

Cultural Resource Consultants

TECHNICAL MEMO 1610I-1

DATE: November 28, 2016

TO: Robin Shoemaker
Central Kitsap School District Capital Projects

FROM: Margaret Berger, Principal Investigator/Project Archaeologist

RE: Cultural Resources Assessment for the Central Kitsap High School and Middle School Replacement Project, Silverdale, Kitsap County, WA

The attached short report form constitutes our final report for the above referenced project. No archaeological sites were identified in the project location. Five historic buildings were identified and recorded but all are recommended not eligible for historic registers. No further cultural resources investigations are recommended. Please contact our office should you have any questions about our findings and/or recommendations.

CULTURAL RESOURCES REPORT COVER SHEET

Author: Margaret Berger and James McNett

Title of Report: Cultural Resources Assessment for the Central Kitsap High School and Middle School Replacement Project, Silverdale, Kitsap County, WA

Date of Report: November 28, 2016

County(ies): Kitsap Section: 17 Township: 25 N Range: 1 E

Quad: Poulsbo, WA Acres: ca. 59

PDF of report submitted (REQUIRED) Yes

Historic Property Inventory Forms to be Approved Online? Yes No

Archaeological Site(s)/Isolate(s) Found or Amended? Yes No

TCP(s) found? Yes No

Replace a draft? Yes No

Satisfy a DAHP Archaeological Excavation Permit requirement? Yes # No

Were Human Remains Found? Yes DAHP Case # No

DAHP Archaeological Site #:

- Submission of PDFs is required.
- Please be sure that any PDF submitted to DAHP has its cover sheet, figures, graphics, appendices, attachments, correspondence, etc., compiled into one single PDF file.
- Please check that the PDF displays correctly when opened.

Management Summary

This report describes a cultural resources assessment for the Central Kitsap High School and Middle School Replacement Project, in Silverdale, Kitsap County, Washington. The project involves proposed redevelopment of Central Kitsap School District's Middle and High School campus, including demolition of existing facilities and construction of a new combined middle and high school building. This assessment was developed to identify any previously recorded archaeological or historic sites in the project location and evaluate the potential for the project to affect cultural resources. Cultural Resource Consultants, LLC (CRC) has conducted background research and field survey to identify any archaeological or historic sites within the project. No previously recorded historic or archaeological sites are located within the project location. Surface survey and subsurface testing did not identify any evidence of archaeological sites. Five historic buildings were recorded but were found to not meet eligibility criteria for historic registers. No further cultural resources oversight is recommended for the project.

1. Administrative Data

Report Title: Cultural Resources Assessment for the Central Kitsap High School and Middle School Project, Silverdale, Kitsap County, WA

Author (s): Margaret Berger and James McNett

Report Date: November 28, 2016

Location: The high school campus is located at 3700 NW Anderson Hill Road, and the middle school campus is located at 10130 Frontier Place NW in Silverdale, Washington in Silverdale, Washington. The project involves the following five Kitsap County tax parcels: 172501-4-003-2006, 172501-4-004-2005, 172501-4-001-2006, 172501-4-008-2001, and 172501-4-009-2000. This location is in the W½ of the SE¼ of Section 17 in T. 25 N., R 1 E., W.M. (Figures 1 and 2).

USGS 7.5' Topographic Map (s): Poulsbo, WA (1981) (see Figure 1).

Total Area Involved: 59 acres.

Project Background: Central Kitsap School District requested a cultural resources assessment as part of their Washington State Environmental Policy Act (SEPA) review for the Central Kitsap High School and Middle School Replacement project in Silverdale, Kitsap County, Washington. Kitsap County identified a need for a cultural resources study due to the location of a historical lake at elevation 100 feet. The purpose of the project is to replace the existing Central Kitsap High School and Central Kitsap Middle School with a new co-located facility on a 56-acre combined site. The new school will accommodate educational functions up to 1,500 high school students and 800 middle school students, a total of 2,300 students in grades 6 to 12. The entire campus, including vehicular accesses, pedestrian access, parking, and athletic fields will be reconfigured as part of the project to enhance safety and community usage. Most of the current project site's land use is for educational services (Code 680) and the proposed land use will

remain unchanged. Along the east side of the overall site there are two residential properties. Parcel# 172501-4-009-2000 was recently purchased by Central Kitsap School District. The other residential property, parcel# 172501-4-008-2001, is in the process of being acquired.

The overall site has a considerable grade change from north to south of approximately 100 feet, with several stepped plateaus accommodating different uses. Currently, the site has multiple entry points from Frontier Place NW, NW Anderson Hill Road, and NW Bucklin Hill Road to access existing buildings. Existing buildings, currently accommodating middle school, Lighthouse, New Frontiers, Food Service & Warehouse, Bus/Transportation, Science Kit, and District archiving will be demolished to accommodate the proposed new building and fields. The existing high school will remain, and may be demolished or repurposed by the community in the future.

For purposes of this assessment, the area of potential effects (APE) to cultural resources is considered to be the 59-acre school campus. This includes the locations of all proposed demolition, new construction, and vacation of the existing high school.

Objective (Research Design): This assessment was developed as a component of preconstruction environmental review with the goal of ensuring that no cultural resources are disturbed during construction of the proposed project by determining the potential for any as-yet unrecorded archaeological or historic sites within the project area. CRC's work was intended, in part, to assist in addressing agency responsibilities regarding the identification of potential effects to historic properties in accordance with SEPA, and state laws and regulations protecting cultural resources (e.g., RCW 27.44, RCW 27.53). The Archaeological Sites and Resources Act (RCW 27.53) prohibits knowingly disturbing archaeological sites without a permit from the Washington Department of Archaeology and Historic Preservation (DAHP), and the Indian Graves and Records Act (RCW 27.44) prohibits knowingly disturbing Native American or historic graves. Under SEPA, agencies must consider the environmental consequences of a proposal, including impacts to cultural resources, before taking action. Agencies are asked to provide information regarding any places or objects listed on, or proposed for, national, state, or local preservation registers known to be on or next to a project; any landmarks or evidence of historic, archaeological, scientific, or cultural importance known to be on or next to a project and proposed measures to reduce or control any identified impacts to cultural resources.

Assessment methods consisted of review of available project information provided by AHBL and Central Kitsap Schools, local environmental, cultural, and historical information, and records on file at DAHP, as well as field investigations. CRC contacted cultural resources staff at the Suquamish Tribe on a technical staff-to-technical staff basis to inquire about project-related cultural information or concerns regarding the project area (Attachment A). At the time this assessment was completed, the Suquamish replied that they had no specific concerns about the project area. CRC also discussed this project with Suquamish Tribe Archaeologist Stephanie Trudel in regards to the historical lake at elevation 100 feet; her review of information about the project location confirmed that the area proposed for construction is above this elevation and did not identify any lakes. Any additional information made available subsequent to the submission of this report will be included in a revision of this report. This assessment utilized a research design that considered previous studies, the magnitude and nature of the undertaking, the nature

and extent of potential effects on historic properties, and the likely nature and location of historic properties within the APE, as well as other applicable laws, standards, and guidelines (per 36CFR800.4 (b)(1)) (DAHP 2016a).

2. Background Research

Background research was conducted in October and November 2016.

Archival Sources Checked:

DAHP WISAARD	[x] No recorded archaeological or historic sites are within the project.
Web Soil Survey	[x] The soil units mapped in the project location are Alderwood gravelly sandy loam, 0 to 8 percent slopes and 8 to 15 percent slopes (USDA NRCS 2016).
Central Kitsap School District	[x] Architectural plans and drawings of existing campus buildings were reviewed.
Library	[x] Various historical, archaeological, and ethnographic references in the Seattle Public Library and in CRC's library.

Context Overview: Sixteen cultural resources assessments have been prepared by CRC (e.g., Kassa 2016; Kelly 2012a, 2012b) and others (e.g., Forsman et al. 1997) within a one-mile radius of the project. The context presented here summarizes environmental, ethnographic, historical, and archaeological information presented in these reports by reference; archaeological and historic data from DAHP and the Washington Information System for Architectural and Archaeological Records Data (WISAARD) records search; ethnographic resources; geological and soils surveys (e.g., USDA NRCS 2016; WA DNR 2016); and historical maps and documents from Bureau of Land Management United States Surveyor General (USSG) Land Status & Cadastral Survey Records database, HistoryLink, Historic Map Works, HistoricAerials (NETR 2016), University of Washington's Digital Collection, Washington State University's Early Washington Maps Collection, and in CRC's library.

Environmental Context: The project is geographically situated in the Willamette-Puget Lowland physiographic province characterized by the wide "trough" between the Coast and Cascade Ranges (Franklin and Dyrness 1973; McKee 1972:290). The project is located in the *Tsuga heterophylla* (Western Hemlock) vegetation zone (Franklin and Dyrness 1973:72). The Clear Creek valley is located 250 feet to the east, Strawberry Creek is 250 feet to the southwest, Clear Creek itself approximately .3 mile east of the project, and the head of Dyes Inlet .3 mile southeast of the project. Terrain within the project generally slopes down from north to south. Elevation ranges from over 180 feet above sea level at the north end of campus to approximately 100 feet above sea level in the south (USGS 1981). Topography was altered to create building pads, fields, and other features of the existing campus, resulting in a series of terraces or benches.

As discussed in previous reports (Berger 2014a, 2014b; Kassa 2016; Kelly 2012a, 2012b; Montgomery et al. 2013), the contemporary topography and surface geology of the project area were shaped by multiple glaciations that occurred during the end of the Pleistocene (Kruckeberg 1991:12). During the Vashon Stade of the Fraser Glaciation, the advance and retreat of glaciers

scoured and compacted geology, forming the local topographic features of Dyes Inlet and the Clear Creek valley, while meltwaters carved drainage channels into glacially deposited sediments and rocks. Ice dams blocked glacial meltwaters creating proglacial lakes, such as Lake Leland, which inundated the lower-elevation landscape south and east of the project. Isostatic rebound, related to the retreat of the glaciers, caused the landscape to rise. By about 13,600 years ago, the last of the Pleistocene glaciers had retreated as far north as Seattle (Thorson 1980), exposing the predominately north-trending ridges and relatively level uplands characteristic of the Puget Sound region. The landscape of the project would have been attractive for human uses following deglaciation due to its elevation above local waterways.

Local geological and soil maps indicate that sediments in the project are derived from late Pleistocene glacial activity. According to the Washington Interactive Geologic Map (WA DNR 2016), the surface geologic unit mapped in the project is Quaternary glacial till (Qgt), an unstratified, unsorted, highly compacted mixture of clay, silt, sand, gravel, and boulders deposited by glacial ice. The soil units mapped in the project location are Alderwood gravelly sandy loam, 0 to 8 percent slopes and 8 to 15 percent slopes (USDA NRCS 2016). These soils form on ridges and hills in glacial drift and/or glacial outwash over dense glaciomarine deposits, and the typical profile consists of gravelly sandy loam from 0 to 7 inches and very gravelly sandy loam from 7 to 59 inches (USDA NRCS 2016). The geomorphic map for the local area shows the project location as modified land, described as graded or filled areas “where filling and grading is sufficiently extensive to preclude inference of [a] precursor surface“ (Haugerud 2009).

A geotechnical report prepared for the project describes subsurface conditions as areas of fill covering glacial till and outwash deposits (Amec 2016:5, Appendix A). Existing terrain is described as formed by a series of cuts and fills, with the cuts performed on the upslope section of the ground surface, and fill placed on the downslope sections to raise grade and create the existing benches (Amec 2016:4). The geotechnical report does not refer to any evidence of a historical lake within the project. The locally mapped soils and geology, and conditions noted in the geotechnical investigations indicate that natural deposition in the Holocene has been minimal and any intact archaeological deposits would be found relatively near the historical ground surface. It is expected that cutting, grading, and filling may have buried, removed, or otherwise obscured archaeological deposits if they had been present prior to development of the existing campus.

Archaeological Context: Thousands of years of human occupation of the Puget Sound have been summarized in a number of archaeological, ethnographic, and historical investigations over the past several decades that provide a regional context for evaluating the project area (e.g., Greengo 1983; Kopperl et al. 2010; Larson and Lewarch 1995; Morgan 1999; Nelson 1990). Following deglaciation, subsequent changes to landforms, climate, and vegetation influenced the available resources and, consequently, the spatial distribution of human activities. Similar to elsewhere, human land use was generally structured around the value of natural resources available in local environments including fresh water, terrestrial and marine food resources, forests, and suitable terrain. Archaeological evidence suggests the presence of nomadic hunter-gatherers not long after the area became ice-free about 12,000 years before present (B.P.). A

synopsis of the cultural chronology identified in the Puget Sound region is provided by Berger (2014a:4-5):

Archaeologists have identified an early period of occupation dated to between 9000 – 5000 B.P. (before present) based on broad similarities in site and lithic assemblages. Many of the early sites are associated with the Olcott Complex in Western Washington, which are contemporaneous with similar Cascade Phase sites identified east of the Cascade Mountains. Olcott sites consist of lithic workshops and temporary hunting camps that contain leaf-shaped projectile points and tools and flakes made from locally available cobbles, and are found on glacial outwash surfaces in inland riverine settings (Morgan et al 1999). The Olcott complex is believed to be representative of highly mobile hunter-gatherers who typically did not utilize marine resources (Carlson 1990), and several Olcott sites have been documented and studied throughout Western Washington and the Olympic Peninsula.

After 5000 B.P., archaeological evidence suggests a change in settlement patterns and subsistence economy in the region. From 5000 – 3000 B.P. an increasing number of tools were manufactured by grinding stone, and more antler and bone material was used for tool production. Living floors with evidence of hearths and structural supports suggesting more long-term site occupation are more common during this period in contrast to the Olcott Complex. On Puget Sound, evidence of task-specific, year-round, broad-based activities, including salmon and clam processing, woodworking, and basket and tool manufacture, date from approximately 4200 B.P. (Larson and Lewarch 1995).

Characteristic of the ethnographic pattern in Puget Sound, seasonal residence and logistical mobility, occurred from about 3000 B.P. Organic materials, including basketry, wood and food stuffs, are more likely to be preserved in sites of this late pre-contact period, both in submerged, anaerobic sites and in sealed storage pits. Sites dating from this period represent specialized seasonal spring and summer fishing and root-gathering campsites and winter village locations. Sites of this type have been identified in the Puget Sound lowlands, typically located adjacent to, or near, rivers or marine transportation routes. Fish weirs and other permanent constructions are often associated with large occupation sites. Common artifact assemblages consist of a range of hunting, fishing and food processing tools, bone and shell implements and midden deposits.

Ethnographic Context: The project location is within the traditional territory of the Suquamish (Snyder 1968; Spier 1936; Suttles and Lane 1990). Similar to other Southern Coast Salish people, winters were spent in large permanent villages, while summers were spent at specialized, temporary camps where subsistence resources were readily available. Early ethnographers documented locations of villages and names for resource areas, water bodies, and other cultural or geographic landscape features from local informants. Named places and village sites tended to be located along major waterways, river confluences, and/or the mouths of streams and creeks. This is evidenced by John Adams, who indicates that the Suquamish “didn’t have camps back in timber. Always had houses along the shore –just went back to hunt” (Snyder

Field notes: John Adams, in James and Martino 1984:7-8). Snyder (1968:132) identifies a single named place at the head of Dyes Inlet where Clear Creek enters. This place, *sáqad*, translated as “spear it,” is for a camping ground, likely seasonal, located at the mouth of Clear Creek. Here, silver salmon were the primary fish, while oysters and clams were gathered on the beach.

Waterman (ca. 1920, 2001:206-208) identified numerous place names along the shores of Dyes Inlet. Of these, three are within the vicinity of the project. These include *Sxa³aq³t*, the name given to a diminutive bay to the north of Silverdale. The location of present-day Silverdale is referred to as *Ba'xwabaqwobs*, translated as “prairies” or “open spaces” (Waterman 2001:208). The creek south of Silverdale flowing perpendicular to NW Silverdale Way is referred to as *Blssqwe¹qwats³* translated as “where a certain rush grows” (Waterman 2001:208). This rush is said to be similar to a cattail and is used to weave mats. Knowledge of these features contributes to the broader archaeological context of the study area and the nature of the archaeology that may be encountered during this assessment. No ethnographically named places are recorded for the project location or immediate vicinity, and the sources reviewed did not disclose any recorded traditional cultural properties (TCPs) in the project area.

Historic Context: The historic context for Silverdale is derived from Buerge (1987), Hinchliff (2011), Perry (1977), and Kitsap County Historical Society (2014). Euro-American exploration of the Puget Sound began in 1792 by Captain George Vancouver followed by Lieutenant Charles Wilkes in 1838. The inlet at Silverdale was named after John Dyes, a taxidermist on the Wilkes Expedition. Acts passed by the congressional and executive branches of the government, such as the Donation Land Claim Act of 1850 and the Homestead Act of 1862, encouraged migration to and settlement of the Pacific Northwest. These acts brought an influx of settlers into the area seeking the ownership of land. The Treaty of Point Elliot, signed in 1855, required that the Suquamish move to the Port Madison Indian Reservation; many left the reservation after a time, returning to Dyes Inlet and Phinney Bay to establish homesteads and seasonal residences (Perry 1977; Ruby and Brown 1992; Suttles and Lane 1990). The removal of many Native Americans to reservations made land previously unavailable open to settlement and extractive economic ventures.

Euro-American settlement in the Silverdale vicinity did not begin until 1854. Similar to many areas in the Puget Sound region, loggers were among the first to arrive setting up mill operations on the shoreline from which timber could be shipped out and began clearing their way into the interior. Logging and clearing made way for agriculture and homesteads. The Homestead Act of 1862 brought an increase of settlers to the region. Early Euro-American settlement activity focused on easily accessed areas such as shorelines. According to an online search of federal land records, the project is within lands patented to Daniel J. Sackman (Accession No. WAOAA 080773, 160 acres, Sale-Cash Entry, 12/10/1880) (BLM 2016). This is among several land patents Sackman obtained in the Silverdale area for timber harvesting rather than residential use. Sackman is alleged to be the earliest Euro-American settler in the area (Perry 1977:2). After arriving at Alki Point in 1852, he assisted with building a mill at Enetai (Port Orchard), and supplied much of the timber for its operation (Perry 1977:3).

The first permanent residents in what would become Silverdale were Scandinavian immigrants in the 1880s. Less than a decade later, agriculture was a profitable business for many residents.

They formed the Farmer's Cooperative and sold their goods at markets in Seattle and Bremerton. With few overland transportation routes through the interior and the fractured geography of the Puget Sound, these farmers and other residents relied on travel by boat. From Silverdale's wharf and docks, the Mosquito Fleet, privately owned steamships, transported people and goods to numerous locations around Puget Sound (Hinchliff 2011). As a locus for trade, the Silverdale community grew around the wharf with businesses such as banks, bakeries, and drug stores by the 1920s. Silverdale continued to grow during the middle twentieth century as a bedroom community for the Naval Base Kitsap-Bangor.

Silverdale's first school was established in 1888 in a small waterfront cabin. Following relocation of this building to accommodate other construction, a new school was built in 1891. This was the same year the Silverdale School District (No. 24) was founded (Kitsap County Retired Teachers Bicentennial Committee [KCRTBC] 1977:173). The 1891 building was replaced by a new two-room schoolhouse in 1905 (Perry 1977:79). A second story was added to this building in 1911, making room for high school classes on the upper floor. Due to budget issues, high school students were sent to other districts from 1915 until Silverdale's first high school building was constructed at the south end of the current project in 1923. It was called Port Washington Bay Union High School No. 6 (Perry 1977:81). This building remained in use until 1974 and standing until 1975 when it was demolished through a controlled burn and a parking lot was added in its place (Kitsap County Historical Society 2014:116; KCRTBC 1977:171).

Central Kitsap School District (No. 401) was established in 1941 when Silverdale District No. 24 and several others were reorganized (KCRTBC 1977:171). Construction of a new high school building in the present-day high school location began in 1942 (KCRTBC 1977:230). Numerous additions were made over the years and the high school reached its present size, 163,000 square feet, by 1977 (Mahlum Architects 2002a). A football field and bus barn were added in 1948 (KCRTBC 1977:237). The Middle School, Middle School Gym, and the building that now houses the Alternative School were added in 1958 (Kitsap County 2016). Construction during this period was enabled by use of government surplus equipment and equipment rented from the Kitsap County roads department (KCRTBC 1977:238). Leaky roofs were a chronic problem noted by director of maintenance, Ray Darling (KCRTBC 1977:237). Several other structures and improvements were added to the campus over the years with another wave of construction in the 1970s (Kitsap County 2016). Campus facilities include sports fields, Lighthouse, New Frontiers, Food Service & Warehouse, Bus/Transportation, Science Kit, and District archiving.

Historical Maps: The General Land Office (GLO) surveyed the township surrounding the project in the 1850s, at which time the landscape was undeveloped and sparsely populated. The landscape surrounding the project was characterized by forested hillslopes above streams draining to Dyes Inlet, with a trail following the approximate route of Anderson Hill Road (USSG 1858) (Figure 4). No other cultural features such as homestead improvements, clearings, or Indian villages are shown in the vicinity of the project. The Clear Creek valley was mapped as "wet bottom land," and a stream, perhaps a historical channel of Strawberry Creek, is shown flowing through the project. However, the historical presence of a stream within the project seems unlikely given the topographic position of the project above the Strawberry Creek valley to the west as shown on topographic maps (USGS 1937, 1953) (Figure 5). Late nineteenth

century coast survey charts (e.g., USCGS 1881) do not include coverage as far inland as the project.

In the early twentieth century, conditions in the project location and vicinity were mapped as logged-off or burned over areas suitable for intensive farming, pasturage, and fruit growing (U.S. Bureau of Soils 1910). By 1909, the northern part of the project was owned by G. Egger and the southern part was owned by H. A. Hatfield (Anderson Map Company 1909); Anderson Hill Road and Frontier Road had been built. The 1926 county atlas shows the southern extent of the project as occupied by U.H.S. No. 6 (Port Washington Bay Union High School), a parcel to the north owned by A. I. Bouffler, and the northern part of the project as owned by John Emel (Metkser 1926). Emel's land is noted as having included a horse race track in the location of the middle school sports fields and bus garage (Kitsap County Historical Society 2014:34), in the northeastern part of the campus. The 1940 County atlas shows "Silverdale High School" in the southern extent of the project, with additional school land to the north, and parcels owned by B. Ballard, E. D. Green, and E. I. Knotts to the north of that (Kroll Map Company 1940). The 1970 County atlas shows the project in virtually its present-day configuration, with the Ballard and Knott tracts incorporated into the school property, two small private lots at the end of Windy Ridge Road, Frontier Road truncated by Highway 3, and NW Ballard Lane established (Metsker 1970).

Historical air photos of the area are available beginning in 1952 and show development of the campus over the years. Imagery from 1952 shows the 1923 Port Washington Bay Union High School building at the south end of the project, the Central Kitsap High School building started in 1942, a sports field in the approximate location of the present-day high school football field, and a rectangular structure to the west, likely the 1948 bus barn noted above. Much of the rest of the project was forested at this time, but part of it had been cleared and contained a few small buildings and Emel's racetrack to the north in the location of the present-day middle school sports fields and the bus garage and parking area (NETR 2016). By 1969, more land had been cleared and developed into baseball fields in their present-day locations, the beginnings of the middle school, and one of the residential parcels to be incorporated into the new campus. The campus appears to be in its present-day configuration by 1994 (NETR 2016).

DAHP WISAARD: Sixteen cultural resource studies have previously been carried out within approximately one mile from the project. These include assessments of proposed transportation improvements (e.g., Forsman et al. 1997) and recreation developments (Schumacher 2004), as well as archaeological monitoring of utility trench excavations (Dellert 2015). CRC has recently conducted archaeological investigations less than one mile from the current project including surveys for proposed road and pedestrian improvements (e.g., Kassa 2016; Montgomery and Kelly 2013), commercial development (Kelly and Montgomery 2013), stormwater improvements (e.g., Kelly 2012a, 2012b), and water system improvements (Diedrich et al. 2012). Methods used in these studies have included subsurface testing using hand tools, pedestrian survey, documentation of built environment features, and monitoring during construction. Very few of these investigations have identified archaeological or historic sites in the vicinity of the current project.

The study previously completed nearest to the project was a cultural resources assessment that included an area of proposed water main replacement in County right-of-way along Anderson Hill Road bordering the southwestern side of the current project (Diedrich et al. 2012). This location was found to be entirely graded, graveled, and paved roadway, curb, and sidewalk, precluding subsurface testing, but it was not considered to have high potential to contain archaeological sites due to the extent of prior ground disturbances such as road grading and utility trenching, and no further work was recommended (Diedrich et al. 2012:6-7).

Two archaeological sites have been recorded within a distance of approximately two miles from the project (Table 1). These are both historic-era sites. Site 45KP225 is located southwest of the project and consists of the remains of concrete walls and a staircase built sometime in the 1940s, and it occupies an area of ~20 feet by ~50 feet (Dellert 2011). Site 45KP230 is located northwest of the project at Naval Base Kitsap Bangor and includes a small arms (trap and archery) range, excavated pistol ranges, and concrete remnants of firing positions dating from the 1940s to 1980s in a 255 meter by 210 meter area (Hughes 2013). The nearest recorded precontact archaeological sites are over three miles away from the project on the Port Orchard shoreline in the Brownsville and Keyport areas (DAHP 2016b). Archaeological sites have not previously been recorded within or adjacent to the project location.

Two historic buildings have previously been inventoried within approximately 1,000 feet from the project (Table 2). These are a church and a glass shop building that both date to the middle twentieth century and were determined not eligible for the National Register of Historic Places (NRHP). All of the previously inventoried structures are well outside the limits of the project and will not be affected. The register-listed historic property nearest to the project is the Jackson Hall Memorial Community Hall (Table 3). This 1930s building is listed on the NRHP and the Washington Heritage Register (WHR) and is considered significant for its architectural features and role in local social history (Courtois 1995). The project is not anticipated to affect any previously recorded historic properties.

3. Research Design

Archaeological Predictive Model: The DAHP statewide predictive model uses environmental data about the locations of known archaeological sites to identify where previously unknown archaeological sites are more likely to be found. The model correlates locations of known archaeological to environmental data “to determine the probability that, under a particular set of environmental conditions, another location would be expected to contain an archaeological site” (Kauhi and Markert 2009:2-3). Environmental data categories included in the model are elevation, slope, aspect, distance to water, geology, soils, and landforms. Model rankings for the project location are variable, including areas labeled “Survey Recommended: Moderate Risk” and “Survey Highly Advised: High Risk” (DAHP 2016b). These rankings are generally supported by the local historic, ethnographic, and archaeological records, as well as the location’s historical upland forest setting.

Archaeological Expectations: Based upon the review of environmental and cultural information about the project location, the project is considered to have a low potential to affect potentially significant cultural resources (i.e. intact archaeological deposits). The project area served as a

locus of resource procurement and processing activities for Puget Sound peoples in the precontact and historic periods. Potential types of precontact archaeological materials in the project might include lithic scatters, evidence of short-term camps, or other features, which could represent a range of residential and subsistence activities. Historic-period archaeological materials are also possible in the project location, and may include objects related to logging, equestrian activities, and domestic activities. Since the soils in the project are derived from parent material deposited and exposed during glacial activity, cultural materials are not expected to be found below the surface of the glacial deposits. Any potential evidence for buried cultural resources in the project would be expected to be encountered between glacial material, which is shallowly buried, and the present-day ground surface. Near-surface sediments throughout the project were previously disturbed by logging and clearing, and most areas were subsequently impacted by grading to provide level ground for campus and residential development.

4. Fieldwork

The archaeological survey included pedestrian survey and subsurface testing. Pedestrian survey was conducted in meandering opportunistic transects in areas not covered by structures or paved or gravel surfaces. The goal of pedestrian survey was to identify aboveground evidence of archaeological sites and locations suitable for subsurface testing (Figures 7 – 13). Terrain within the project consists of a series of terraces containing existing campus facilities such as school buildings and sports fields. A few areas are less developed and contain stands of trees with native (e.g., salal) and non-native (e.g., Himalayan blackberry) understory. No aboveground evidence of archaeological sites was found in the pedestrian survey.

The purpose of subsurface testing was to observe subsurface conditions and assess the potential for archaeological sites to be present within the project. Due to the prevalence of modified land surfaces (e.g., sports fields), buildings, buried utilities, and parking lots and driveways, very few locations suitable for subsurface testing were found. Shovel probes were excavated in three areas that, based upon review of recent and historical aerial imagery and the geotechnical report for the project, appear to have been less impacted by prior earthmoving associated with campus development (Figures 14 – 18). Prior to subsurface testing, private buried utilities were located by Mountain View Locating Services and public utilities were located with assistance from Washington Utility Notification Center. All sediments were passed through ¼-inch hardware mesh to screen for artifacts. The probes were 50 centimeters in diameter and reached depths of 54 to 80 centimeters below surface (Figure 19; Table 4). Sediments in the probes were generally consistent with locally mapped soils and surface geology. The surface layer typically consisted of a thin organic-rich topsoil and forest duff, and was underlain by glacially derived soil and intact glacial sediments. Two probes contained recent or non-diagnostic historic debris (one piece of plastic and one piece of metal hardware) in near-surface sediments. However, no archaeological evidence, such as artifacts, charcoal layers or concentrations, or structural remnants were found. The probes were backfilled following documentation.

The historic inventory entailed review of architectural plans, as-built drawings, and County Assessor information for campus buildings, and examining the exterior of buildings over 50 years in age to provide architectural descriptions and photodocumentation. CRC identified one former residence that was adapted for use by the school district (Figure 20), one residence

(Figure 21), and three school buildings (Figures 22 – 24). These buildings were recorded online in WISAARD for DAHP’s State of Washington Historic Property Inventory (Attachment B). Summary descriptions for each are included here.

10332 Frontier Pl NW (WISAARD Property #708203): This is a small single-family residence (Figure 20) in a formerly suburban area now part of Central Kitsap School District's high school and middle school campus. This house was built in 1954. It appears typical of middle twentieth century residential construction common throughout the United States. Central Kitsap School District acquired the property in 1990 (Kitsap County Assessor 2016). The house is 864 square feet (sf) on a single story, and has three bedrooms and one bathroom. The exterior shows some modifications from the original construction, including exterior lighting, and a wooden ramp with walls and railing leading to the front entrance, which is on the west side of the house. The current project includes demolition of this building.

3890 NW Windy Ridge Ln (WISAARD Property #708204): This is a small single-family residence (Figure 21) in a suburban area on a parcel planned to be developed as a part of Central Kitsap School District's high school and middle school campus. The house is 1,328 sf on a single story, and has three bedrooms and two bathrooms. The basement is partially finished (1,200 sf). The 775-sf garage east of the house was also built in 1962. The south side of the house has a split-level deck that opens onto a garden. This house was built in 1962. It appears typical of middle twentieth century residential construction common throughout the United States. Central Kitsap School District recently acquired the property (Kitsap County Assessor 2016). The current project includes demolition of this building.

Central Kitsap High School (WISAARD Property #708317): The High School (Figure 22) is located at the south end of campus, on a flat terrace set into a 45-foot change of grade which runs from Bucklin Hill Road on the south up to the track on the north edge of the building. From 1942, the high school has grown through a series of additions, remodels, and repurposing that ended in 1977. The final fixed structure consists of one, two, and three story sections that add up to approximately 163,000 sf. The first part of the current building was the 1942 classroom building designed by Naramore and Brady, a notable school design firm from Seattle. The greatest single expansion to the site occurred between 1948 and 1951 when Williams and Branch (later Branch and Branch), a Bremerton architectural firm, designed a large expansion (90,000 sf) that include the 1948 gym and second floor addition, the 1950 vocational addition, and the 1948-51 three-story classroom addition to the original structure. The last large addition to the existing complex was built in 1973 and is called the 900 building. It was designed by Harthorne Hagen Gross Associates, a Seattle architectural firm. The two- and three-story wing is approximately 40,000 sf and is located on the east side of the main structure. The current project involves vacating this building, and it may subsequently be adapted for other use or demolished.

There is no single style associated with the high school because it grew incrementally over time and many architects had a hand in the process. The only common design link is the use of brick. The exterior walls have different fenestration on almost every elevation. The use of common brick ties together walls that have glass block, anodized aluminum windows, and combinations of precast concrete with brick inlay. The south elevation was reconfigured after the 1951 three-story addition by Branch and Branch, and which replicated the same window bay as the original

1941 design by Naramore and Brady. The two elevations were balanced by reducing the actual area of fenestration and adding anodized aluminum windows with alternate fixed and operable casement panels. The north elevations have changed little, especially in the shop area and gymnasium, which abuts the steep slope up to the playing fields and track. Because the school has had so many changes made to it there is no single structural system; development of the school was driven by the need to accommodate ever increasing numbers of students on a very small site.

Central Kitsap Middle School (WISAARD Property #708318): The Middle School (Figure 23) is located in the northern part of campus on a 15.15-acre parcel (Mahlum Architects 2002b) with the school situated on a flat terrace set into a change of grade that runs from the addition building on the south (elevation 135 feet) north to the toe of the slope next to the gymnasium (elevation 165 feet). The middle school site is bounded by Frontier Place on the west, playing fields on the east, and other school district facilities to the north. The Middle School was built in phases. The original school was completed in 1959 and was 57,200 sf, including classrooms, a multipurpose room, cafeteria, and support spaces. In 1966, a freestanding annex, a freestanding music building, and a shop building attached to the original circulation system were built, which added 20,300 sf to the school. Lastly, in 1976, a final building program including a freestanding gymnasium, an office area, and a library, for an additional 33,000 sf. This brought the total area of fixed buildings to approximately 106,600 sf (Mahlum Architects 2002b). The current project includes demolition of this building.

The original design, by Tacoma architect Arnold F. Jensen, carefully laid out a single level plan that would provide sunlight and cross-ventilation, and allow for future expansion. Jensen chose a layout using a 15 foot grid only broken by the 20 foot grid used in the multipurpose room. This plan proved successful for future expansion as new classrooms and facilities later fit into the grid without connecting to the original structure. The typical pods consisted of a double loaded 10 foot wide corridor with 30 feet by 30 feet classroom spaces on both sides. The end walls of the pods were made of 8 by 4 by 16 inch stacked concrete block. Jensen selected materials that were innovative for the time including texture 1-11 plywood for the exterior walls, glulam beams for major structural elements, galvanized steel windows, and a built up roofing system using almost flat roofs. In 1966, Tacoma architects Jensen and Stewart added on to the existing school, increasing the footprint by using the grid system, expanding the shop area as well as adding two new discrete structures, the music building and the two-story classroom annex. A large addition in 1976 created a free standing gymnasium with flanking locker areas and mechanical support structures. The large space is separated from the original school by two covered walkways on the east and west that connect the school to the two locker areas. The original plan for the Central Kitsap Middle School was a successful example of post-war modern school design. In general the materials for the middle school, except for the colored oversize brick veneer used for the 1976 additions, were compatible over the life of the building and reinforced each element as it was added to the plan.

Central Kitsap Alternative High School (WISAARD Property #708319): The Central Kitsap Alternative High School (Figure 24) is located in the center of the campus. Frontier Place, which forms the western border of the property. It has parking areas on the south and east and the access road continues around the building and exits back onto the loop road that leads to Frontier

Place. The building was repurposed from an office administrative building into a school classroom and learning environment. It is a simple rectangular shape 45 by 125 feet long and has an 8 by 40 feet long projection on the north side. The total area of the building is approximately 5,875 sf. The entry to the school is located on the south side adjacent to the largest parking area. The door leads into a vestibule area with the reception and office directly ahead. The space has been reconfigured and currently has a central corridor with thirteen different sized rooms for instruction, offices, and meetings on both sides. The corridor has exits at both ends. The current project includes demolition of this building.

The foundation is a slab on grade with the platform framing forming the enclosed space and supporting the roof structure. The roof is a simple hip with extended gables in the long direction that have been truncated on both ends to provide for ventilation louvers. The roof extends 3 feet beyond the walls to create a continuous eave which has a flat soffit covered by 1 by 3 tongue and groove boards that run perpendicular to the walls and have regularly placed screened ventilation openings and surface mounted lights set within them. The exterior walls are broken into modules based on window placement. A continuous 2 by 12 header located on the line of the soffit runs around the entire structure and provides the head of all window and door openings which are typically at 7 feet. Between the windows, shiplap horizontal boards go from the floor level to the header. In the area below the typical window, vertical textured plywood panels go from the windowsill to the floor.

Total Area Examined: The entire project (ca. 59 acres).

Areas not examined: None.

Date(s) of Survey: November 1, 10, and 11, 2016

Weather and Surface Visibility: Weather conditions were mild and overcast with periods of rain during the archaeological survey; surface visibility was typically poor due to coverage by structures, vegetation, and paved or gravel surfaces.

Personnel: Archaeological investigations were conducted by Margaret Berger and Zachary Allen, and historic inventory was conducted by James McNett; notes and photographs are on file at CRC.

5. Results

Cultural Resources Identified: One residence, a former residence adapted for use by the school district, and three school buildings (Middle School, High School, and Alternative High School) were identified as historic in age (50 years old or older) and were recorded on State of Washington Historic Property Inventory forms (see Attachment B).

Resources are typically defined as significant or potentially significant if they are identified as of special importance to an ethnic group or Indian tribe or if the resource is considered to meet certain eligibility criteria for local, state, or national historic registers, such as the NRHP. Based

on NRHP assessment criteria developed by the National Park Service, historical significance is conveyed by properties:

- A. That are associated with events that have made a significant contribution to the broad patterns of our history; or
- B. That are associated with the lives of persons significant in our past; or
- C. That embody the distinctive characteristics of a type, period, or method of construction or that represent the work of a master, or that possess high artistic values, or that represent a significant and distinguishable entity whose components may lack individual distinction; or
- D. That have yielded, or may be likely to yield, information important in prehistory or history [NPS 2002:2].

According to the NRHP guidelines, the “essential physical features” of a property must be intact for it to convey its significance, and the resource must retain its integrity, or “the ability of a property to convey its significance” (NPS 2002:44). The seven aspects of integrity are:

- Location (the place where the historic property was constructed or the place where the historic event occurred);
- Design (the combination of elements that create the form, plan, space, structure, and style of a property);
- Setting (the physical environment of a historic property);
- Materials (the physical elements that were combined or deposited during a particular period of time and in a particular pattern or configuration to form a historic property);
- Workmanship (the physical evidence of the crafts of a particular culture or people during any given period of history or prehistory);
- Feeling (a property's expression of the aesthetic or historic sense of a particular period of time); and
- Association (the direct link between an important historic event or person and a historic property) [NPS 2002:44].

Criteria used for assessment of potential eligibility for the Washington Heritage Register (WHR) are similar to NRHP criteria. Criteria to qualify include:

- The resource should have documented historical significance at the local or state level.
- The resource should have a high to medium level of integrity.
- Age of at least 50 years. If newer, the resource should have documented exceptional significance (OAHP n.d.).

None of the historic buildings identified within the project appear to meet criteria for listing on national or state historic registers. These buildings appear representative of middle twentieth century education facilities and residences in the region. No evidence of association with historically significant persons or events, architectural or design significance, or potential to contribute significant historical information was found in background research or field observations for any of the buildings. None of the historic buildings identified in this assessment are recommended eligible for historic registers.

Project Conclusions, Findings and Recommendations: Based upon the results of background research and field investigations, there are no places or objects listed on, or proposed for, national, state, or local preservation registers known to be on or next to the project, nor are there any landmarks or evidence of historic, archaeological, scientific, or cultural importance known to be on or next to the project. As a result, measures to reduce or control any identified impacts to cultural resources are not recommended as necessary.

Background research did not identify any previously recorded archaeological or historic sites within the project; the project will not affect any previously recorded cultural resources. Pedestrian survey and subsurface testing did not locate any evidence of archaeological sites or high probability areas where the project could impact as yet unidentified archaeological sites. Although the possibility of a lake existing historically at elevation 100 feet was raised, no indication of this landscape feature was found in review of historical maps. The 100-foot contour line passes through the southern part of the present-day High School in an area not currently proposed for construction. Based upon the results of this assessment, the proposed High School and Middle School Replacement project is unlikely to affect as-yet unidentified archaeological sites. Conditions observed in pedestrian survey and subsurface testing suggest a low potential for archaeological deposits to be preserved due to the project's geomorphic setting and impacts of prior logging, vegetation clearing, construction, and landscaping. Five historic educational and residential buildings dating from the middle twentieth century were identified and recorded but do not meet eligibility criteria for historic registers. CRC therefore recommends that the project be permitted to proceed without further cultural resources oversight.

In the unlikely event that ground disturbing or other activities do result in the inadvertent discovery of archaeological deposits, work should be halted in the immediate area and contact made with DAHP in Olympia in accordance with RCW 27.53. Work should be halted until such time as further investigation and appropriate consultation is concluded. In the unlikely event of the inadvertent discovery of human remains, work should be immediately halted in the area, the discovery covered and secured against further disturbance, and contact effected with law enforcement personnel, in accordance with RCW 27.44 and 68.50. A proposed inadvertent discovery protocol is included as Attachment C.

No historic properties affected
Historic properties affected
 No adverse effect to historic properties
 Adverse effect to historic properties

Attachments:

Figures
Photographs
Other Copies of project related correspondence between CRC and cultural resources staff at the Suquamish Tribe.
 Copies of HPIs for the five historic buildings identified in this assessment.
 Proposed inadvertent discovery plan.

6. Limitations of this Assessment

No cultural resources study can wholly eliminate uncertainty regarding the potential for prehistoric sites, historic properties or traditional cultural properties to be associated with a project. The information presented in this report is based on professional opinions derived from our analysis and interpretation of available documents, records, literature, and information identified in this report, and on our field investigation and observations as described herein. Conclusions and recommendations presented apply to project conditions existing at the time of our study and those reasonably foreseeable. The data, conclusions, and interpretations in this report should not be construed as a warranty of subsurface conditions described in this report. They cannot necessarily apply to site changes of which CRC is not aware and has not had the opportunity to evaluate.

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8. Figures and Tables



Figure 1. Project shown on portion of the Poulsbo, WA (USGS 1981) topographic quadrangle.



Figure 2. Schematic site plan provided by AHBL.

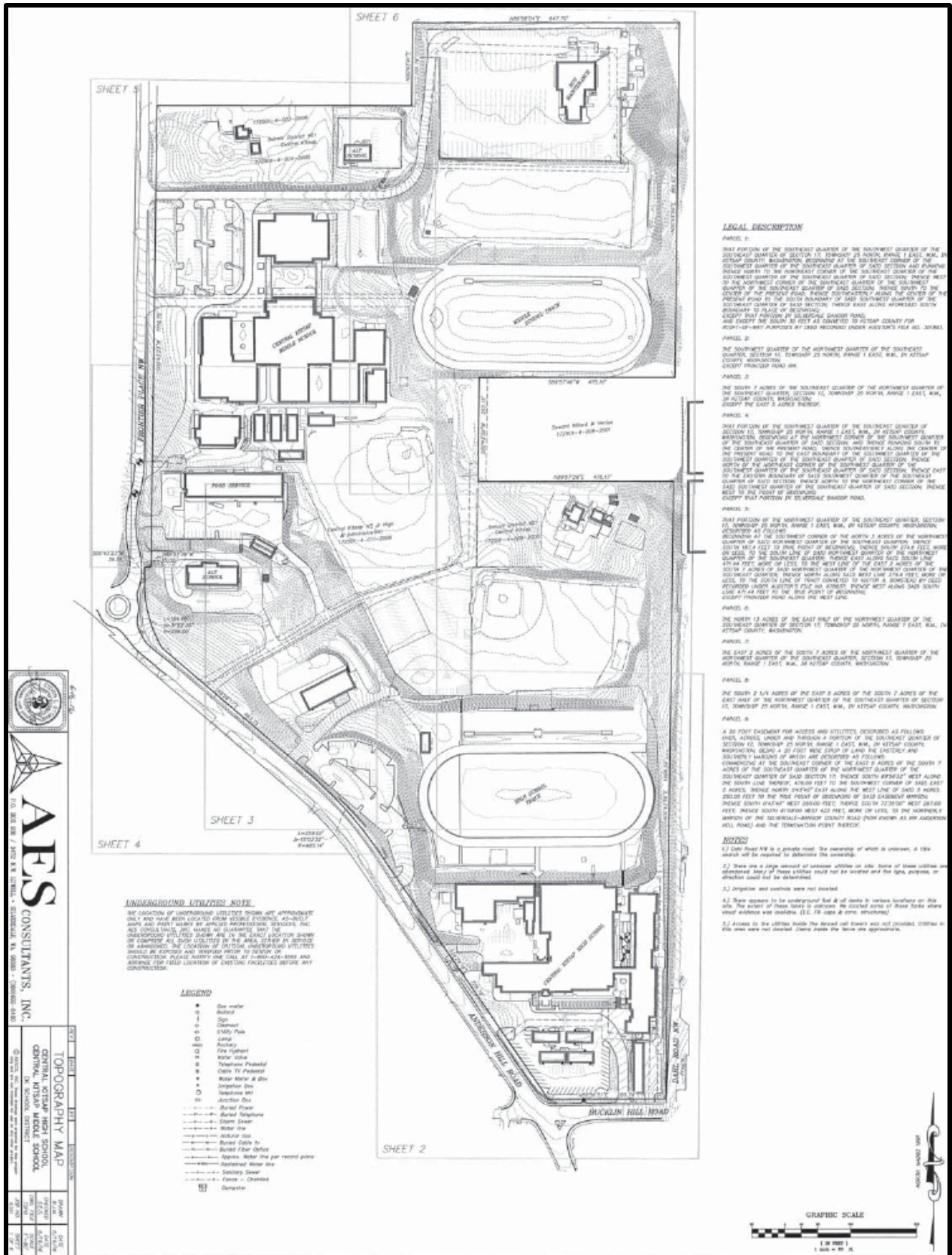


Figure 3. Survey overview of the project by AES illustrating existing campus features and topography.

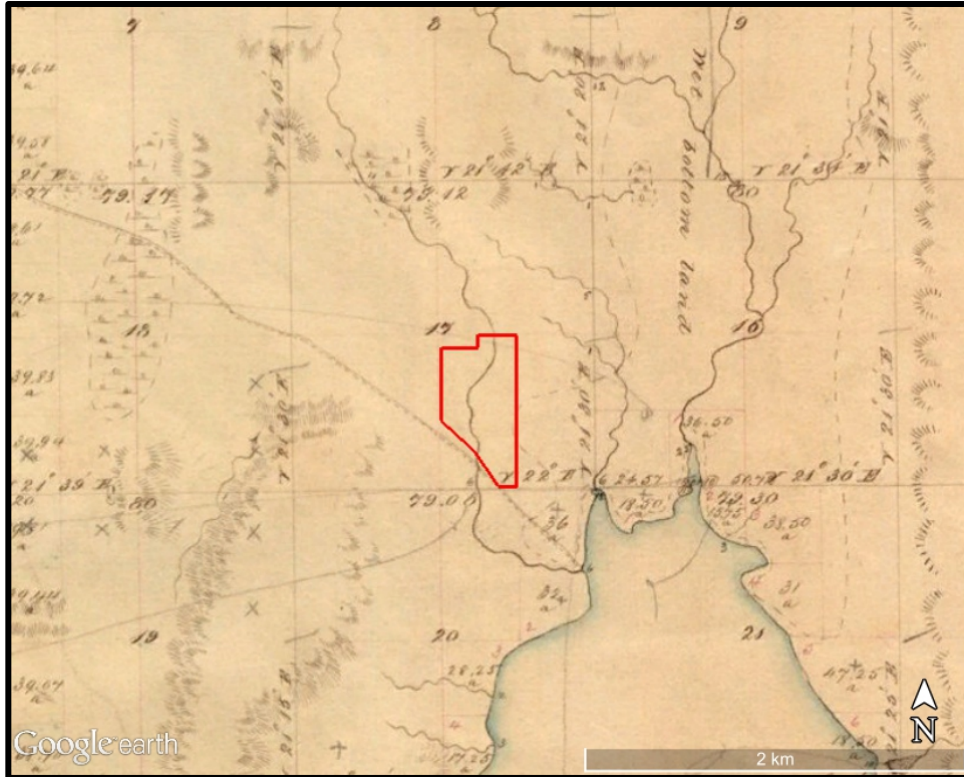


Figure 4. Project location marked on GLO map (USSG 1858).

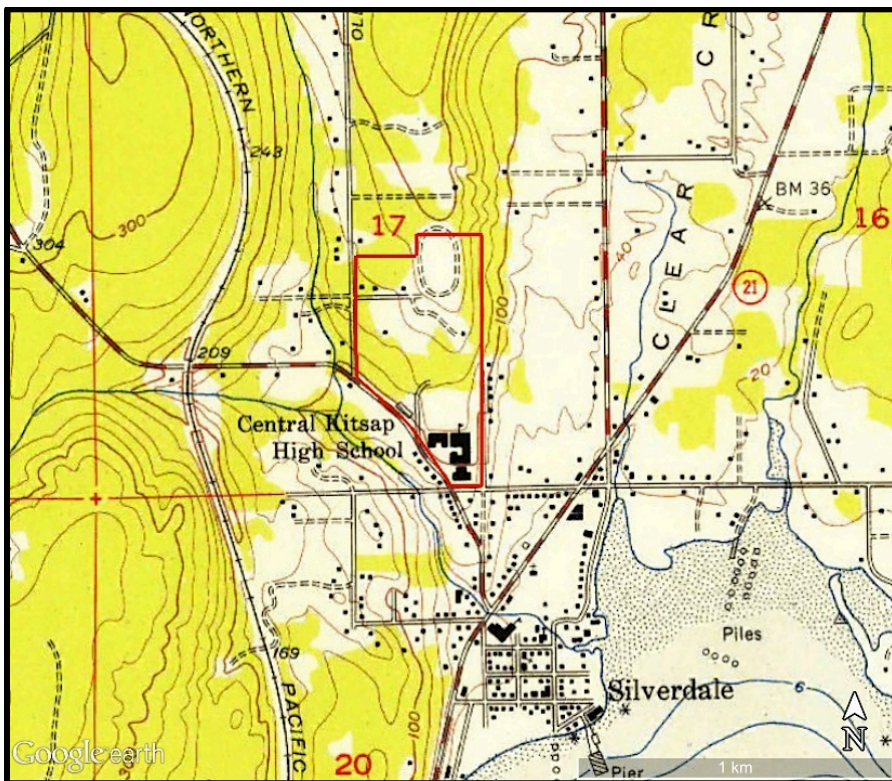


Figure 5. Project location marked on historical topographic map (USGS 1953).

Table 1. Archaeological sites recorded within approximately two miles from the project. No archaeological sites have been recorded in or adjacent to the project.

Site Number	Site Type	Distance from Project	Historic Register Status	Potential Project Effects
45KP225	Historic Structures Not Specified	370 feet WSW	Unevaluated.	None.
45KP230	Historic Military Properties	1.5 miles NNW	Unevaluated.	None.

Table 2. Historic sites recorded within approximately 1,000 feet from the project. No historic sites have been recorded within the project.

Register Name	Address	Historic Function	Built Date	Historic Register Status	Potential Project Effects
Silverdale Lutheran Church	9729 Silverdale Way NW	Religion – Religious facility	1958	Determined not eligible for NRHP.	None.
Dahl Glass Co. Building	9536 Silverdale Way NW	Commerce/Trade – Specialty store	1948	Unevaluated.	None.

Table 3. Register-listed historic sites recorded within one mile from the project. No historic properties were previously recorded in or adjacent to the project.

Register Name	Address	Historic Function	Built Date	Historic Register Status	Potential Project Effects
Jackson Hall Memorial Community Hall	9161 Washington Ave	Social – Meeting hall	1936	Listed on NRHP and WHR.	None.

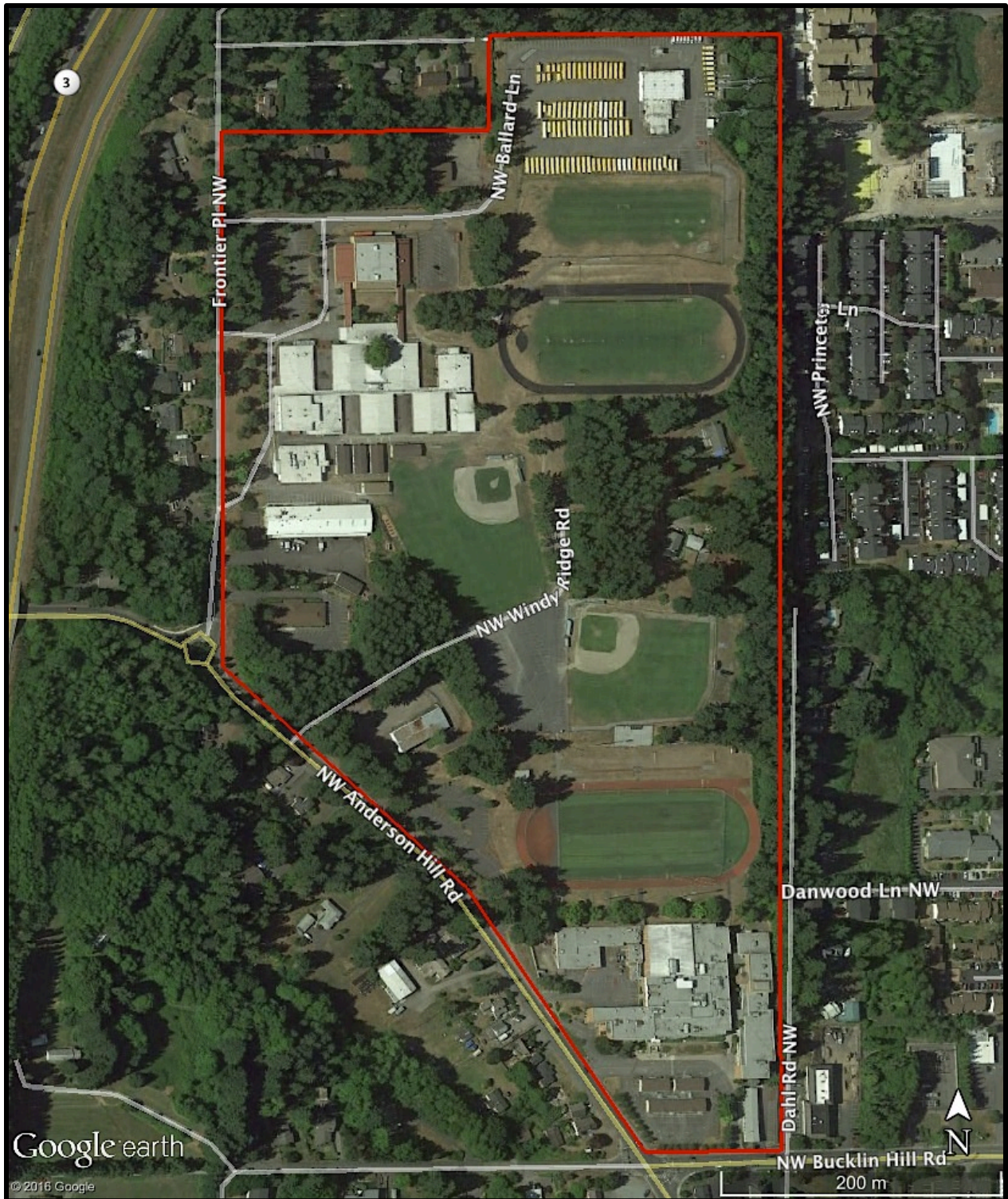


Figure 6. Project location marked on aerial imagery from 2016 (base map: Google Earth).



Figure 7. Existing conditions at High School in the southwestern part of the project; view is to the northwest.



Figure 8. Typical conditions on the south side of the High School; view is to the east.



Figure 9. Existing High School football field conditions, with cut slope at left; view is to the northeast.



Figure 10. Typical conditions on sports fields on campus; view is to the southeast.



Figure 11. Conditions in the west-central part of the project; view is to the northeast.



Figure 12. Overview of typical driveway and parking conditions in central part of campus; view is to the south.



Figure 13. Overview of Middle School from terrace on north side of Ballard Lane; view is to the south.



Figure 14. Typical conditions in the area where probes 1 – 4 were excavated; view is to the south.



Figure 15. Typical conditions in the area where probes 5 – 8 were excavated; view is to the east.



Figure 16. Typical conditions in the area where probes 9 – 12 were excavated; view is to the south.



Figure 17. Aerial imagery showing marked with the project area and shovel probe locations in the southern part of the project (base map: Google Earth).



Figure 18. Aerial imagery showing marked with the project area and shovel probe locations in the northern part of the project (base map: Google Earth).



Figure 19. Typical sediments encountered in subsurface testing as seen in shovel probe 10.

Table 4. Summary of subsurface testing for the Central Kitsap High School and Middle School Replacement Project.

Probe #	Probe Location (WGS84 Zone 10 UTM coordinates, +/- 3 meters)	Stratigraphic Description (depths are centimeters below surface [cmbs])	Archaeological Materials Found
1	522566 E, 5277943 N	0-8: very dark brown organic-rich loam with plant debris; 8-54: yellowish brown gravelly, cobbly sand (glacial).	None.
2	522546 E, 5277918 N	0-10: very dark brown organic-rich loam with plant debris; 10-35: brown gravelly, cobbly sand; 35-70: yellowish brown silt and sand with many gravels and cobbles (glacial).	None.
3	522549 E, 5277970 N	0-18: very dark brown organic-rich loam with plant debris; 18-40: brown gravelly, cobbly sand; 40-68: yellowish brown silt and sand with many gravels and cobbles (glacial).	None.
4	522531 E, 5278011 N	0-14: very dark brown organic-rich loam with plant debris and one non-diagnostic metal hardware fragment; 14-45: brown gravelly, cobbly sand; 45-70: yellowish brown silt and sand with many gravels and cobbles (glacial).	None.

Probe #	Probe Location (WGS84 Zone 10 UTM coordinates, +/- 3 meters)	Stratigraphic Description (depths are centimeters below surface [cmb])	Archaeological Materials Found
5	522308 E, 5277828 N	0-10: very dark brown organic-rich loam with plant debris and one piece of plastic; 10-46: brown gravelly, cobbly sand; 46-63: yellowish brown sand with many gravels and few cobbles (glacial).	None.
6	522347 E, 5277830 N	0-11: very dark brown organic-rich loam with plant debris; 11-42: brown gravelly, cobbly sand; 42-70: yellowish brown very gravelly sand; 70-80: gray very gravelly coarse sand (glacial).	None.
7	522370 E, 5277847 N	0-25: very dark brown organic-rich loam with plant debris; 25-51: brownish gray gravelly sand; 51-70: brownish gray very gravelly, cobbly coarse sand (glacial).	None.
8	522418 E, 5277870 N	0-12: very dark brown organic-rich loam with plant debris; 12-45: brown gravelly sand with one glass fragment and concrete rubble (fill); 45-63: brownish gray very gravelly, cobbly coarse sand (glacial).	None.
9	522289 E, 5278190 N	0-14: very dark brown organic-rich loam with plant debris; 14-48: brown gravelly, cobbly sand; 48-56: yellowish brown silt and sand with many gravels and cobbles (glacial) and large tree root.	None.
10	522312 E, 5278182 N	0-17: very dark brown organic-rich loam with plant debris; 17-38: brownish gray gravelly sand; 38-65: grayish brown gravelly, cobbly sand (glacial) and large tree root.	None.
11	522357 E, 5278183 N	0-12: very dark brown organic-rich loam with plant debris; 12-44: brown gravelly, cobbly sand; 44-66: grayish brown gravelly, cobbly sand (glacial) and large tree root.	None.
12	522390 E, 5278198 N	0-15: very dark brown organic-rich loam with plant debris; 15-45: brownish gray gravelly sand; 45-68: brownish gray very gravelly, cobbly coarse sand (glacial).	None.



Figure 20. West elevation of former residence at 10332 Frontier Pl NW.



Figure 21. Northwest elevation of residence at 3890 NW Windy Ridge Ln.



Figure 22. Partial south elevation showing entrance to Central Kitsap High School.



Figure 23. Partial south elevation showing Middle School courtyard with classrooms on both sides and cross-corridor in the center.



Figure 24. Southwest elevation of Alternative High School showing landscaping and concrete sidewalk parallel to exterior wall.

Attachment A. Project related correspondence between CRC and cultural resources staff at the Suquamish Tribe.



Cultural Resource Consultants

October 21, 2016

Suquamish Tribe
Stephanie Trudel
PO Box 498
Suquamish, WA 98392-0498

Re: Cultural Resources Assessment for the Central Kitsap High School and Middle School Modernization Project, Silverdale, Kitsap County, WA

Dear Stephanie:

I am writing to inform you of a cultural resources assessment for the above referenced project and to seek additional information about the project area the Tribe may have that is not readily available through other written sources. The project is located in Section 17, Township 25 North, Range 01 East Willamette Meridian at 10210 Frontier Place NW in Silverdale, Washington. Central Kitsap School District is requesting this assessment as part of their SEPA review for the Central Kitsap High School and Middle School Modernization project. Kitsap County identified a need for a cultural resources study due to the location of a historical lake at elevation 100 feet. The purpose of the project is to replace the existing schools with a new co-located facility on a 52 acre combined site. The entire campus, including vehicular accesses, pedestrian access, parking and athletic fields will be reconfigured as part of the project to enhance safety and community usage. Along the east side of the project area are two residential properties: parcel# 172501-4-009-2000 purchased by Central Kitsap School District, and parcel# 172501-4-008-2001 is being acquired. The overall site has a considerable grade change from north to south of approximately 100 feet, with several stepped plateaus accommodating different uses. Currently, the site has multiple entry points from NW Anderson Hill Road and NW Bucklin Hill Road to access existing buildings. Existing buildings, currently accommodating middle school, Lighthouse, New Frontiers, Food Service & Warehouse, Bus/Transportation, Science Kit and District archiving will be demolished to accommodate the proposed new building and fields.

We are in the process of reviewing available information. Background research will include a site files search at the Washington State Department of Archaeology and Historic Preservation, review of previously recorded cultural resource reports, and review of pertinent published literature and ethnographies. Results of our investigations will be presented in a technical memo.

We are aware that not all information is contained within published sources. Should the Tribe have additional information to support our assessment, we would very much like to include it in our study. Please contact me at sonja@crcwa.com or 360-395-8879 should you wish to provide any comments. I appreciate your assistance in this matter and look forward to hearing from you.

Sincerely,

Sonja Kassa
Projects Manager

CULTURAL RESOURCE CONSULTANTS, LLC., BALLARD LABS, 1416 NW 46TH ST, STE 105 PMB346, SEATTLE, WA 98107
PHONE 206.855.9020 - sonja@crcwa.com



Tribal Historic Preservation Officer

Fisheries Department

360/394-8529

Fax 360/598-4666

THE SUQUAMISH TRIBE

P.O. Box 498 Suquamish, Washington 98392

October 26, 2016

Ms. Sonja Kassa
Cultural Resource Consultants
Ballard Labs, 1416 NW 46th St, STE 105 PMB 346
Seattle, WA 98107

RE: Central Kitsap High School and Middle School Modernization Project, Silverdale, Kitsap
County, Washington
Request for Traditional Cultural Property Information
Suquamish Tribe Reference: 16-10-25-2

Dear Sonja:

Thank you for consulting with the Suquamish Tribe regarding CRC's cultural resources assessment for the Central Kitsap High School and Middle School Modernization Project in Silverdale, Washington. The Tribe does not have any specific concerns or statements about the proposed project at this time. Please contact me at 360-394-8533 or via e-mail at strudel@suquamish.nsn.us as additional project information becomes available.

Sincerely,

Stephanie E. Trudel

Stephanie E. Trudel
Archaeologist

Cc: Gretchen Kaehler, Local Government Archaeologist, Washington State Department of
Archaeology and Historic Preservation

Attachment B. Screen Shots from Historic Property Inventory Forms for Central Kitsap High School, Central Kitsap Middle School, Central Kitsap Alternative High School, 10332 Frontier Pl NW, and 3890 NW Windy Ridge Ln.



Historic Property Report

Historic Name: 10332 Frontier PI NW

Property ID: 708203

Location



Address: 10332 Frontier PI NW, Silverdale, Washington, USA

GeographicAreas: Kitsap County,T25R01E17,POULSBO Quadrangle

Information

Construction Dates:

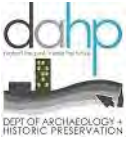
Construction Type	Year	Circa
Built Date	1954	<input type="checkbox"/>

Number of stories: N/A

Historic Use:

Category	Subcategory
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Historic Context: Architecture



Historic Property Report

Architect/Engineer:

Category	Name or Company
Builder	unknown



Historic Property Report

Project History

Project Number, Organization, Project Name	Resource Inventory	SHPO Determination	SHPO Determined By, Determined Date
2016-11-07934, , Central Kitsap High School and Middle School Modernization	11/4/2016		

Photos



IMG_5092.JPG



IMG_5100.JPG



IMG_5094.JPG



Historic Property Report

Inventory Details - 11/4/2016

Common name: 10332 Frontier Pl NW
Date recorded: 11/4/2016
Field Recorder: Margaret Berger
Field Site number:
SHPO Determination

Detail Information

Characteristics:

Category	Item
Cladding	Wood - Shiplap
Roof Material	Asphalt/Composition
Form Type	Single Dwelling
Roof Type	Gable - Side
Plan	L-Shape
Structural System	Wood - Post and Beam
Foundation	Concrete - Poured

Surveyor Opinion

Property appears to meet criteria for the National Register of Historic Places: No

Property is located in a potential historic district (National and/or local): No

Property potentially contributes to a historic district (National and/or local): No

Significance narrative: This house was built in 1954. It appears typical of middle twentieth century residential construction common throughout the United States. Central Kitsap School District acquired the property in 1990 (Kitsap County Assessor 2016). Review of historical maps and records (Anderson Map Company 1909; Kitsap County Historical Society 2014; Kroll Map Company 1940; Metsker 1926, 1970; Perry 1977) and field observations did not identify any association with significant persons or events, significant architectural or design characteristics, or potential to provide data important to history.



Historic Property Report

Physical description: This is a small single-family residence in a suburban area on a parcel planned to be developed as a part of Central Kitsap School District's high school and middle school campus. The house is 864 square feet on a single story, and has three bedrooms and one bathroom. The exterior shows some modifications from the original construction, including exterior lighting, and a wooden ramp with walls and railing leading to the front entrance, which is on the west side of the house.

Bibliography: Anderson Map Company (Anderson)
1909 Township 25 North, Range 1 and 2 East, Tracyton, Port Orchard, Brownsville, Dye's Inlet, Chico. In Atlas of Kitsap County 1909. Electronic resource,
<http://www.historicmapworks.com/Map/US/1609889/Township+25+North++Range+1+and+2+East++Tracyton++Port+Orchard++Brownsville++Dye+s+Inlet++Chico/Kitsap+County+1909/Washington/>, accessed October 27, 2016.

Kitsap County
2016 Kitsap County Parcel Search. Electronic resource,
<https://psearch.kitsapgov.com/webappa/index.html>, accessed October 27, 2016.

Kitsap County Historical Society
2014 Silverdale. Images of America Series. Arcadia Publishing, Charleston, South Carolina.

Kroll Map Company (Kroll)
1940 Page 008 - Silverdale, Dye, Fairview, Tracyton, Chico, Brownsville, Bangor Naval Station, Port Orchard. In Atlas of Kitsap County 1940. Electronic resource,
<http://www.historicmapworks.com/Map/US/503561/Township+23+N+Range+5+E/King+County+1912/Washington/>, accessed October 27, 2016.

Metsker Map Company (Metsker)
1926 Page 012 - Township 25 N., Range 1 E., Dyes Inlet, Fairview, Tracyton. In Atlas of Kitsap County 1926. Electronic resource,
<http://www.historicmapworks.com/Map/US/1332863/Page+012+++Township+25+N++Range+1+E+++Dyes+Inlet++Fairview++Tracyton/Kitsap+County+1926/Washington/>, accessed October 27, 2016.
1970 Township 25 N., Range 1 E., Silverdale, Chico, Dyes Inlet, Fairview. In Atlas of Kitsap County 1970. Electronic resource,
<http://www.historicmapworks.com/Map/US/1260522/Township+25+N+++Range+1+E++Silverdale++Chico++Dyes+Inlet++Fairview/Kitsap+County+1970c/Washington/>, accessed October 27, 2016.

Perry, F.
1977 Silverdale. In Central Kitsap History, edited by Fredi Perry, pp. 73-96. Kitsap County History, Book 4, Kitsap County Historical Society Book Committee, general editors. Dinner and Klein, Seattle.

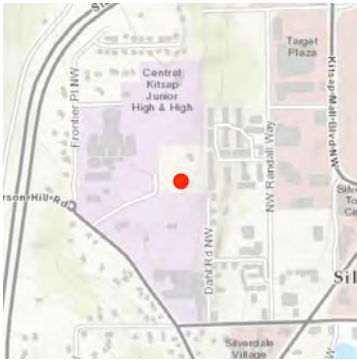


Historic Property Report

Historic Name: 3890 NW Windy Ridge Ln

Property ID: 708204

Location



Address: 3890 NW Windy Ridge Ln, Silverdale, Washington, USA

GeographicAreas: Kitsap County,T25R01E17,POULSBO Quadrangle

Information

Construction Dates:

Construction Type	Year	Circa
Built Date	1962	<input type="checkbox"/>

Number of stories: N/A

Historic Use:

Category	Subcategory
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Historic Context: Architecture



Historic Property Report

Architect/Engineer:

Category	Name or Company
Builder	unknown



Historic Property Report

Project History

Project Number, Organization, Project Name	Resource Inventory	SHPO Determination	SHPO Determined By, Determined Date
2016-11-07934, , Central Kitsap High School and Middle School Modernization	11/4/2016		

Photos



IMG_5073.JPG



IMG_5089.JPG



IMG_5076.JPG



IMG_5075.JPG



Historic Property Report

Inventory Details - 11/4/2016

Common name: 3890 NW Windy Ridge Ln
Date recorded: 11/4/2016
Field Recorder: Margaret Berger
Field Site number:
SHPO Determination

Detail Information

Characteristics:

Category	Item
Form Type	Single Dwelling
Roof Type	Hip - Hip-on-Gable
Roof Material	Asphalt/Composition - Shingle
Cladding	Fiber Cement Board
Foundation	Concrete - Block
Plan	T-Shape
Structural System	Wood - Post and Beam

Surveyor Opinion

Property appears to meet criteria for the National Register of Historic Places: No

Property is located in a potential historic district (National and/or local): No

Property potentially contributes to a historic district (National and/or local): No

Significance narrative: This house was built in 1962. It appears typical of middle twentieth century residential construction common throughout the United States. Central Kitsap School District recently acquired the property (Kitsap County Assessor 2016). Review of historical maps and records (Anderson Map Company 1909; Kitsap County Historical Society 2014; Kroll Map Company 1940; Metsker 1926, 1970; Perry 1977) and field observations did not identify any association with significant persons or events, significant architectural or design characteristics, or potential to provide data important to history.



Historic Property Report

Physical description: This is a small single-family residence in a suburban area on a parcel planned to be developed as a part of Central Kitsap School District's high school and middle school campus. The house is 1,328 square feet on a single story, and has three bedrooms and two bathrooms. The basement is partially finished (1,200 square feet). The 775-sf garage east of the house was also built in 1962. The south side of the house has a split level deck that opens onto a garden.

Bibliography: Anderson Map Company (Anderson)
1909 Township 25 North, Range 1 and 2 East, Tracyton, Port Orchard, Brownsville, Dye's Inlet, Chico. In Atlas of Kitsap County 1909. Electronic resource,
<http://www.historicmapworks.com/Map/US/1609889/Township+25+North++Range+1+and+2+East++Tracyton++Port+Orchard++Brownsville++Dye+s+Inlet++Chico/Kitsap+County+1909/Washington/>, accessed October 27, 2016.

Kitsap County
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<https://psearch.kitsapgov.com/webappa/index.html>, accessed October 27, 2016.

Kitsap County Historical Society
2014 Silverdale. Images of America Series. Arcadia Publishing, Charleston, South Carolina.

Kroll Map Company (Kroll)
1940 Page 008 - Silverdale, Dye, Fairview, Tracyton, Chico, Brownsville, Bangor Naval Station, Port Orchard. In Atlas of Kitsap County 1940. Electronic resource,
<http://www.historicmapworks.com/Map/US/503561/Township+23+N+Range+5+E/King+County+1912/Washington/>, accessed October 27, 2016.

Metsker Map Company (Metsker)
1926 Page 012 - Township 25 N., Range 1 E., Dyes Inlet, Fairview, Tracyton. In Atlas of Kitsap County 1926. Electronic resource,
<http://www.historicmapworks.com/Map/US/1332863/Page+012+++Township+25+N++Range+1+E+++Dyes+Inlet++Fairview++Tracyton/Kitsap+County+1926/Washington/>, accessed October 27, 2016.
1970 Township 25 N., Range 1 E., Silverdale, Chico, Dyes Inlet, Fairview. In Atlas of Kitsap County 1970. Electronic resource,
<http://www.historicmapworks.com/Map/US/1260522/Township+25+N+++Range+1+E+++Silverdale++Chico++Dyes+Inlet++Fairview/Kitsap+County+1970c/Washington/>, accessed October 27, 2016.

Perry, F.
1977 Silverdale. In Central Kitsap History, edited by Fredi Perry, pp. 73-96. Kitsap County History, Book 4, Kitsap County Historical Society Book Committee, general editors. Dinner and Klein, Seattle.



Historic Property Report

Historic Name: Central Kitsap High School

Property ID: 708317

Location



Address: 3700 NW Anderson Hill Rd, Silverdale, Washington, USA

GeographicAreas: Kitsap County,T25R01E17,POULSBO Quadrangle

Information

Construction Dates:

Construction Type	Year	Circa
Built Date	1942	<input type="checkbox"/>
Addition	1948	<input type="checkbox"/>
Addition	1951	<input type="checkbox"/>
Addition	1967	<input type="checkbox"/>
Addition	1973	<input type="checkbox"/>
Addition	1977	<input type="checkbox"/>
Addition	1994	<input type="checkbox"/>

Number of stories: N/A

Historic Use:

Category	Subcategory
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Historic Context: Education



Historic Property Report

Architect/Engineer:

Category	Name or Company
Architect	Harthorne Hagen Gross, Seattle
Architect	Naramore and Brady, Seattle
Architect	Williams and Branch, Bremerton
Architect	Branch and Branch, Bremerton



Historic Property Report

Project History

Project Number, Organization, Project Name	Resource Inventory	SHPO Determination	SHPO Determined By, Determined Date
2016-11-07934, , Central Kitsap High School and Middle School Modernization	11/23/2016		

Photos



Fig.1-CKHS-GE-Aerial-1.jpg



Fig.18-CKHS-Partial-North-1.jpg



Fig.18-CKHS-East-Wing-Partial-South-Elevation-1.jpg



Fig.17-CKHS-Partial-North-Elevation-1.jpg

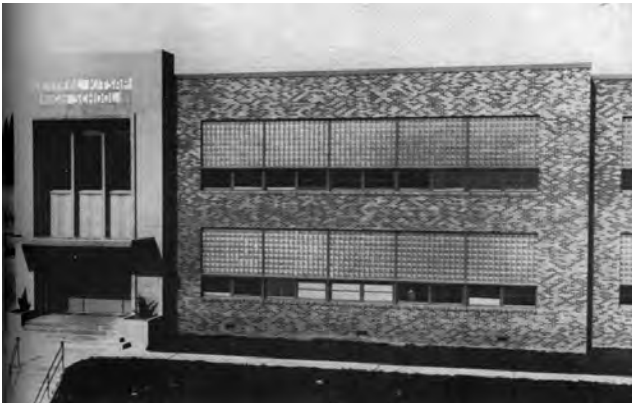


Fig.16-CKHS-Echo-1950-1.jpg



Fig.15-CKHS-SE-Partial-Elevation-2.jpg

Historic Property Report



Fig.14-CKHS-Entry-2.jpg



Fig.14a-CKHS-Entry-1.jpg



Fig.13-CKHS-SW-Partial-Elevation-2.jpg



Fig.13a-CKHS-SW-Partial-Elevation-1.jpg



Fig.12-CKHS-Courtyard-Corridor-1.jpg



Fig.10-CKHS-East-Courtyard-2.jpg



Fig.9-CKHS-Cafeteria-1.jpg



Fig.8a- CKHS-East-Courtyard-1.jpg

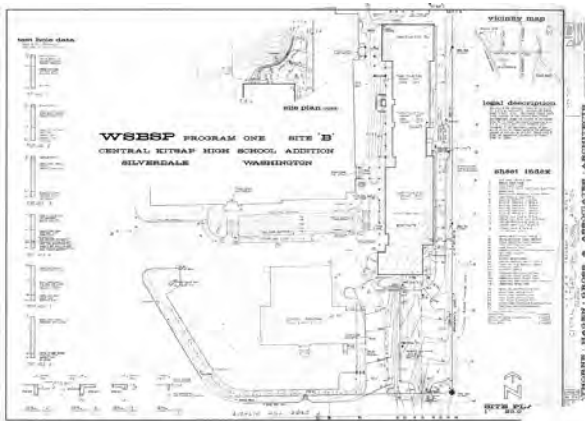


Fig.8-1973-Harthorne-Hagen-Gross-Site-Plan-1.jpg

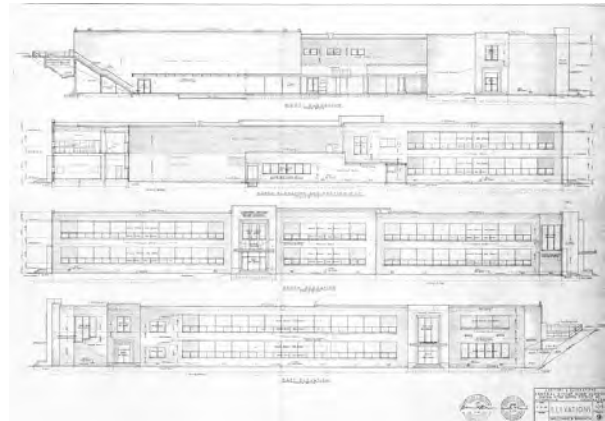


Fig.7-1948-Williams-Branch-Elevations-1.jpg

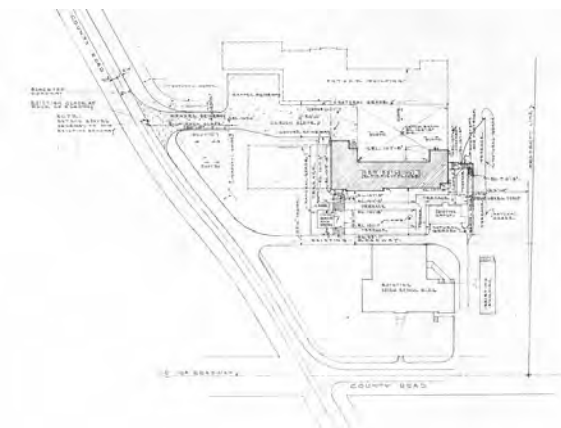


Fig.6-1942-Naramore-Brady-Site-Plan-1.jpg



Fig.5-Port-Washington-Bay-Union-High-School-Echo-1938.jpg



Fig.4-CKHS-Floor-Plan-1.jpg



Fig.4a-CKHS Renovation-Summary-1.jpg

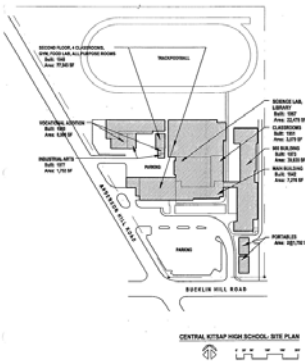


Fig.3-CKHS-Site-Plan-1.jpg



Fig.2-CKHS-Survey-1.jpg



CKHS Study Survey.pdf



Historic Property Report

Inventory Details - 11/23/2016

Common name:
Date recorded: 11/23/2016
Field Recorder: James McNett
Field Site number:
SHPO Determination

Detail Information

Characteristics:

Category	Item
Foundation	Concrete - Poured
Roof Type	Varied Roof Lines
Roof Material	Asphalt/Composition - Built Up
Cladding	Brick - Common Bond
Structural System	Masonry - Poured Concrete
Plan	Irregular
Structural System	Metal - Steel

Surveyor Opinion

Property appears to meet criteria for the National Register of Historic Places: No
Property is located in a potential historic district (National and/or local): No
Property potentially contributes to a historic district (National and/or local): No
Significance narrative: HISTORIC CONTEXT

Euro-American settlement in the Silverdale vicinity did not begin until 1854. Similar to many areas in the Puget Sound region, loggers were among the first to arrive setting up mill operations on the shoreline from which timber could be shipped out and began clearing their way into the interior. Logging and clearing made way for agriculture and homesteads. The Homestead Act of 1862 brought an increase of settlers to the region. Early Euro-American settlement activity focused on easily accessed areas such as shorelines. According to an online search of federal land records, the project is within lands patented to Daniel J. Sackman (Accession No. WAOAA 080773, 160 acres, Sale-Cash Entry, 12/10/1880) (BLM 2016). This is among several land patents Sackman obtained in the Silverdale area for timber harvesting rather than residential use. Sackman is alleged to be the earliest Euro-American settler in the area (Perry 1977:2). After arriving at Alki

Historic Property Report

Point in 1852, he assisted with building a mill at Enetai (Port Orchard), and supplied much of the timber for its operation (Perry 1977:3).

The first permanent residents in what would become Silverdale were Scandinavian immigrants in the 1880s. Less than a decade later, agriculture was a profitable business for many residents. They formed the Farmer's Cooperative and sold their goods at markets in Seattle and Bremerton. With few overland transportation routes through the interior and the fractured geography of the Puget Sound, these farmers and other residents relied on travel by boat. From Silverdale's wharf and docks, the Mosquito Fleet, privately owned steamships, transported people and goods to numerous locations around Puget Sound (Hinchliff 2011). As a locus for trade, the Silverdale community grew around the wharf with businesses such as banks, bakeries, and drug stores by the 1920s. Silverdale continued to grow during the middle twentieth century as a bedroom community for the Naval Base Kitsap-Bangor.

Silverdale's first school was established in 1888 in a small waterfront cabin. Following relocation of this building to accommodate other construction, a new school was built in 1891. This was the same year the Silverdale School District (No. 24) was founded (Kitsap County Retired Teachers Bicentennial Committee [KCRTBC] 1977:173). A new two-room schoolhouse replaced the 1891 building in 1905 (Perry 1977:79). A second story was added to this building in 1911, making room for high school classes on the upper floor. Due to budget issues, high school students were sent to other districts from 1915 until Silverdale's first high school building was constructed at the south end of the current project in 1923. It was called Port Washington Bay Union High School No. 6 (Perry 1977:81). This building remained in use until 1974 and standing in 1975 until it was demolished through a controlled burn and a parking lot was added in its place (Kitsap County Historical Society 2014:116; KCRTBC 1977:171).

Central Kitsap School District (No. 401) was established in 1941 when Silverdale District No. 24 and several others were reorganized (KCRTBC 1977:171). Construction of a new high school building in the present-day high school location began in 1942 (KCRTBC 1977:230). Numerous additions were made over the years and the high school reached its present size, 163,00 feet, by 1977 (Mahlum 2002). A football field and bus barn were added in 1948 (KCRTBC 1977:237). The Middle School, Middle School Gym, and the building that now houses the Alternative School were added in 1958 (Kitsap County 2016). Construction during this period was enabled by use of government surplus equipment and equipment rented from the Kitsap County roads department (KCRTBC 1977:238). Leaky roofs were a chronic problem noted by director of maintenance, Ray Darling (KCRTBC 1977:237). Several other structures and improvements were added to the campus over the years with another wave of construction in the 1970s (Kitsap County 2016). Campus facilities include sports fields, Lighthouse, New Frontiers, Food Service & Warehouse, Bus/Transportation, Science Kit, and District archiving.

In the early twentieth century, conditions in the project location and vicinity were mapped as logged-off or burned over areas suitable for intensive farming, pasturage, and fruit growing (U.S. Bureau of Soils 1910). By 1909, the northern part of the project was owned by G. Egger and the southern part was owned by H.A. Hatfield (Anderson Map Company 1909); Anderson Hill Rd and Frontier Road had been built. The 1926 county atlas shows the southern extent of the project as occupied by U.H.S. No. 6 (Port Washington Bay Union High School), a parcel to the north owned by A. I. Bouffler, and the northern part of the project as owned by John Emel (Metkser 1926). Emel's land is noted as having included a horse race track in the location of the middle school sports

Historic Property Report

fields and bus garage (Kitsap County Historical Society 2014:34). The 1940 County atlas shows “Silverdale High School” in the southern extent of the project, with additional school land to the north, and parcels owned by B. Ballard, E. D. Green, and E. I. Knotts to the north of that (Kroll Map Company 1940). The 1970 County atlas shows the project area in virtually its present-day configuration, with the Ballard and Knott tracts incorporated into the school property, two small private lots at the end of Windy Ridge Road, Frontier Road truncated by Highway 3, and NW Ballard Lane established (Metsker 1970).

Historical air photos of the area are available beginning in 1952 and show development of the campus over the years. Imagery from 1952 shows the 1923 Port Washington Bay Union High School building at the south end of the project, the Central Kitsap High School Building started in 1942, a sports field in the approximate location of the present-day high school football field, and a rectangular structure to the west, likely the 1948 bus barn noted above. Much of the rest of the project was forested at this time, but part of it had been cleared and contained a few small buildings and Emel’s racetrack to the north in the location of the present-day middle school sports fields and the bus garage and parking area (NETR 2016). By 1969, more land had been cleared and developed into baseball fields in their present-day locations, the beginnings of the middle school, and one of the residential parcels to be incorporated into the new campus. The campus appears to be in its present-day configuration by 1994 (NETR 2016).

REGISTER ELIGIBILITY

Resources are typically defined as significant or potentially significant if they are identified as of special importance to an ethnic group or Indian tribe or if the resource is considered to meet certain eligibility criteria for local, state, or national historic registers, such as the NRHP (NPS, 2002):

Criterion A. Be associated with events that have made a significant contribution to the broad patterns of our history.

Criterion B. Be associated with the lives of persons significant to our past.

Criterion C. Embody the distinctive characteristics of a type, period, or method of construction or that represent the work of a master, or that possess high artistic values, or that represent a significant and distinguishable entity whose parts may lack individual distinction.

Criterion D. Have yielded, or may yield, information important to prehistory or history.

According to the NRHP guidelines, the “essential physical features” of a property must be intact for it to convey its significance, and the resource must retain its integrity, or “the ability of a property to convey its significance.” The seven aspects of integrity are location, setting, design, materials, workmanship, feeling and association to convey its historical significance. The Central Kitsap High School has been modified to such an extent, that no single part of the high school has maintained its integrity. The property has not maintained any aspect of integrity besides setting.

Central Kitsap High School is associated with the development of public education but it did not play a distinctive role contributing to patterns of history and is therefore not recommended under Criterion A. The school does not qualify for Criterion B because no one of unusual significance is associated with the building. It does not qualify for Criterion C because it is not a distinctive example of a method or type of construction and was not designed by a master or possess high artistic values. It should be noted that

Historic Property Report

an early part of the school was designed by Naramore and Brady, well known Seattle architects who specialized in schools, but their original design has been subsumed by subsequent additions and modifications. The structure is unlikely to yield information under Criterion D.

The current high school is an agglomeration of remodels, additions, and repurposing that has eliminated architectural integrity. The high school does not significantly satisfy any of the four criteria for eligibility to the NRHP.

Physical description:

DESCRIPTION

The Central Kitsap High School is located on the southern tip of a 26 acre campus (Fig.1) that includes the middle school and the alternative high school. The school is situated on a flat terrace set into a 45-foot change of grade (Fig.2), which runs from Bucklin Hill Road on the south (elevation 90 feet) up to the track (elevation 135 feet) on the north edge of the building. The high school site is bounded by two streets, Bucklin Hill Road on the south and Anderson Hill Road on the west.

From 1942, the high school has grown into the constricted site through a series of additions, remodels, and repurposing that ended in 1977. The final fixed structure consists of one, two, and three story sections (Fig.3, Fig.4) that add up to approximately 163,000 square feet. The present configuration and construction does not conform to current building, energy, and sustainability requirements. The school was also built well before the Americans with Disabilities Act and has had to accommodate handicap movement on an ad hoc basis rather than be part of the original design. Because the school has had so many changes made to it there is no single structural system, no overall planning that lead from one phase to another; instead, the development of the school was driven by the need to accommodate ever increasing numbers of students on a very small site.

PLAN

The original school on the site was the Port Washington Bay Union High School (Fig.5) which was built in 1922 and was located parallel to Bucklin Hill Road. The first part of the current building was the 1942 classroom building (Fig.6, Fig.7) designed by Naramore and Brady, a notable school design firm from Seattle. The greatest single expansion to the site occurred between 1948 and 1951 when Williams and Branch (later Branch and Branch), a Bremerton architectural firm, designed a large expansion (90,000 sf) that include the 1948 gym and second floor addition, the 1950 vocational addition, and the 1948-51 three story classroom addition to the original structure.

The last large addition to the existing complex was built in 1973 and is called the 900 building. It was designed by Harthorne Hagen Gross Associates, a Seattle architectural firm. The two and three story wing is approximately 40,000 sf and is located on the east side of the main structure that was occupied by tennis courts. It is separated from the original building are by a continuous landscaped courtyard (Fig.8) that varies (30-50 feet) in width. The 900 building added support spaces for the gymnasium, houses the main cafeteria/kitchen (Fig.9) and has additional classrooms.

The interior spaces reflect the incremental way the school has developed. However, common materials and especially modifications and maintenance standards have



Historic Property Report

smoothed away many of the unusual juxtapositions of windows, doors, and odd level changes within a large and complex single building.

ELEVATIONS

The exterior walls have different fenestration on almost every elevation. The use of common brick ties together walls that have glass block (Fig.10), anodized aluminum windows (Fig.11), and combinations of precast concrete with brick inlay (Fig.12). The south elevation (Fig.13, Fig.14, Fig.15) was reconfigured after the 1951 three-story addition (Fig.16) by Branch and Branch, and which replicated the same window bay as the original 1941 design by Naramore and Brady. The two elevations were balanced by reducing the actual area of fenestration and adding anodized aluminum windows with alternate fixed and operable casement panels. The north elevations have changed little, especially in the shop area (Fig.17) and gymnasium (Fig.18) which abuts the steep slope up to the playing fields and track.

STYLE

There is no single style associated with the high school because it grew incrementally over time and many architects had a hand in the process. The only common design link (Fig.10, Fig.14, Fig.18) is the use of brick. Also, there are some deco style elements from the first designs by Williams and Branch, such as the formal entry (Fig.13) and the use of continuous glass block (Fig.10). In general, Kitsap Central High School is unremarkable in planning, design, and execution.

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1910 Land classification map, reconnaissance survey, Puget Sound Basin, Washington. U.S. Bureau of Soils, Washington, D.C.



Historic Property Report

Historic Name: Central Kitsap Middle School

Property ID: 708318

Location



Address: 10130 Frontier Pl NW, Silverdale, Washington, USA

GeographicAreas: Kitsap County,T25R01E17,POULSBO Quadrangle

Information

Construction Dates:

Construction Type	Year	Circa
Built Date	1959	<input type="checkbox"/>
Addition	1966	<input type="checkbox"/>
Addition	1976	<input type="checkbox"/>
Remodel	1989	<input type="checkbox"/>

Number of stories: N/A

Historic Use:

Category	Subcategory
Education	Education - School

Historic Context: Education



Historic Property Report

Architect/Engineer:

Category	Name or Company
Architect	Arnold Jensen, Tacoma
Architect	Jensen and Stewart, Tacoma
Architect	GTde, Seattle



Historic Property Report

Project History

Project Number, Organization, Project Name	Resource Inventory	SHPO Determination	SHPO Determined By, Determined Date
2016-11-07934, , Central Kitsap High School and Middle School Modernization	11/23/2016		

Photos



Fig.1-CKMS-GE-Aerial .jpg



Fig.15-CKMS-Wall-Elevation-4.jpg



Fig.15a-CKMS-Gymnasium-South-Elevation-1.jpg



Fig.14-CKMS-Colnade-Classroom-Entry-1.jpg



Fig.14a-CKMS-Colnade-Connection-3.jpg

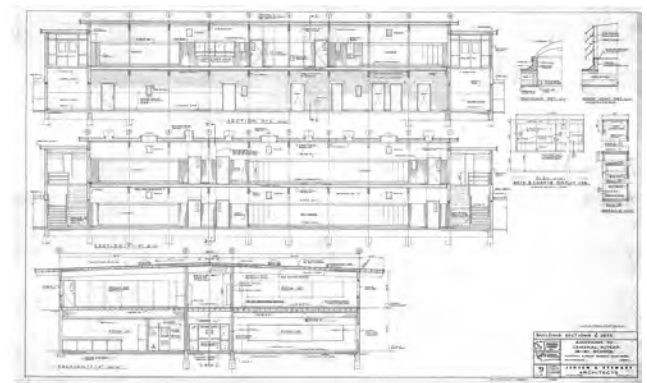


Fig.13-1966-Jensen-Stewart-Annex-Sections-1.jpg

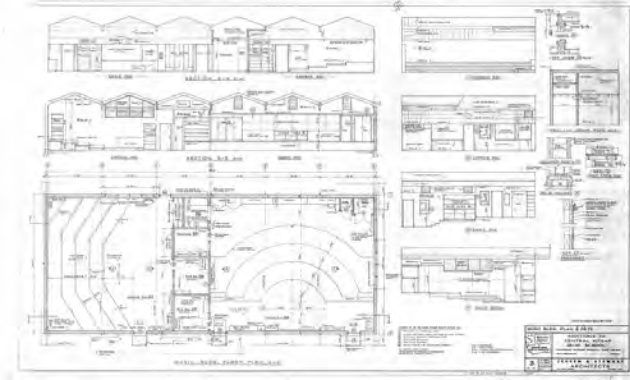


Fig.12-1966-Jensen-Stewart-Music-Elevations-1.jpg



Fig.11-CKMS-Addition-West-Elevation-1.jpg



Fig.10-CKMS-Choir-Band-South-Elevation-1.jpg



Fig.9-1966-Jensen-Stewart-Site-Plan-1.jpg



Fig.8-CKMS-Galvanized-Window-Detail-1.jpg



Fig.7-CKMS-Wall-Elevation-4.jpg

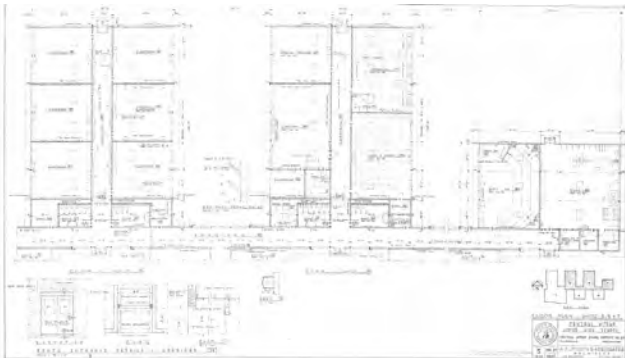


Fig.6-1959-Jensen-Typical-Classroom-Plan-1.jpg



Fig.5b-CKMS-Courtyard-South-Elevation-1.jpg



Fig.5a-CKMS-Classroom- South-Elevation-1.jpg



Fig.5-1959-Jensen-Site-Plan-1.jpg



Fig.4-CKMS-Floor-Plan-1.jpg

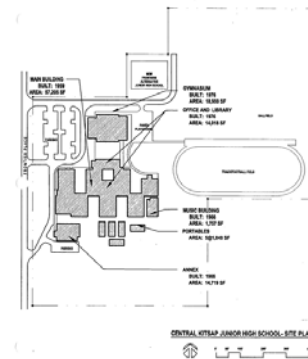


Fig.3-CKMS-Site-Plan-1.jpg



Fig.2-CKMS-Survey-1.jpg



Fig.1a-1959-Jensen-Cover-Sheet-Rendering-1.jpg



CKMS Study Survey.pdf



Historic Property Report

Inventory Details - 11/23/2016

Common name:
Date recorded: 11/23/2016
Field Recorder: James McNett
Field Site number:
SHPO Determination

Detail Information

Characteristics:

Category	Item
Foundation	Concrete - Poured
Roof Type	Gable
Roof Material	Asphalt/Composition - Built Up
Structural System	Masonry - Concrete Block
Cladding	Wood - T 1-11
Plan	Irregular
Cladding	Brick

Surveyor Opinion

Property appears to meet criteria for the National Register of Historic Places: No
Property is located in a potential historic district (National and/or local): No
Property potentially contributes to a historic district (National and/or local): No
Significance narrative: HISTORIC CONTEXT

Euro-American settlement in the Silverdale vicinity did not begin until 1854. Similar to many areas in the Puget Sound region, loggers were among the first to arrive setting up mill operations on the shoreline from which timber could be shipped out and began clearing their way into the interior. Logging and clearing made way for agriculture and homesteads. The Homestead Act of 1862 brought an increase of settlers to the region. Early Euro-American settlement activity focused on easily accessed areas such as shorelines. According to an online search of federal land records, the project is within lands patented to Daniel J. Sackman (Accession No. WAOAA 080773, 160 acres, Sale-Cash Entry, 12/10/1880) (BLM 2016). This is among several land patents Sackman obtained in the Silverdale area for timber harvesting rather than residential use. Sackman is alleged to be the earliest Euro-American settler in the area (Perry 1977:2). After arriving at Alki

Historic Property Report

Point in 1852, he assisted with building a mill at Enetai (Port Orchard), and supplied much of the timber for its operation (Perry 1977:3).

The first permanent residents in what would become Silverdale were Scandinavian immigrants in the 1880s. Less than a decade later, agriculture was a profitable business for many residents. They formed the Farmer's Cooperative and sold their goods at markets in Seattle and Bremerton. With few overland transportation routes through the interior and the fractured geography of the Puget Sound, these farmers and other residents relied on travel by boat. From Silverdale's wharf and docks, the Mosquito Fleet, privately owned steamships, transported people and goods to numerous locations around Puget Sound (Hinchliff 2011). As a locus for trade, the Silverdale community grew around the wharf with businesses such as banks, bakeries, and drug stores by the 1920s. Silverdale continued to grow during the middle twentieth century as a bedroom community for the Naval Base Kitsap-Bangor.

Silverdale's first school was established in 1888 in a small waterfront cabin. Following relocation of this building to accommodate other construction, a new school was built in 1891. This was the same year the Silverdale School District (No. 24) was founded (Kitsap County Retired Teachers Bicentennial Committee [KCRTBC] 1977:173). A new two-room schoolhouse replaced the 1891 building in 1905 (Perry 1977:79). A second story was added to this building in 1911, making room for high school classes on the upper floor. Due to budget issues, high school students were sent to other districts from 1915 until Silverdale's first high school building was constructed at the south end of the current project in 1923. It was called Port Washington Bay Union High School No. 6 (Perry 1977:81). This building remained in use until 1974 and standing in 1975 until it was demolished through a controlled burn and a parking lot was added in its place (Kitsap County Historical Society 2014:116; KCRTBC 1977:171).

Central Kitsap School District (No. 401) was established in 1941 when Silverdale District No. 24 and several others were reorganized (KCRTBC 1977:171). Construction of a new high school building in the present-day high school location began in 1942 (KCRTBC 1977:230). Numerous additions were made over the years and the high school reached its present size, 163,00 feet, by 1977 (Mahlum Architects 2002a). A football field and bus barn were added in 1948 (KCRTBC 1977:237). The Middle School, Middle School Gym, and the building that now houses the Alternative School were added in 1958 (Kitsap County 2016). Construction during this period was enabled by use of government surplus equipment and equipment rented from the Kitsap County roads department (KCRTBC 1977:238). Leaky roofs were a chronic problem noted by director of maintenance, Ray Darling (KCRTBC 1977:237). Several other structures and improvements were added to the campus over the years with another wave of construction in the 1970s (Kitsap County 2016). Campus facilities include sports fields, Lighthouse, New Frontiers, Food Service & Warehouse, Bus/Transportation, Science Kit, and District archiving.

In the early twentieth century, conditions in the project location and vicinity were mapped as logged-off or burned over areas suitable for intensive farming, pasturage, and fruit growing (U.S. Bureau of Soils 1910). By 1909, the northern part of the project was owned by G. Egger and the southern part was owned by H.A. Hatfield (Anderson Map Company 1909); Anderson Hill Rd and Frontier Road had been built. The 1926 county atlas shows the southern extent of the project as occupied by U.H.S. No. 6 (Port Washington Bay Union High School), a parcel to the north owned by A. I. Bouffler, and the northern part of the project as owned by John Emel (Metkser 1926). Emel's land is noted as having included a horse race track in the location of the middle school sports

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fields and bus garage (Kitsap County Historical Society 2014:34). The 1940 County atlas shows “Silverdale High School” in the southern extent of the project, with additional school land to the north, and parcels owned by B. Ballard, E. D. Green, and E. I. Knotts to the north of that (Kroll Map Company 1940). The 1970 County atlas shows the project area in virtually its present-day configuration, with the Ballard and Knott tracts incorporated into the school property, two small private lots at the end of Windy Ridge Road, Frontier Road truncated by Highway 3, and NW Ballard Lane established (Metsker 1970).

Historical air photos of the area are available beginning in 1952 and show development of the campus over the years. Imagery from 1952 shows the 1923 Port Washington Bay Union High School building at the south end of the project, the Central Kitsap High School Building started in 1942, a sports field in the approximate location of the present-day high school football field, and a rectangular structure to the west, likely the 1948 bus barn noted above. Much of the rest of the project was forested at this time, but part of it had been cleared and contained a few small buildings and Emel’s racetrack to the north in the location of the present-day middle school sports fields and the bus garage and parking area (NETR 2016). By 1969, more land had been cleared and developed into baseball fields in their present-day locations, the beginnings of the middle school, and one of the residential parcels to be incorporated into the new campus. The campus appears to be in its present-day configuration by 1994 (NETR 2016).

REGISTER ELIGIBILITY

Resources are typically defined as significant or potentially significant if they are identified as of special importance to an ethnic group or Indian tribe or if the resource is considered to meet certain eligibility criteria for local, state, or national historic registers, such as the NRHP (NPS, 2002):

Criterion A. Be associated with events that have made a significant contribution to the broad patterns of our history.

Criterion B. Be associated with the lives of persons significant to our past.

Criterion C. Embody the distinctive characteristics of a type, period, or method of construction or that represent the work of a master, or that possess high artistic values, or that represent a significant and distinguishable entity whose parts may lack individual distinction.

Criterion D. Have yielded, or may yield, information important to prehistory or history.

Central Kitsap Middle School is associated with the development of public education but it did not play a distinctive role contributing to patterns of history and is therefore not recommended under Criterion A. The school does not qualify for Criterion B because no one of unusual significance is associated with the building. It does not qualify for Criterion C because it is not a distinctive example of a method or type of construction and was not designed by a master or possess high artistic values. The structure is unlikely to yield significant information under Criterion D.

According to the NRHP guidelines, the “essential physical features” of a property must be intact for it to convey its significance, and the resource must retain its integrity, or “the ability of a property to convey its significance.” The seven aspects of integrity are location, setting, design, materials, workmanship, feeling and association to convey its historical significance. The Central Kitsap Middle School is essentially intact and because

Historic Property Report

later additions to the original school are discrete buildings; the original 1958 structure has maintained much of its integrity. The school is a good example of post-war educational design but is recommended not eligible for historic registers.

Physical description:

DESCRIPTION

The Central Kitsap Middle School is located in the northern part of the Central Kitsap campus (Fig.1) that includes the high school and the alternative high school. The school site is a 15.15-acre parcel (Mahlum Architects 2002b) with the school situated on a flat terrace set into a change of grade (Fig.2) which runs from the addition building on the south (elevation 135 feet) north to the toe of the slope next to the gymnasium (elevation 165 feet). The middle school site is bounded by Frontier Place on the west, playing fields on the east, and other school district facilities to the north.

The Central Kitsap Middle School (Fig.3, Fig.4) was built in phases. The original school was completed in 1959 and was 57,200 square feet (sf). This is the largest part of the current facility and includes classrooms, a multipurpose room, cafeteria, and support spaces. In 1966, a freestanding annex, a freestanding music building, and a shop building attached to the original circulation system were built, which added 20,300 sf to the school. Lastly, in 1976, a final building program including a freestanding gymnasium, an office area, and a library, for an additional 33,000 sf. This brought the total area of fixed buildings to approximately 106,600 sf (Mahlum Architects 2002b).

PLANS and ELEVATIONS

The original design, by Tacoma architect Arnold F. Jensen, carefully laid out a single level plan (Fig.5, Fig.5a, Fig.5b) that would provide sunlight and cross-ventilation, and allow for future expansion. Jensen chose a layout using a 15 foot grid only broken by the 20 foot grid used in the multipurpose room. This plan proved successful for future expansion as new classrooms and facilities later fit into the grid. The typical pods consisted of a double loaded 10 foot wide corridor with 30 feet by 30 feet classroom spaces (Fig.6) on both sides. The end walls of the pods were made of 8 by 4 by 16 inch stacked concrete block. The floors in the classroom modules were 4 inch concrete slabs on top of 6 inches of gravel.

Jensen selected materials that were innovative for the time including texture 1-11 plywood (Fig.7) for the exterior walls, glulam beams for major structural elements, galvanized steel windows (Fig.8), and a built up roofing system using almost flat roofs. His site plan also accommodated new structures that fit in the system without connecting to the original structure.

1966 ADDITIONS

In 1966, Tacoma architects Jensen and Stewart added (Fig.9) on to the existing school. They increased the footprint by using the grid system they originally designed by increasing the shop area as well as adding two new discrete structures, the music building (Fig.10), and the two-story classroom annex. Neither of the new buildings diminished the scale (Fig.11) and order of the original school. The music building seems to have been remodeled or not built according to the original design (Fig.12). The annex building is similar to the existing classrooms although it is two stories tall to take advantage of the grade change (Fig.13) at the south end of the school. The annex is a combination of cast in place concrete on the lower level and standard wood framing for



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the second floor. The flat, built-up roof (1/2 inch per foot slope) is supported by 5 by 21 inch deep glulam beams with 5 x 10 inch extensions at the 6 foot overhangs on the north and south sides. Both north and south elevations are clad with texture 1-11 plywood and the east and west shear walls are concrete and concrete block. All windows are aluminum sliders.

1976 ADDITIONS

A large addition in 1976 created a free standing gymnasium (Fig.3, Fig.4) with flanking locker areas and mechanical support structures. The large space is separated from the original school by two covered walkways (Fig.14, Fig.14a) on the east and west that connect the school to the two locker areas. The walkways form a courtyard that is approximately 85 feet by 110 feet. The buff colored oversize brick veneer (Fig.15, Fig.15a) used for the 1976 additions is unlike any material in the original design and none of the intersections between the new and old have been successfully resolved.

MATERIALS and STYLE

In general the materials for the middle school, except for the colored oversize brick, were compatible over the life of the building and reinforced each element as it was added to the plan. The early use of innovative materials may no longer be a virtue as many of them have failed or lack the sustainable characteristics of contemporary materials. The original plan for the Central Kitsap Middle School was a successful example of post-war modern school design. It allowed for expansion and placement of new structures within the design. Contemporary (2016) middle school planning standards and building codes require different solutions than those in place in the late 1950s.

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U.S. Bureau of Soils

1910 Land classification map, reconnaissance survey, Puget Sound Basin, Washington.

U.S. Bureau of Soils, Washington, D.C.



Historic Property Report

Historic Name: Alternative High School

Property ID: 708319

Location



Address: 10120 Frontier PI NW, Silverdale, Washington, USA

GeographicAreas: Kitsap County,T25R01E17,POULSBO Quadrangle

Information

Construction Dates:

Construction Type	Year	Circa
Built Date	1958	<input type="checkbox"/>

Number of stories: N/A

Historic Use:

Category	Subcategory
Education	Education - School

Historic Context: Education



Historic Property Report

Architect/Engineer:

Category	Name or Company
-----------------	------------------------



Historic Property Report

Project History

Project Number, Organization, Project Name	Resource Inventory	SHPO Determination	SHPO Determined By, Determined Date
2016-11-07934, , Central Kitsap High School and Middle School Modernization	11/25/2016		

Photos



Fig.1-Google-Earth-1.jpg



Fig.8-CK-Alternative-SW-quadrant-1.jpg



Fig.7-CK-Alternative-South-Entry-2.jpg



Fig.6-CK-Alternative-Typical-Window-1.jpg



Fig.5-CK-Alternative-NE-Elevation-1.jpg



Fig.4-CK-Alternative-SW-Elevation-1.jpg



Fig.3-CK-Alternative-Partial-North-Elevation-2.jpg



1989-GTde-Site-Plan-1.jpg



Historic Property Report

Inventory Details - 11/25/2016

Common name: Central Kitsap Alternative High School
Date recorded: 11/25/2016
Field Recorder: James McNett
Field Site number:
SHPO Determination

Detail Information

Characteristics:

Category	Item
Foundation	Concrete - Poured
Form Type	Commercial - Pavilion
Roof Type	Hip
Roof Material	Asphalt/Composition - Shingle
Cladding	Wood - Shiplap
Cladding	Wood - Plywood
Plan	Rectangle
Structural System	Wood - Platform Frame

Surveyor Opinion

Property appears to meet criteria for the National Register of Historic Places: No

Property is located in a potential historic district (National and/or local): No

Property potentially contributes to a historic district (National and/or local): No

Significance narrative: HISTORIC CONTEXT

Euro-American settlement in the Silverdale vicinity did not begin until 1854. Similar to many areas in the Puget Sound region, loggers were among the first to arrive setting up mill operations on the shoreline from which timber could be shipped out and began clearing their way into the interior. Logging and clearing made way for agriculture and homesteads. The Homestead Act of 1862 brought an increase of settlers to the region. Early Euro-American settlement activity focused on easily accessed areas such as shorelines. According to an online search of federal land records, the project is within lands patented to Daniel J. Sackman (Accession No. WAOAA 080773, 160 acres, Sale-Cash Entry, 12/10/1880) (BLM 2016). This is among several land patents Sackman obtained in the Silverdale area for timber harvesting rather than residential use. Sackman is alleged

Historic Property Report

to be the earliest Euro-American settler in the area (Perry 1977:2). After arriving at Alki Point in 1852, he assisted with building a mill at Enetai (Port Orchard), and supplied much of the timber for its operation (Perry 1977:3).

The first permanent residents in what would become Silverdale were Scandinavian immigrants in the 1880s. Less than a decade later, agriculture was a profitable business for many residents. They formed the Farmer's Cooperative and sold their goods at markets in Seattle and Bremerton. With few overland transportation routes through the interior and the fractured geography of the Puget Sound, these farmers and other residents relied on travel by boat. From Silverdale's wharf and docks, the Mosquito Fleet, privately owned steamships, transported people and goods to numerous locations around Puget Sound (Hinchliff 2011). As a locus for trade, the Silverdale community grew around the wharf with businesses such as banks, bakeries, and drug stores by the 1920s. Silverdale continued to grow during the middle twentieth century as a bedroom community for the Naval Base Kitsap-Bangor.

Silverdale's first school was established in 1888 in a small waterfront cabin. Following relocation of this building to accommodate other construction, a new school was built in 1891. This was the same year the Silverdale School District (No. 24) was founded (Kitsap County Retired Teachers Bicentennial Committee [KCRTBC] 1977:173). A new two-room schoolhouse replaced the 1891 building in 1905 (Perry 1977:79). A second story was added to this building in 1911, making room for high school classes on the upper floor. Due to budget issues, high school students were sent to other districts from 1915 until Silverdale's first high school building was constructed at the south end of the current project in 1923. It was called Port Washington Bay Union High School No. 6 (Perry 1977:81). This building remained in use until 1974 and standing in 1975 until it was demolished through a controlled burn and a parking lot was added in its place (Kitsap County Historical Society 2014:116; KCRTBC 1977:171).

Central Kitsap School District (No. 401) was established in 1941 when Silverdale District No. 24 and several others were reorganized (KCRTBC 1977:171). Construction of a new high school building in the present-day high school location began in 1942 (KCRTBC 1977:230). Numerous additions were made over the years and the high school reached its present size, 163,00 feet, by 1977 (Mahlum 2002). A football field and bus barn were added in 1948 (KCRTBC 1977:237). The Middle School, Middle School Gym, and the building that now houses the Alternative School were added in 1958 (Kitsap County 2016). Construction during this period was enabled by use of government surplus equipment and equipment rented from the Kitsap County roads department (KCRTBC 1977:238). Leaky roofs were a chronic problem noted by director of maintenance, Ray Darling (KCRTBC 1977:237). Several other structures and improvements were added to the campus over the years with another wave of construction in the 1970s (Kitsap County 2016). Campus facilities include sports fields, Lighthouse, New Frontiers, Food Service & Warehouse, Bus/Transportation, Science Kit, and District archiving.

In the early twentieth century, conditions in the project location and vicinity were mapped as logged-off or burned over areas suitable for intensive farming, pasturage, and fruit growing (U.S. Bureau of Soils 1910). By 1909, the northern part of the project was owned by G. Egger and the southern part was owned by H.A. Hatfield (Anderson Map Company 1909); Anderson Hill Rd and Frontier Road had been built. The 1926 county atlas shows the southern extent of the project as occupied by U.H.S. No. 6 (Port Washington Bay Union High School), a parcel to the north owned by A. I. Bouffler, and the northern part of the project as owned by John Emel (Metkser 1926). Emel's land is

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noted as having included a horse race track in the location of the middle school sports fields and bus garage (Kitsap County Historical Society 2014:34). The 1940 County atlas shows “Silverdale High School” in the southern extent of the project, with additional school land to the north, and parcels owned by B. Ballard, E. D. Green, and E. I. Knotts to the north of that (Kroll Map Company 1940). The 1970 County atlas shows the project area in virtually its present-day configuration, with the Ballard and Knott tracts incorporated into the school property, two small private lots at the end of Windy Ridge Road, Frontier Road truncated by Highway 3, and NW Ballard Lane established (Metsker 1970).

Historical air photos of the area are available beginning in 1952 and show development of the campus over the years. Imagery from 1952 shows the 1923 Port Washington Bay Union High School building at the south end of the project, the Central Kitsap High School Building started in 1942, a sports field in the approximate location of the present-day high school football field, and a rectangular structure to the west, likely the 1948 bus barn noted above. Much of the rest of the project was forested at this time, but part of it had been cleared and contained a few small buildings and Emel’s racetrack to the north in the location of the present-day middle school sports fields and the bus garage and parking area (NETR 2016). By 1969, more land had been cleared and developed into baseball fields in their present-day locations, the beginnings of the middle school, and one of the residential parcels to be incorporated into the new campus. The campus appears to be in its present-day configuration by 1994 (NETR 2016).

REGISTER ELIGIBILITY

Resources are typically defined as significant or potentially significant if they are identified as of special importance to an ethnic group or Indian tribe or if the resource is considered to meet certain eligibility criteria for local, state, or national historic registers, such as the NRHP (NPS, 2002). According to the NRHP guidelines, the “essential physical features” of a property must be intact for it to convey its significance, and the resource must retain its integrity, or “the ability of a property to convey its significance.” The seven aspects of integrity are location, setting, design, materials, workmanship, feeling and association to convey its historical significance. The Central Kitsap Alternative High School is essentially intact and has maintained much of its integrity. It must then satisfy one or more of the following four criteria to be eligible for the NRHP:

Criterion A. Be associated with events that have made a significant contribution to the broad patterns of our history.

Criterion B. Be associated with the lives of persons significant to our past.

Criterion C. Embody the distinctive characteristics of a type, period, or method of construction or that represent the work of a master, or that possess high artistic values, or that represent a significant and distinguishable entity whose parts may lack individual distinction.

Criterion D. Have yielded, or may yield, information important to prehistory or history.

The Central Kitsap Alternative High School is associated with the development of public education but it did not play a distinctive role contributing to patterns of history and is therefore not recommended under Criterion A. The school does not qualify for Criterion B because no one of unusual significance is associated with the building. It does not qualify for Criterion C because it is not a distinctive example of a method or type of construction and was not designed by a master or possess high artistic values. The



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structure is unlikely to yield information important to history under Criterion D.

The current building, repurposed as an educational facility, does not satisfy any of the four criteria for eligibility to the NRHP.

Physical description:

DESCRIPTION

The Central Kitsap Alternative High School is located in the center of the Central Kitsap campus (Fig.1) that includes the high school to the south and the middle school to the north. The school is situated on a flat terrace set into the landscape. It is accessed from Frontier Place which forms the western border of the property. It has parking areas (Fig.1) on the south and east and the access road continues around the building and exits back onto the loop road that leads to Frontier Place. The building was repurposed from an office administrative building (Fig.2) into a school classroom and learning environment. It is a simple rectangular shape 45 by 125 feet long and has an 8 by 40 feet long projection (Fig.3) on the north side. The total area of the building is approximately 5,875 sf.

The foundation is a slab on grade with the platform framing forming the enclosed space and supporting the roof structure. The roof is a simple hip with extended gables in the long direction that have been truncated (Fig.3, Fig.4) on both ends to provide for ventilation louvers. The roof and hips have a 4:12 slope and are covered with (Fig.3) composite shingles. The roof extends 3 feet beyond the walls to create a continuous eave which has a flat soffit covered by 1 by 3 tongue and groove boards that run perpendicular to the walls and have regularly placed screened ventilation openings (Fig.5) and surface mounted lights set within them. A continuous 2 by 10 fascia board with an attached 5 inch by 6 inch metal gutter runs completely around the building. Metal rectangular downspouts are attached to the walls approximately 15-20 feet apart.

The exterior walls are broken into modules based on window placement. All the windows (Fig.6) are dark bronze anodized aluminum sliders 3 by 4.5 feet high. A continuous 2 by 12 header located on the line of the soffit runs around the entire structure and provides the head of all window and door openings which are typically at 7 feet. Each window has a 2 inch vertical wood frame on both sides. Between the windows, shiplap horizontal (Fig.6) boards go from the floor level to the header. In the area below the typical window, vertical textured plywood (Fig.6) panels go from the window sill to the floor. The entry to the school is located on the south side adjacent to the largest parking area. The ten foot wide entry (Fig.7) has a central glass framed door located between two floor to ceiling side lights. The glass door and glass side panels are all aluminum framed. The door leads into a vestibule area with the reception and office directly ahead. The space has been reconfigured and currently has a central corridor with thirteen different sized rooms for instruction, offices, and meetings on both sides. The corridor has exits at both ends.

A continuous zone of landscaping girds the building on the north, west, and south sides. The north side is 12 feet wide and the south side is 6 feet wide with the balance being taken up by the 6 feet wide (Fig.8) concrete sidewalk. The Central Kitsap Alternative High School is in excellent condition and very well maintained.

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Attachment C. Inadvertent Discovery Plan

Protocols for Discovery of Archaeological Resources

In the event that archaeological resources are encountered during project implementation, the following actions will be taken:

In the find location, all ground disturbing activity will stop. The find location will be secured from any additional impacts and the supervisor will be informed.

The project proponent will immediately contact the agencies with jurisdiction over the lands where the discovery is located, if appropriate. The appropriate agency archaeologist or the proponent's contracting archaeologist will determine the size of the work stoppage zone or discovery location in order to sufficiently protect the resource until further decisions can be made regarding the work site.

The project proponent will consult with DAHP regarding the evaluation of the discovery and the appropriate protection measures, if applicable. Once the consultation has been completed, and if the site is determined to be NRHP-eligible, the project proponent will request written concurrence that the agency or tribe(s) concurs that the protection and mitigation measures have been fulfilled. Upon notification of concurrence from the appropriate parties, the project proponent will proceed with the project.

Within six months after completion of the above steps, the project proponent will prepare a final written report of the discovery. The report will include a description of the contents of the discovery, a summary of consultation, and a description of the treatment or mitigation measures.

Protocols for Discovery of Human Remains

If human remains are found within the project area, the project proponent, its contractors or permit-holders, the following actions will be taken, consistent with Washington State RCWs 68.50.645, 27.44.055, and 68.60.055:

If ground-disturbing activities encounter human skeletal remains, then all activity will cease that may cause further disturbance to those remains. The area of the find will be secured and protected from further disturbance. The project proponent will prepare a plan for securing and protecting exposed human remains and retain consultants to perform these services. The finding of human skeletal remains will be reported to the county medical examiner/coroner and local law enforcement in the most expeditious manner possible. The remains will not be touched, moved, or further disturbed. The county medical examiner/coroner will assume jurisdiction over the human skeletal remains and make a determination of whether those remains are forensic or non-forensic. If the county medical examiner/coroner determines the remains are non-forensic, then they will report that finding to DAHP, which will then take jurisdiction over the remains. DAHP will notify any appropriate cemeteries and all affected tribes of the find. The State Physical Anthropologist will make a determination of whether the remains are Indian or Non-Indian and report that finding to any appropriate cemeteries and the affected tribes. DAHP will then handle all consultation with the affected parties as to the future preservation, excavation, and disposition of the remains.

Contact Information

Suquamish Tribe

PO Box 498

Suquamish, WA 98392-0498

Primary Contact: Dennis Lewarch, THPO, 360-394-8529

Washington Department of Archaeology and Historic Preservation

PO Box 48343, Olympia, WA 98504-8343

Lead Representative: Allyson Brooks, State Historic Preservation Officer, 360-586-3066

Primary Contact: Gretchen Kaehler, Assistant State Archaeologist, Local Governments, office: 360-586-3088, cell: 360-628-2755

Primary Contact for Human Remains: Guy Tasa, State Physical Anthropologist, office: 360-586-3534, cell: 360-790-1633

Kitsap County Sheriff's Department

614 Division Street MS 37

Port Orchard, WA 98366

Lead Representative: Gary Simpson, Sheriff

Primary Contact: Non-Emergency Line, 360-337-7101

Kitsap County Coroner's Office

5010 Linden Street

Bremerton, WA 98312

Lead Representative: Greg Sandstrom, Coroner, 360-337-7077