

Organization Name

Seattle Preparatory School

Specific purpose of organization

Seattle Preparatory School is a co-ed, Catholic, Jesuit college preparatory high school. We embrace the Ignatian ideals that God may be found in all things, each person is sacred and we are created to serve others in our community. Our mission is to form discerning, transformational leaders who are intellectually competent, spiritually alive, open to growth, loving and committed to justice.

Area Served

We admit students from over 100 public, Catholic and independent schools and 78 zip codes; some commute from as far as Marysville, Maple Valley, Snohomish and Snoqualmie. With 28% of students on tuition assistance, young people build community with peers of diverse faith, ethnic and economic backgrounds.

Inception Date of Organization

Seattle Prep was founded in 1891.

Description Of Request*Level the Field, Raise the Bar*

With the admission of females in 1975 and a 100-student enrollment increase in the last decade Seattle Preparatory School has grown from an all-boys school of 400 to a robust, co-ed student body of 765. Growth is matched by skyrocketing participation in co-curricular (clubs, athletics and activities) like Pulse (dance), Robotics, girls lacrosse, crew and girls bowling. This explosion highlights two issues: a disparity in facilities and a shortage of space for co-curricular programs. Students need more – and better – spaces to accommodate the community we are today.

The *Level the Field, Raise the Bar* capital campaign challenges us to equalize facilities (*Level the Field*), with an emphasis on equity for the female half of the student body and students with diverse learning needs. It also upgrades and expands facilities to match student passions and modern academic requirements (*Raise the Bar*). The two-phase project includes renovations in McDonnell Hall at a cost of \$3.6MM and construction of a new, multi-sport fieldhouse on vacant school property at a cost of \$10MM.

No Longer an All-Boys School

The girls' locker room, was originally a cafeteria in the all-boys school, later tacked onto the junior/senior lounge. It is much smaller than the boys' locker room and its current configuration does not serve a contemporary, co-ed school. Due to our 100-student enrollment growth, we increased HEX classes (Health and Exercise Science) by 25%, requiring two and sometimes three classes (60-100

students) to share the locker rooms and gymnasium. Athletic bags and gear for sports like lacrosse, golf and softball don't fit in the lockers and baskets, so most items end up on the floor. If the girls locker room is full after school, some female student athletes change for practice in their cars so they won't be late.

Lockers and benches were recently removed to create a space for team meetings, but it is not enough. Last fall, we invested over \$25,000 in emergency plumbing repairs in the girls' locker room, but the 1974 corroded, galvanized pipes must be replaced. The boys' locker room is also a remnant of 1950s construction. One corner used to dry football pads in the fall recently converted to a pottery studio as part of the project. Locker rooms and adjacent facilities can only be renovated in the summer when they aren't in use.

Optimizing *Every* Learning Environment

The Learning Resource Center (LRC) provides academic support to students with diagnosed learning differences or physical impairments. This light-filled room welcomes diverse learners to campus and teaches students to advocate for themselves, but the windows are original construction and the space lacks a permanent HVAC system. The LRC program started in 1994 with 12 students, serving almost 200 last year (more than 25% of students). Services recently expanded to include students on the school's concussion protocol and those returning from a long-term absence due to illness, anxiety, depression or a family emergency.

Our LRC is one of the best learning support programs in local private high schools and the most comprehensive of all Catholic high schools. It allows Prep to enroll families when one child needs additional support by providing accommodations like peer notes, 1:1 tutoring, extended test time and a quiet study space. It also serves as a refuge for students on concussion protocol who may suffer from sensitivity to fluorescent light in their traditional classrooms. Prep has an extremely demanding curriculum and being singled out due to learning abilities, or restricted from participating in academic and athletic activities, can exacerbate typical adolescent anxiety.

The LRC moved to its current space in 2014, but the 1951 single-pane, steel-framed windows are some of the oldest on campus. They let in the natural light conducive to learning, along with extreme temperatures. Cool, damp winter air forces staff to wear gloves as they type, while spring heat waves can raise the room temperature to 85°. Both conditions can hinder learning for students with concentration issues while sitting for a three-to-five-hour extended exam. Three portable A/C units are temporary solutions. The mechanical and window systems are simply inadequate for the number of students and faculty using this space on a daily basis.

Prioritizing Student Health and Safety

One of the LRC's newest services was created in partnership with our athletic trainer (on staff at Seattle Children's Hospital). The athletic trainer treats x students daily for injuries and injury prevention before

accompanying teams to practices and games. She also supports the *Return to Learn* and *Return to Play* concussion protocols.

Every student (athlete or not) suspected of being concussed visits the trainer daily for evaluation, in addition to care from their family doctor. Last year the trainer monitored x students for concussions, with the majority of incidents occurring off-campus or outside of Prep sports.

Concussions are a traumatic brain injury, so students are prohibited from using screens for 48 hours (a challenge in our 1:1 tablet school), and temporarily excused from assignments and rigorous physical activity. Once the trainer determines students can return to the classroom (or playing field), LRC staff helps them manage coursework so they don't fall too far behind. The small training room contains one treatment/evaluation table, a workspace, storage cabinets, stationary bike, ice chest and team water coolers. Ice baths are crammed into an undersized visitor's locker room down the hall. This layout is not ideal for best practices or a Jesuit school that educates "the whole child."

*"I see dozens of students daily, so having only one treatment table can be a safety concern. The quality of care drops when I constantly reshuffle athletes and triage. I'm a huge proponent of movement as therapy: exercise is medicine. There isn't room in our current space to employ best practices. Recovery takes longer because we lack space for rehabilitation **and** treatment."* - Kate Madison, MS, LAT, ATC, **Head Athletic Trainer**

A Permanent Solution

Built in the 1950s, several areas in McDonnell Hall require significant changes to become a modern building serving 765 students. In addition to upgrading the LRC, our *Level the Field* campaign expands both locker rooms to accommodate our larger enrollment. The girls' locker room grows by 73% and the boys' locker room by 15% so they are equal in size. Both will include bigger lockers, interior restrooms and a team meeting space. The training room will grow by almost 40% to accommodate the ice bath and more training/recovery equipment.

We will also redesign the HEX faculty offices, student store, gym foyer and some co-curricular activity spaces at a cost of \$3.6MM (Phase I). Even with these changes, practice and competition space is at a premium. Some teams practice at 6am or 6pm due to limited court space. Our dynamic Robotics program needs a full gym floor to compete, so winter tournaments must be scheduled around basketball. Held in the gym each spring, A.P. exams and Model UN (a signature sophomore project) force HEX classes outside for almost three weeks. The co-ed dance team scours campus for practice space all year, alternating between a multi-purpose room, theater and auxiliary cafeteria with a cement floor.

To alleviate over-crowding in the gym, we will build a new multi-sport fieldhouse on undeveloped land at a cost of \$10MM (Phase II). Thanks to a significant \$4MM lead gift from two alumni, the new *named* fieldhouse will be a secondary gym for HEX classes during the day and additional space for sports and

co-curricular activities in the evenings and on weekends. A grant from the Foundation will help us move closer to our goal of creating a better environment for students.

Total Cost of Project/Program

\$13.6MM

Amount Requested from Foundation

\$200,000

Number of people to benefit from this Project/Program

Female students and those in the Learning Resource Center will recognize a significant and immediate impact. But the benefits extend to the entire student body since all 765 young people take HEX classes and 75% of students participate in sports.

Please state how you will evaluate the success/outcome of this program/project

We can evaluate the success of these enhancements in multiple ways. First, we will continue to track student participation in co-curriculars, the arts, and HEX, as well as enrollment in the Learning Resource Center. If these numbers stay steady or increase as we expect, we will know our campus is better at meeting the needs of our large student body. Next, we will track the number of academic (arts and HEX) courses offered and co-curricular programs added. Additional courses, clubs, and activities will speak to our success because growth means that we have adequate space for these groups to learn, practice, and gather.

The new design ensures the boys and girls locker rooms and coaching spaces are equal in size – a clear indicator that we have achieved parity in facility space. Additionally, we can measure success by examining HEX class and athletics practice schedules (and monies paid to rent local fields). This project will help us reduce off-hour and off-campus practices, and lessen rental expenses. Finally, anecdotal data will help us measure the success of the project.

We do not want to take on debt, so fundraising is another measure of success with the initial goal of raising \$3.6MM by June, 2019. Completion of the Phase I McDonnell Hall renovations this summer without impacting the 19-20 school year, and later Phase II construction of the fieldhouse on time and on budget are additional goals. To date we have raised \$9.3MM (68%) of the total \$13.6MM campaign budget. The Board of Trustees voted to initiate Phase I construction this spring, contingent on raising the remaining \$500,000 needed for these projects.

Program/Project Dates

Phase 1 construction begins May, 2019. Initiation of Phase II is contingent on fundraising. Phase I construction concludes August, 2019. Phase II construction is estimated to begin by December, 2021.