teacher Association (PTA) would be lost and disputed that the increased floor area of the proposed larger gym would not mitigate the loss of outdoor play area currently available. Citing Seattle Public Schools Revised 2012 Facilities Master Plan, Appellants asserted the proposal would not meet the physical education needs of students. *Exhibits 1, 4, 5, 8, 13, 15, and 31; Testimony of Chris Jackins, Sara Adelman, Maryann Firpo, Richard Werner, John Ellefson, Dr. Katie Kaku, and Jim Bristow.*
27. The District noted in response that the current grass field would be replaced by an all weather surface play area, actually increasing recreational opportunities over the existing condition. As demonstrated by the photographs in the record, substantial portions of the grass playfield and other existing open space are comprised of exposed dirt not suitable for wet weather recreation. *Exhibit 8.* While the play area on-site would be reduced by 30%, the remaining 70% would be more useable. The conceptual plans call for a large play structure, a basketball court, four-square courts, and a walking/jogging track.



Specifically with regard to the recreational needs of students, the indoor play area would be increased to three times its current size. Regarding neighborhood recreation opportunities, the Loyal Heights Playfield is a public park approximately four blocks away with baseball, football, basketball, play structures, and community center facilities. Golden Gardens Park is situated approximately half a mile to the northwest and Sunset Hills Viewpoint Park is about half a mile to the southwest. *Testimony of Eric Becker; Exhibits 3, 26, and 30.*

28. Appellants expressed disapproval of the announcement at hearing that the District has revised the proposal to a two-story structure rather than the three-story structure originally proposed, in part, because of increased impacts to the play area. *Testimony of Chris Jackins and Sara Adelman.* The revised building configuration would sacrifice under 1,000 square feet of play area to achieve a two-story building. The additional building area is in the northwest corner of the site. All playground features of the original proposal have been retained. *Testimony of Eric Becker; Exhibit 30.*

#### *Tree Removal*

29. Excluding street trees, the site contains 34 significant trees (greater than six inches diameter at breast height, or dbh), of which nine are exceptional trees due to size and species. Approximately 30 significant trees would be removed for construction. Several of the exceptional trees are touching or within a few feet of the existing school building; of these, those not capable of being pruned back off the structure would be removed. All removed trees are proposed to be replaced consistent with City requirements. *Exhibits 3; Testimony of Scott Baker.*
30. Appellants questioned the accuracy of the tree inventory's numbers and health evaluations of individual trees and argued that this level of tree removal calls for an EIS. *Exhibits 1, 4, 5, and 31; Testimony of Chris Jackins, Sara Adelman, and Richard Werner.*
31. The professional arborist who prepared the project's tree inventory testified and confirmed the accuracy of the tree inventory. The canopy resulting from the replacement trees would equal or exceed the existing site canopy once it reaches maturity. *Exhibits 3, 3.A, and 30; Testimony of Scott Baker.*

#### *Transportation and Parking Impacts*

32. Appellants contended that transportation and parking impacts from the enlarged school warrant preparation of an EIS. They offered testimony that the neighborhood is already congested during drop off/pick up times and that enlargement of the school would make it far worse with more students being bused or driven from farther away. They noted that after construction event seating would accommodate 755 people. As noted by the Appellants, the SEPA checklist indicated that overflow parking for events “would be noticeable and would likely be congested along the roadways closest to the school.” *Exhibit 4, citing Exhibit 3.* Others were concerned about safety impacts from construction traffic. Appellants contended that the District's suggestion of calling the police to report blocked driveways and reliance on a CMP to mitigate impacts would be

insufficient. As stated in the written appeal, Appellants dispute the transportation and parking impact analysis considered during SEPA review. *Exhibits 1, 4, 5, 8, and 31; Testimony of Chris Jackins, Sara Adelman, Anthony Salazar, and Mary Beth Dols.* Appellants did not submit an independent parking or traffic impact study.

33. The District commissioned a transportation technical report for consideration during SEPA review, which included trip generation projections. Based on site-specific traffic counts of the existing condition and the proposed increase of 210 students, the project is anticipated to generate 117 new AM and 106 new PM peak hour trips. Based on the existing traffic patterns to and from the school, the report projected the distribution of the new trips onto the affected intersections to determine impacts to the local road network. All affected intersections are anticipated to operate at level of service (LOS) D or better in the 2018 traffic horizon year. Traffic conditions are expected to "continue to be somewhat busy" around the site during drop off and pick up times. *Exhibit 3.D, page 29.* New traffic from the expanded school is projected to increase delays minimally, up to seven seconds at some area intersections. The signalized intersections are forecast to operate at LOS B or better, and the unsignalized intersections are expected to operate at LOS D or better, during AM and PM peak hours. *Exhibits 3.D; Testimony of Tod McBryan.*
34. The District's traffic consultants also performed a parking demand study while school was in session in December 2014 both mid-day and in the evening when events would be expected to occur on-site on two different dates. A third evening parking demand count was conducted during a known small event on-site (PTA Board meeting). The parking study found 921 on-street parking spaces within 800 feet of the site, 11 of which were not available mid-day due to parking restrictions. Based on the counts conducted, the parking study found that on-street parking during the weekday mid-day averaged 43% utilization (an average of 390 vehicles parked in 910 spaces), and that during the evening parking demand was 49% (455 vehicles in 921 spaces). On the evening of the PTA meeting, demand was 50%, or 456 vehicles occupying 921 spaces. The expansion is expected to generate an increase in mid-day parking demand of about 18 spaces, which can be accommodated by the available on-street parking. The study concluded that the on-street parking supply within 800 feet of the site could accommodate large evening school events, but that the overflow would be noticeable and would likely result in congestion on the roads nearest the school. These large events occur about once a month. *Exhibit 3.D; Testimony of Tod McBryan.*
35. In order to mitigate the unavoidable traffic and parking impacts of the proposal, the District proposed to implement a transportation management plan (TMP) to educate parents and students about preferred access and circulation for the new school layout, including: encouraging supervised walking, carpooling, and school bus ridership. In addition, the District would implement the following:
  - Work with SDOT to confirm locations, extent, and signage of school bus and parent-vehicle load/unload zones along 25th and 26th Avenues NW;

- Engage with the Seattle School Safety Committee to review walk routes and determine any changes needed to crosswalk locations, signage, pavement treatments, school zone speed limits, and crossing guard locations; and
- Coordinate with SDOT and SPU to determine if traffic control changes (such as traffic circles) would be desirable and compatible with SPU's Natural Drainage Systems project and SDOT's future plans for a Neighborhood Greenway on NW 77th Street.

*Exhibit 3; Testimony of Tod McBryan.*

36. In addition to the TMP, the project would be required to develop and implement a construction management plan (CMP) addressing the following: traffic and pedestrian control, truck routes, lane closures, walkway closures, and parking disruptions. CMPs typically direct trucks along the shortest routes to arterials and away from residential streets as possible to avoid conflicts with resident activity and plans around issues such as intersections with difficult turn radii. CMPs also typically contain measures addressing street cleaning to reduce tracking sediments off-site. The CMP would be a written document available to public, enforced by the city via the building permit process. Puget Sound Clean Air Agency would monitor for air emissions compliance during construction. *Exhibit 3; Testimony of Steven Moore.*

*Impacts on Aesthetics*

37. The Appellants alleged that aesthetic and view impacts from the height and bulk of the building call for an EIS to be prepared. They contended that a structure that is 60 feet tall (including chimneys and vents) would significantly affect views from homes and that the additional shading caused by the initially proposed three-story structure would result in "significant adverse gloomy impacts." *Exhibits 1, 4, 5, 20, and 31; Testimony of Chris Jackins, Sara Adelman, Mary Beth Dols, and Richard Werner.*
38. As stated earlier, the District revised the proposal after DNS issuance to provide a two story building, so the height of the new structure would not change significantly with construction as proposed. The bulk of the structure would increase. Again, the proposal is subject to review and approval by the Seattle Landmarks Preservation Board, as well as by Seattle's planning department. Both agencies have authority to require mitigation of aesthetic impacts. *Exhibit 30; Testimony of Eric Becker.*
39. With regard to solar impacts, the District obtained a solar evaluation in response to public SEPA comments prior to issuance of the DNS. The evaluation revealed that, with construction of the initially proposed three story building, 26th Avenue NW would be shaded longer than it is by the current building but that by mid to late morning depending on time of year it would be in the sunlight. The evaluation concluded that shading would not change along NW 77th Street, NW 80th Street, and would be minimal along 25th Avenue NW. *Exhibit 3.E.* There is no other evidence regarding solar impacts in the record.

## CONCLUSIONS

### **Jurisdiction**

Pursuant to Seattle Public Schools Policy 6890, adopted February 15, 2012, and specifically Section 8c, the District's Hearing Examiner *pro tem* has jurisdiction to hear evidence and prepare recommended findings and decisions for the Superintendent in any SEPA appeal.

### **Criteria and Standards for Review**

The State Environmental Policy Act (Chapter 43.21C RCW or "SEPA") specifies the environmental review procedures the County must follow for proposals that may have an impact on the environment. *RCW 43.21C.030 (b)*. The SEPA threshold determination is a determination as to whether a proposal is "likely to have a probable significant adverse environmental impact." *WAC 197-11-330*. If the responsible official determines that a proposal will not have a probable significant adverse environmental impact, a determination of non-significance (DNS) is issued.

The procedural determination of the Responsible Official shall be accorded substantial weight in appeals. *RCW 43.21C.075(3)(d); RCW 43.21C.090*.

Clear error is the standard of review applicable to substantive decisions under SEPA. *Cougar Mt. Assocs. v. King County*, 111 Wn.2d 742, 747 (1988). The determination by the governmental agency is clearly erroneous only if the reviewing tribunal is left with "the definite and firm conviction that a mistake has been committed." *Id.* at 747 (quoting *Polygon Corp. v. Seattle*, 90 Wn.2d 59, 69 (1978)). The burden of proof is on the Appellant to show that the proposal will have probable, significant adverse environmental impacts. *Boehm v. City of Vancouver*, 111 Wn. App. 711, 719 (2002).

### **Conclusions Based on Findings**

1. The proposal would be subject to review and approval by the Seattle Landmarks Preservation Board. Evidence in the record tends to show the risk of encountering pre-contact cultural resources on the site is very low. With implementation of the inadvertent discovery plan, there would be no significant, adverse impact to historic and cultural resources. *Findings 3, 12, 13, 14, and 15*.
2. On-site bus loading is not proposed and whether it could be required consistent with City of Seattle regulations is outside the scope of the instant proceeding. The proposal includes clearly marked on-street bus loading with curb room for up to four full size buses in the same location as current bus loading. Testimony offered asserting impacts from bus loading does not demonstrate probable, adverse significant impacts. *Findings 3, 6, 16, 17, and 18*.
3. Testimony offered did not demonstrate that the proposal could not comply with City of Seattle regulations regarding stormwater management or otherwise establish probable significant adverse impacts to ground or surface waters. No evidence in the record

suggests that the proposal would interfere with the SPU natural drainage project. *Findings 6, 19, 20, 21, and 22.*

4. Neighbors' dread of construction noise is understandable, but the record presented does not demonstrate probable significant adverse environmental impacts with regard to noise or safety as a result of construction. All stages of project development would be required to comply with all applicable Seattle noise standards as well as regulations governing construction, including those related to control of dust and abatement of hazardous materials. The record presented does not demonstrate that the proposal cannot comply with these requirements. *Findings 3, 10, 23, 24, and 25.*
5. While the on-site recreational amenities available both to school children and to area residents would be reduced in size and reconfigured, the proposed changes do not amount to probable significant adverse environmental impacts. Recreation space available to school children and the public would increase, as replacement of the grass playfield with all weather surfacing would make a larger portion of the outdoor play area available year round. The proposal also provides indoor and outdoor covered play area available to children when it rains, which is not presently available. The record contains no citation to any authority requiring the District to provide a full size basketball court, or any other specific recreational amenity, for neighborhood enjoyment. *Findings 3, 6, 7, 8, 14, 26, 27, and 28.*
6. Significant trees would be removed if the proposal is built; the removed trees would be replaced with new trees per City standards. At maturity, the replacement trees would provide equal or greater canopy to that existing on-site. This is consistent with applicable regulations and does not establish probable significant adverse environmental impact from tree removal. *Findings 3, 9, 29, 30, and 31.*
7. While the record demonstrates minimal increases in delay at study intersections as a result of the increased enrollment capacity, the impact shown does not rise to a level of significance requiring further study or mitigation. The record demonstrates that available on-street parking supply is capable of accommodating the increased demand to be generated by the proposal. Considering implementation of the TMP, the CMP, and the various consultations with SDOT, SPU, and the Seattle School Safety Committee, the record does not establish probable significant adverse impacts from increased traffic and parking in the vicinity of the school. *Findings 3, 6, 9, 32, 33, 34, 35, and 36.*
8. Because the building would be larger, views of the site from adjacent residences would change and there would be longer shading of 26th Avenue NW in the mornings depending on the time of the year. In mitigation of such changes, alterations to the landmarked building would be subject to review and approval by the Landmarks Preservation Board. The record presented does show probable significant adverse environmental impacts to views or aesthetics. *Findings 3 and 6.*

9. Based on consideration of all evidence presented, environmental factors were adequately considered and the DNS was based on information sufficient to evaluate the proposal's environmental impacts. The Appellants have not shown clear error in issuance of the environmental threshold determination. *Findings 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, and 39.*
10. Any arguments not addressed or evidence not cited are, respectfully, deemed unpersuasive.

**R**  
Because the Appellants did not satisfy  
was clear error, the Responsible Office



DECIDED November 16, 2015.

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Sharon A. Rice  
Hearing Examiner *pro tem*

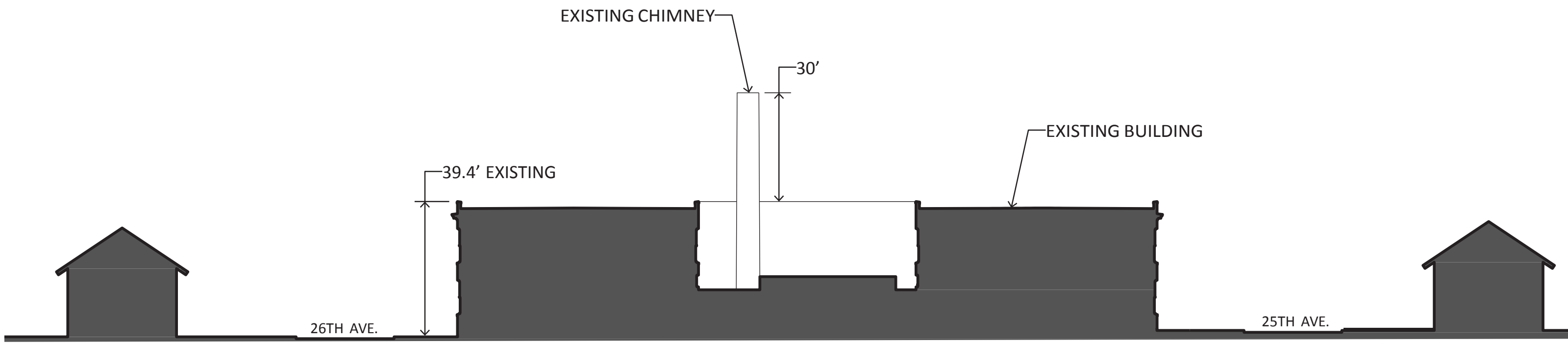
Appendix 1, Appellants:

1. Seattle Committee to Save Schools
2. Michael Adelman
3. Kenneth Bertrand
4. Angela Breeze
5. James Bristow
6. Ericka Bristow
7. Mary Beth Dols
8. Adelina Domingo
9. John Ellefson
10. Maryann Firpo
11. John Gieser
12. Mike Gurley
13. Chris Jackins
14. Mark Kelly
15. Carol Kircher
16. Michael Lemon
17. Jennifer Mussman
18. Rebecca Mussman
19. Solveig Nygaard
20. Julia Ricciardi
21. Anthony Salazar
22. Mary Schlater
23. Alana Vanderlaan
24. Susan Ward
25. Richard Werner
26. Brent Whiting
27. Stacy Whiting
28. Matt Wiley

EXHIBIT B

See “Transportation Technical Report for Loyal Heights Elementary School Expansion” May 19, 2015 included with the “Loyal Heights Elementary School Modernization and Addition SEPA Checklist” July 2015.





BUILDING SECTION - LOOKING NORTH

