



SEATTLE CITY COUNCIL

Neighborhoods, Education, Civil Rights, and Culture Committee

Agenda

Friday, May 12, 2023

9:30 AM

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

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

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

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Meeting Location:

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

Committee Website:

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

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

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

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

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

Please Note: Times listed are estimated

A. Call To Order

B. Approval of the Agenda

C. Public Comment

D. Items of Business

1. [CB 120563](#) **AN ORDINANCE** relating to historic preservation; imposing controls upon Madison Middle School, a landmark designated by the Landmarks Preservation Board under Chapter 25.12 of the Seattle Municipal Code, and adding it to the Table of Historical Landmarks contained in Chapter 25.32 of the Seattle Municipal Code.

*Supporting
Documents:*

[Summary and Fiscal Note](#)

[Summary Ex A - Vicinity Map of Madison MS](#)

[Landmarks Preservation Board Report](#)

[Photos](#)

Briefing, Discussion, and Possible Vote (5 minutes)

Presenter: Erin Doherty, Department of Neighborhoods

2. [CB 120564](#) **AN ORDINANCE** relating to historic preservation; imposing controls upon Magnolia Elementary School, a landmark designated by the Landmarks Preservation Board under Chapter 25.12 of the Seattle Municipal Code, and adding it to the Table of Historical Landmarks contained in Chapter 25.32 of the Seattle Municipal Code.

Supporting
Documents:

[Summary and Fiscal Note](#)
[Summary Ex A - Vicinity Map of Magnolia ES](#)
[Landmarks Preservation Board Report](#)
[Photos](#)

Briefing, Discussion, and Possible Vote (5 minutes)

Presenter: Erin Doherty, Department of Neighborhoods

3. [CB 120565](#) **AN ORDINANCE** relating to historic preservation; imposing controls upon Daniel Bagley Elementary School, a landmark designated by the Landmarks Preservation Board under Chapter 25.12 of the Seattle Municipal Code, and adding it to the Table of Historical Landmarks contained in Chapter 25.32 of the Seattle Municipal Code.

Supporting
Documents:

[Summary and Fiscal Note](#)
[Summary Ex A - Vicinity Map of Daniel Bagley ES](#)
[Landmarks Preservation Board Report](#)
[Photos](#)

Briefing, Discussion, and Possible Vote (5 minutes)

Presenter: Erin Doherty, Department of Neighborhoods

4. [CB 120566](#) **AN ORDINANCE** relating to historic preservation; imposing controls upon West Seattle High School, a landmark designated by the Landmarks Preservation Board under Chapter 25.12 of the Seattle Municipal Code, and adding it to the Table of Historical Landmarks contained in Chapter 25.32 of the Seattle Municipal Code.

Attachments: [Att A - West Seattle High School Site Plan](#)

Supporting

Documents: [Summary and Fiscal Note](#)

[Summary Ex A - Vicinity Map West Seattle HS](#)

[Landmarks Preservation Board Report](#)

[Photos](#)

Briefing, Discussion, and Possible Vote (5 minutes)

Presenter: Erin Doherty, Department of Neighborhoods

E. Adjournment



Legislation Text

File #: CB 120563, **Version:** 1

CITY OF SEATTLE

ORDINANCE _____

COUNCIL BILL _____

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

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

WHEREAS, the Landmarks Preservation Board (“Board”), after a public meeting on December 5, 2001, voted to approve the nomination of the improvement located at 3429 45th Avenue SW and the site on which the improvement is located (which are collectively referred to as “Madison Middle School”) for designation as a landmark under SMC Chapter 25.12; and

WHEREAS, after a public meeting on January 16, 2002, the Board voted to approve the designation of Madison Middle School under SMC Chapter 25.12; and

WHEREAS, on February 16, 2022, the Board and Madison Middle School’s owner agreed to controls and incentives to be applied to specific features or characteristics of the designated landmark; and

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

BE IT ORDAINED BY THE CITY OF SEATTLE AS FOLLOWS:

Section 1. Designation. Under Seattle Municipal Code (SMC) 25.12.660, the designation by the Landmarks Preservation Board (“Board”) of the improvement located at 3429 45th Avenue SW and the site on which the improvement is located (which are collectively referred to as “Madison Middle School”) is acknowledged.

A. Legal Description. Madison Middle School is located on the property legally described as:

Tracts 148 & 149, West Seattle 5 acre tracts No. 5 as recorded in Volume 2, page 79, records of King County, Washington. Together with vacated 46th Ave. SW and vacated alley between 45th Ave. SW and 46th Ave. SW in Tract 148 Ordinance 53977 except streets.

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

1. The site, excluding the 1971 gymnasium building and the portables.
2. The exterior of the building.
3. The main entrance hall and lobby with coved ceiling and cast plaster ornament.

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

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

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

A. Certificate of Approval Process.

1. Except as provided in subsection 2.A.2 or subsection 2.B of this ordinance, the owner must obtain a Certificate of Approval issued by the Board according to SMC Chapter 25.12, or the time for denying a

Certificate of Approval must have expired, before the owner may make alterations or significant changes to the features or characteristics of Madison Middle School that were designated by the Board for preservation.

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

- a. Any in-kind maintenance or repairs of the features or characteristics of Madison Middle School that were designated by the Board for preservation.
- b. Removal of trees less than 6 inches in diameter measured 4-1/2 feet above ground.
- c. Removal of mature trees that are not included in any of the following categories:
 - 1) Significant to the property's history or design, as outlined in the nomination application.
 - 2) A designated Heritage Tree on the City of Seattle/Plant Amnesty list.
 - 3) An Exceptional Tree per City of Seattle regulations.
- d. Planting of new trees in locations that will never obscure the view of designated features of the landmark, or physically undermine a built feature of the landmark.
- e. Planting or removal of shrubs, perennials, or annuals, in locations that will never obscure the view of designated features of the landmark, or physically undermine a built feature of the landmark.
- f. Installation, removal, or alteration of the following site furnishings: benches, chairs, tables, swings, movable planters, trash/recycling receptacles, and bike racks.
- g. Installation, removal, or alteration (including repair) of underground irrigation and underground utilities, provided that the site is restored in kind.
- h. Repaving and restriping of existing asphalt paved areas.
- i. Installation, removal, or alteration of signage for accessibility compliance, school safety, and other signage as required by City code or Seattle Public Schools safety signage for playgrounds; e.g., "No Guns" or "No Trespassing."

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

- 1) The sign shall be freestanding on the site.
- 2) The sign shall not be attached to built historic features.
- 3) The sign location shall not obscure the view of designated features of the buildings or site.
- 4) The sign's content may include the building name, street address, and logo associated with the school's identity.
- 5) The sign shall not be internally illuminated.
- 6) The sign shall be no more than 30 square feet in area, and the top of the sign shall not exceed 4 feet above grade.

k. Removal of portable classroom buildings.

l. Installation or removal of interior, temporary window shading devices that are operable and do not obscure the glazing when in the open position.

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

n. Installation, removal, or alteration of the existing playfield surface, track materials, field lights, field drainage, ground source wells, goal posts, and other track/field related sports equipment on the west side of the property.

o. Demolition of non-historic building additions, provided associated alterations or changes to the Landmark are addressed per subsection 2.B.3.o of this ordinance.

p. Minor alterations or changes to non-historic building additions, provided they do not increase the footprint or height of that portion of the building. Art installations shall be addressed per subsection 2.B.3.i of this ordinance.

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

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

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

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

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

3. CHPO approval of alterations or significant changes to the features or characteristics of Madison Middle School that were designated by the Board for preservation is available for the following:

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

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

c. Installation of a new single-story equipment storage building associated with the track and playfield on the west half of the property.

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

- e. Installation, removal, or alterations to fences, gates, and barriers.
- f. Signage other than signage excluded in subsections 2.A.2.i and 2.A.2.j of this ordinance.
- g. Installation, removal, or alteration of improvements for safety or accessibility compliance.
- h. Installation, removal, or alteration of fire and life safety equipment.
- i. Installation, removal, or alteration of painted murals and other art installations located on features or characteristics of the landmark that were designated by the Board for preservation.
- j. Installation, removal, or alteration of minor landscape features.
- k. Alterations or changes to interior features or characteristics of the landmark that were designated by the Board for preservation.
- l. Installation of photovoltaic panels on a building rooftop.
- m. Changes to paint colors for any of the features or characteristics of the landmark that were designated by the Board for preservation.
- n. Replacement of non-historic doors and windows within original openings, when the staff determines that the design intent is consistent with the *Secretary of the Interior's Standards for Rehabilitation*.
- o. Alterations or changes to designated features of the landmark when associated with demolition of adjacent non-historic building additions.
- p. Emergency repairs or measures (including immediate action to secure the area, install temporary equipment, and employ stabilization methods as necessary to protect the public's safety, health, and welfare) to address hazardous conditions with adverse impacts to the buildings or site as related to a seismic or other unforeseen event. Following such an emergency, the owner shall adhere to the following:
 - 1) The owner shall immediately notify the City Historic Preservation Officer and

document the conditions and actions the owner took.

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

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

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

Section 3. Incentives. The following incentives are granted on the features or characteristics of Madison Middle School that were designated by the Board for preservation:

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

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

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

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

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

Section 5. Madison Middle School is added alphabetically to Section IV, Schools, of the Table of Historical Landmarks contained in SMC Chapter 25.32.

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

to Madison Middle School's owner.

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

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

President _____ of the City Council

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

Bruce A. Harrell, Mayor

Filed by me this _____ day of _____, 2022.

_____, City Clerk

(Seal)

Attachments:

SUMMARY and FISCAL NOTE*

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

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

1. BILL SUMMARY

Legislation Title:

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

Summary and Background of the Legislation:

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

Madison Middle School was built in 1929 and expanded in 1931. The property is located in the Admiral neighborhood of West Seattle. A Controls and Incentives Agreement has been signed by the owner and has been approved by the Landmarks Preservation Board. The controls in the agreement apply to the exterior of the building; the main entrance hall and lobby with coved ceiling and cast plaster ornament; and the site (excluding the 1971 gymnasium building and the portables), but do not apply to any in-kind maintenance or repairs of the designated features.

2. CAPITAL IMPROVEMENT PROGRAM

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

3. SUMMARY OF FINANCIAL IMPLICATIONS

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

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

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

4. OTHER IMPLICATIONS

- a. **Does this legislation affect any departments besides the originating department?**
No.
- b. **Is a public hearing required for this legislation?**
No.
- c. **Is publication of notice with *The Daily Journal of Commerce* and/or *The Seattle Times* required for this legislation?**
No.
- d. **Does this legislation affect a piece of property?**
Yes, see attached map.
- e. **Please describe any perceived implication for the principles of the Race and Social Justice Initiative. Does this legislation impact vulnerable or historically disadvantaged communities? What is the Language Access plan for any communications to the public?**
This is a public school building, and the Landmarks Board has approved multiple major additions to expand the school's capacity, including one in 2021 that is nearly complete. The legislation does not have a negative impact on vulnerable or historically disadvantaged communities. A language access plan is not anticipated.
- f. **Climate Change Implications**
- 1. Emissions: Is this legislation likely to increase or decrease carbon emissions in a material way?**
This legislation supports the sustainable practice of preserving historic buildings and their embodied energy. Reuse and restoration of a building or structure reduces the consumption of new natural resources, and the carbon emissions associated with new construction. Preservation also avoids contributing to the ever-growing landfills
 - 2. Resiliency: Will the action(s) proposed by this legislation increase or decrease Seattle's resiliency (or ability to adapt) to climate change in a material way? If so, explain. If it is likely to decrease resiliency in a material way, describe what will or could be done to mitigate the effects.**
Many historic buildings possess materials and craftsmanship that cannot be duplicated today. When properly maintained and improved, they will benefit future generations, and surpass the longevity of most of today's new construction. They can also support upgraded systems for better energy performance, and these investments typically support local or regional suppliers, and labor industries.
- g. **If this legislation includes a new initiative or a major programmatic expansion: What are the specific long-term and measurable goal(s) of the program? How will this legislation help achieve the program's desired goal(s)?**
No new initiative or programmatic expansion.

Summary Attachments:

Summary Exhibit A – Vicinity Map of Madison MS

Summary Ex A – Vicinity Map of Madison MS
V1a



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



The City of Seattle

Landmarks Preservation Board

700 Third Avenue · 4th floor · Seattle, Washington 98104 · (206) 684-0228

REPORT ON DESIGNATION

LPB 18/02

Name and Address of Property: **Madison Middle School**
3429 45th Ave. SW

Legal Description: Tracts 148 & 149, West Seattle 5 acre tracts No. 5 as recorded in Volume 2, page 79, records of King County, Washington. Together with vacated 46th Ave. SW and vacated alley between 45th Ave. SW and 46th Ave. SW in Tract 148 Ordinance 53977 except streets.

At the public meeting held on January 16, 2002, the City of Seattle's Landmarks Preservation Board voted to approve designation of Madison Middle School as a Seattle Landmark based upon satisfaction of the following standards for designation of SMC 25. 12.350:

D. It embodies the distinctive visible characteristics of an architectural style, period, or of a method of construction

DESCRIPTION

Setting

Madison Middle School is located at 3429 45th Avenue Southwest in the Admiral neighborhood in northwest Seattle. The immediate neighborhood around the school is comprised of single-family residences, with brick and wood frame houses dating to the 1920s along 45th Avenue, and mixed housing styles and ages along other streets bordering the site. The school site is bound by Southwest Hinds Street and 45th Avenue Southwest and Southwest Spokane Street and 47th Avenue Southwest, all local streets serving single family residences. The grounds are three blocks west of California Avenue, the principal north-south street in west Seattle, and five blocks east of Schmitz Park.

Madison Middle School is the only school building with three-story brick 20th Century Gothic stylistic features and only building in the District with such details designed by the District's third

architect, Floyd Naramore. Madison provides the community significant views both from streets and distant hills.

The campus of Madison Middle School is a 7.92-acre site located on a hill sloping steeply down towards the west. The school building consists of the 1929 original three-story building, a 1931 addition that is compatible in style with the original structure, and a detached 1971 addition of gymnasium. The school occupies the east end of the site and faces 45th Avenue SW with the 1929 façade facing east. The 1931 addition is the north end of the building and has Gothic details. The 1971 building is not historic but does not detract from the significance of the main building.

The school site has been graded into two principal terraces, connected by two sets of concrete stairs with landings. The upper terrace is the location of the original building and a detached gymnasium built in 1971. The lower terrace is devoted to a large grass playfield. A third terrace, located several feet below the grade of the upper terrace, is located along the north edge of the grounds; it is paved with asphalt and is the location of several portable buildings.

The upper terrace steps down slightly along its west edge, before the descent to the lower field. The west wing of the building is located somewhat below the grade of the principal edge of the building. The main building is located roughly in the center of the upper terrace, with the main entrance facing east. The east edge of the site is planted in lawn with foundation shrubs and trees along the building edge; none of the plant material appears older than 1950s. Lawn planted along the south elevation has been covered with asphalt. The steeply sloped bank separating the upper and lower terraces has a variety of deciduous and evergreen trees and shrubs, none of which appear to date to the historic period.

There are currently three single portables and one double portable on the site.

Appearance - 1929 Original Building

Madison School was constructed in 1929, and is the only extant middle school in the District detailed with collegiate Gothic type of architectural elements, expressed through buttresses with cast stone caps, pointed-arched entries and label molding on some windows.

Madison School is one of four three-story middle school buildings dating to the historic period in the Seattle School District. All four schools have a hollow square floor plan, in which the assembly room and cafeteria are located in the center of the building, surrounded by corridors, classrooms and gymnasiums. The symmetry of the plans is reflected in the buildings' elevations. In all four schools, gymnasiums, heating plants and specialized classrooms, such as wood shops, are located in one and one-and-half story wings at the rear of the buildings.

The main block of Madison School is a three-story unit, extending along a north-south axis. The building has a flat roof with a raised parapet and cast stone coping. The front and side elevations of this block have a molded cast stone cornice, and a cast stone water table below the first floor windows. The exterior is faced with a red pressed brick, laid in a running bond in a gray mortar. Windows are typically twelve-over-twelve double-hung wood sashes, usually organized in banks of

four, with cast stone sills, lintels and trim. All cast stone is buff colored. The building has an exposed concrete base, reinforced concrete floors and stairways, and hollow tile partitions.

The main elevation (east) has a three-part organization; the center section projects slightly forward of the main elevation plane. An entry bay centered within it projects further forward, with corner buttress trimmed in terra cotta. The first floor of the entry bay has a one-story flat-roofed porch with a stepped false front and appointed-arch portal with ornamental label molding. The porch exterior is faced with random ashlar cast stone panels. The portal archivolt has a variety of molded profiles and includes rosettes in one archivolt course. The portal leads to a pair of glazed and paneled doors, flanked by single glazed and paneled doors on each side; composition panels in the lintel above the doors have foliated grapes and grape leaf motifs. A pointed-arch multi-light transom is located above the doors. An original wrought-iron light fixture is centered within the portal. The portal is flanked by two one-story relief buttresses with stepped and pointed caps. The windows on the second and third floors above the portal are divided by cast stone mullions with molded panels, and cast stone pieces up to the parapet coping; there is a square cast stone panel with a shield in the center of the parapet.

The entry bay is flanked by a bank of three double-hung windows on each side. This center section is flanked by three bays divided by projecting buttresses with cast stone caps. The north end of the elevation terminates in a pavilion, added by Naramore in 1931; its east elevation has no openings.

1931 Addition/Alteration

The 1931 pavilion on the north end has a projecting central bay with a stepped cornice above the second floor windows and brick buttresses. The first floor of the bay has a cast stone pointed-arch archivolt portal with recesses paneled and glazed doors with a pointed arch transom. The portal is reached by a brick-enclosed stair. The second floor of the bay has a pair of pointed arched double-hung windows with cast stone tympanums and label molding. A cast stone panel with a shield is centered above the windows. The central bay is flanked by a bank of four double-hung windows on each side on each floor. The pavilion added six additional classrooms to the building.

The south elevation of the main block has a central projecting bay identical to the north elevation. There are no other windows on the elevation.

The rear (west) elevation of the main block has a series of paired, single and banks of double-hung windows lighting interior classrooms. The stairwells, located at the end and quarter points of the elevation, have transom double-hung windows on the third floor, and simple-pointed arched portals with pairs of glazed and paneled doors on the first floor.

The two-story auditorium/lunchroom wing, projecting from the center of the rear of the building, has a parapeted roof with cast stone coping. It has elevated daylighting, consisting of pairs of double-hung windows on the side and rear elevations in the second story. The wing is flanked by one-story locker rooms; each has a door located in each corner and small double-hung windows; the door farthest from the main block on each room has a pointed arch transom and pointed brick arch.

The locker rooms lead to one-and-one-half story gymnasiums to the west, which flank the north and south edges of the lunchroom and kitchen. The exterior side elevation of each gymnasium has a series of six-pointed arched double-hung window with cast stone trim, each separated by brick buttresses with cast stone capitals.

The west wing terminating the rear of the building is two stories tall and has a cast stone coping. The west elevation is detailed with projecting brick pilasters, dividing bays with two double-hung windows on each floor; a shallow pointed-arch one brick deep spans each bay above the second floor windows. The side elevations each have a pair of glazed and paneled doors with pointed-arched transoms.

The building's interior has been altered with the addition of acoustic tile ceilings and florescent lights. However, the main entry hall, with its pink and black terrazzo floor and arched and plaster ceiling is intact. Hallways beyond the entry hall have original light fixtures, original door trim with varnish, and classroom signs. The auditorium retains the original plastered stage with plaster cartouches and exposed trusses.

1971 Addition

The 1971 addition, designed by the Seattle architectural firm of Grant, Copeland, Chervenak and Associates, is a detached gymnasium located south of the main building. It is a two-story structure, with a one-story wing. The concrete block structure had flat roof, brick veneer, and a few windows located near the cornice on the north and south elevations.

Current Condition

Exterior of 1929 and 1931 structures

The 1929 original building's exterior is virtually unaltered since the 1931 addition. The only changes have involved replacing original glass panes with opaque glass and fiber glass panes on some windows, primarily in the gymnasiums. Panels in some doors have been altered or replaced. The building is in general good condition. In 1994, the building received seismic upgrade, exterior restoration and re-roofing.

Physical Description of the 1929 and 1931 Interior Structures

Madison facility is comprised of two principal structures: the main building built in 1929 and 1931, and the gymnasium built in 1971. The original 1929 building is primarily a concrete frame and shear wall building.

Overall, the interior of the buildings is in good condition, given the building's age and use, with the exception of a problem with falling ceiling tiles. The main entrance hall is well maintained and painted. The original architectural details on the ceiling are still intact. The main entrance ceilings and first and third floor hallways have missing tiles. The interior of the whole building was painted in late 1980s. The electrical system was replaced in early 1990s. Some floors are apparently patched. Doors are operable. Skylights are generally in good shape. Many classrooms are about 600 square feet. There is good potential for enlarging some classrooms because of the concrete frame

structure. Classroom walls are mainly non-load bearing clay tile. Only the western portion of the building, gymnasium and auditorium area is wheelchair accessible. No access for the disabled has been provided.

The 1931 structure is a small three-story classroom addition at the north end of the classroom block. It is very similar to the major original structure. One exception is that the floor framing is wood.

The following is a list of changes made to the Madison building:

1931	A new attached wing with four classrooms, a study hall and a conference room
1944	Alterations in basement for game room
1958	Incinerator installation
1960	Art room alteration and remodeling
1962	Electrical upgrades
1964	398 new lockers added
1965	Earthquake damage repair
1966	Ventilation alterations
1971	A new detached gymnasium, covered play court and chimney extension
1973	New cabinets for library
1982	Roof Replacement
1984	Skylights, Fire Alarm, Patch Roof, etc.
1985	Corridors & Stairways, Windows
1986	Alarm & HVAC Controls, Ductwork, etc.
1986	Automate Boiler #1, Two New Safety Valves, Remove
1987	Fire Alarm System, Heat and Smoke Detector
1989	Corridor Locker Replacement
1991	Fuel Oil Tank Work
1990	A new domestic hot water heater
1990	Corridor upgrade & elec. Modifications, & intercom
1994	Seismic, Exterior Restoration and Reroofing
1999	Replace Gym Athletic Scoreboards
2001	Wide Area Network

STATEMENT OF SIGNIFICANCE

In 1927, the Seattle School District purchased a large 7.92 tract of land in West Seattle for building James Madison Middle School. Due to the increasing population of wartime and lack of facilities, the District developed the 1927 building program. It called for additions to three high schools, additions to seven elementary schools, one new junior high school, and two new elementary schools, and a special school. In 1927, the School Board passed a 2.4-million bond that funded the design and construction of the new Madison School. Madison School is the only extant Seattle school building in the Collegiate Gothic style.

In 1919, the Seattle School Board brought Floyd Naramore from Portland, Oregon to become the new school architect (Edgar Blair had resigned from the District in 1918). Naramore would serve until 1932, when he went into private practice forming the architectural partnership now known as NBBJ. Naramore had considerable design experience for school buildings and he oversaw the construction of the largest school building of the 1927 program.

When World War I ended, Seattle's wartime industries closed and somewhat of a recession set in. Population growth between 1920 and 1930 slowed considerably and the enrollment over this ten-year period increased less than 8 percent. In spite of the downturn, the construction of new schools was well funded due to the passage of the 1927 bond issue. The emphasis on the types of schools shifted to providing new secondary schools and construction of additions to existing school buildings.

Historic Context

During the 1920s enrollment in the Seattle School District increased by approximately 1,000 students every year. Superintendent Cole and the Board of Directors, in their effort to increase efficiency, directed District Secretary Ruben Jones to conduct a building survey outlining the present situation and including recommendations for the future. This survey would become the foundation for any future building program.

The building survey contained a detailed review of each school building and school property within the District. It included the location of each building or property, its relationship to other schools, the distance between schools, the territory served, census figures, attendance, size, character and adaptability of the building and future possibilities. After conducting a comprehensive building survey, Jones recommended that the maximum distance that a child would have to travel in going to school should not exceed one and a half miles.

Based on Jones' recommendation, Cole and the Board outlined a new building program and submitted a bond issue of \$2,250,000 to finance it at the March 1925 city-wide general election. In March Seattle voters decisively endorsed the bond issue.

The 1925 building program was a success. It provided a capacity for 6,270 students. Despite the increased capacity, district facilities did not keep pace with increasing attendance. Over 5,000 students were housed in temporary and portable buildings. This prompted Superintendent Cole and the Board to pursue another two-year building program in 1927. The largest and most significant buildings of the 1925 building program were the Hamilton and Marshall Intermediate Schools. Completed in 1927, Hamilton and Marshall were the first junior high schools built in Seattle.

The schools built in the 1920's signaled a new approach to school design directed by Floyd Naramore. Among the changes were the inclusion of combination assembly-lunchrooms in each school which served to extend the school's use into the community by providing public meeting space; inclusion of a covered open air playcourt – Naramore was responsible for adding these to most earlier school buildings as well as designing them to new ones; inclusion of additional specialized staff rooms and offices such as nurse's stations; linear extensions of buildings with long corridors flanked by classrooms. Underlying all of this was the Board's determination to build fewer and larger buildings. All of the new, flat-roofed, reinforced concrete and brick schools were utilitarian structures, usually with bilaterally symmetric massing and applied terra-cotta or cast stone detailing. Madison School represents one of Naramore's earliest attempts at Gothic revival architecture.

The 1927 building program was developed in the same way as the 1925 program. A building survey was prepared by Cole and Jones using the same survey method. Based on the survey findings, a building program was outlined calling for two new elementary schools, one junior high school and one special school and additions to three high schools and seven elementary schools. In March 1927 the Board submitted a bond issue of \$2,400,000 for the building program to district voters. The issue was passed.

Based on the building needs, population, and attendance trends and the relationship of school to homes and other schools, a need for a new junior high school was identified at West Seattle. That was James Madison Junior High School. Madison was the largest building of the 1927 program. It represents one of the Naramore's earliest attempts at gothic revival architecture.

What is unique to Madison is that it is the only school building with Gothic characteristics in the District. The Gothic Revival was characterized by strong associational values of religion and nature. It is a revival style based on English and French precedents from the late 12th-15th centuries. Collegiate Gothic is a term used to describe school buildings similar in style to those found at Princeton University, the University of Chicago or Duke University. The pointed arch is the most distinguished characteristic of the Gothic Revival. Other features include window tracery, leaded glass, parapets and pinnacles.

Madison School, by its style and size, is a major presence in the West Seattle community. The most significant architectural components of the school are the entire eastern block of the original 1929 building and its primary façade. The entry bays at the eastern end of the north and south elevations are also of historic importance. Madison's character-defining features include all Gothic cast-stone detailing, buttresses, pointed arches and label molding. Madison is also significant for its spatially prominent feature on its large, dramatically terraced, sloping site when viewed from the west and north.

In 1928, when the original Madison building was designed, it was for a capacity of 1,300 students. The 1931 addition by Naramore increased capacity to 1,750 students. It included four classrooms, a study hall, and a conference room. Subsequently, with a curricular change, the study hall was divided into two classrooms and a reading room. The first year enrollment was 749 for 7th and 8th graders. The students were from Alki, Gatewood, Fauntleroy, Jefferson and Lafayette. The next year the 9th graders were added, bringing enrollment up to 1,212. In 1932, students from Hughes and Youngstown were added to Madison. By 1961, students graduating from Schmitz Park, Fairmount Park, Genesee Hill and Cooper also came to Madison and enrollment was at 1,650. However, by 1973, Cooper students moved to Boren Middle School and enrollment dropped to about 1,400. In the 1980s, Madison held just 7th and 8th graders. Today, Madison has approximately 900 students enrolled at grades 6 through 8, including those in special education and bilingual programs.

Madison has a very highly involved and active parent's group. In 1993, during the assessment of the proposed Capital Improvement Program (CIP II), the District contracted with CRSS/TRA consultants for the assessment of all schools including Madison Middle School in order to determine the future of District-owned buildings. This process included several large well-attended community

meetings. From this study, 14 schools were identified as potentially having historical value. In 1994, the consultants continued to study those 14 schools that had potential historic merit, including Madison, in workshops specific to each school. The meeting held for Madison included over 30 participants that counted in their membership principals, District central staff, Board members, historic preservation groups, and community organizations. Both the 1929 and the 1931 structures are recognized and well integrated into the community and were considered to have historical value. The historic renovation of Madison School is strongly supported by the community. In spring of 2000, during the process of planning for 2001 capital levy, the District held a community meeting at Madison School that was well attended by parents, District staff, Board members, and community organizations. About 40 people provided very valuable input at the meeting. They strongly supported the proposal of historic renovation of Madison School.

A neighborhood school is a symbol of community identity and cohesion. In the neighborhood surrounding Madison School, the school is considered the center of the community. The Seattle School District has a long history of encouraging use of the school buildings by the general public for community related events. In a brief search of the Seattle School Board's minutes from the 1930's through the 1950's, several requests to the Board to use school buildings are made. The uses vary from church and youth group services, civil defense and military uses, community and social groups and continuing education. Even though specific schools are not listed in the archival records as to where these activities took place, it represents a general philosophy that community use took place historically in the schools. According to school staff, Madison School students are highly involved with the school. There is a variety of before and after school programs at Madison. Community programs or Parks Department programs are held on a regular basis at the school.

Architect Floyd Naramore

Floyd Naramore was born in Illinois in 1879. He graduated from M.I.T. in 1907 with a degree of architecture. He had been designing schools since 1912 when the Seattle School Board brought him from Portland, Oregon in 1919. He was to serve as Seattle's school architect until 1932 when he went into private practice, later designing additions to many of the schools he designed as architect for the district.

When Floyd Naramore became the district's third architect in 1919, building styles, along with building plans and organizations, changed from American Renaissance to mainly Twentieth Century Georgian. All but a few schools Naramore designed over the next twelve years were given Georgian exteriors with red brick walls and light terra cotta or cast stone detailing, a style adopted for many school buildings throughout the country in the 1920s.

During his tenure, Naramore designed twelve elementary school buildings, four junior high schools, and three high schools. The elementary schools Naramore designed were Highland Park, John Hay, Columbia, Dunlap, Montlake, Bryant, E.C. Hughes, Magnolia, Whittier, Daniel Bagley, Laurelhurst, and Loyal Heights. The junior high schools Naramore designed included Alexander Hamilton, John Marshall, James Madison, and James Monroe. Three high schools are Roosevelt, Grover Cleveland, and James Garfield.

Before Naramore designed Madison School, he had designed eight elementary schools which seven of them were twentieth century version of Georgian buildings, two Georgian styled junior high schools, and three high schools which two of them were in Georgian. Towards the end of his tenure, Naramore decided to add buttresses and Gothic exterior details to the 1928 Whittier Elementary School and 1929 Madison Junior High School. Madison was the only junior high school with Gothic stylistic features in Seattle School District.

The features of the Landmark to be preserved, include:

The exterior of the building, the main entrance hall and lobby with coved ceiling and cast plaster ornament, and the site, excluding the 1971 gymnasium building and the portables.

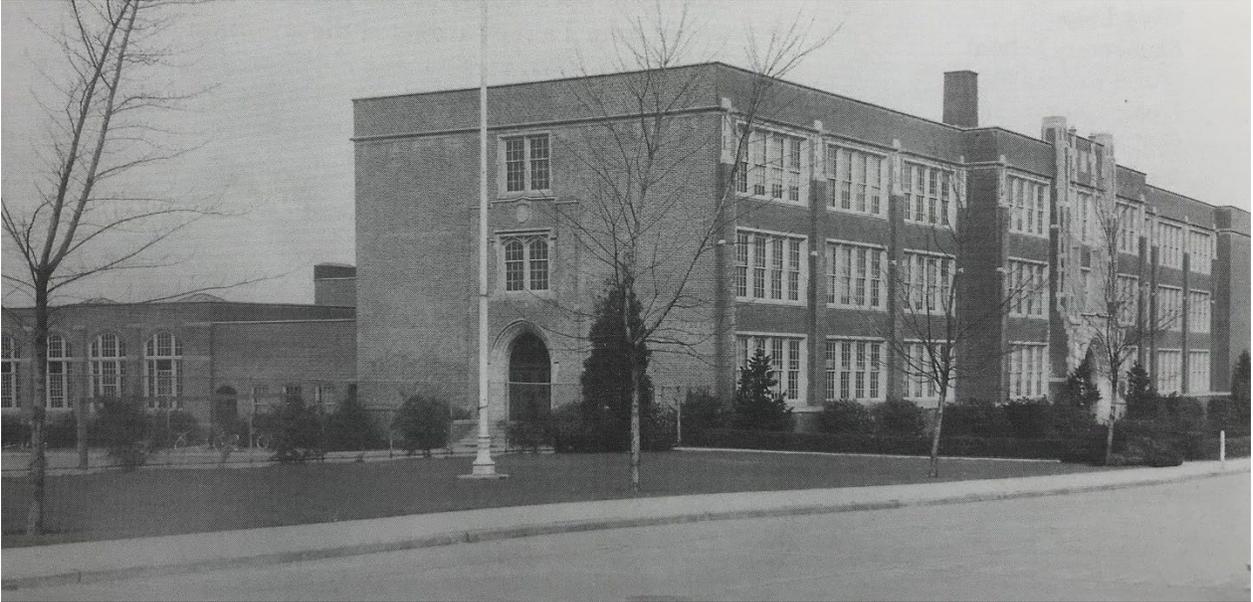
Issued: January 23, 2002

Karen Gordon
City Historic Preservation Officer

cc: Joseph Olchefske, SSD
John Vacchiery, SSD
Don Gillmore, SSD
Kathy Johnson, SSD
Tinyu Wang, SSD
Bruce Herr, Heery
Marilyn Brockman
Lorne McConachie, Chair, LPB
Diane Sugimura, DCLU
Cheryl Mosteller, DCLU
Ken Mar, DCLU



Madison Middle School, 3429 45th Avenue SW, 2021



Madison Middle School, 3429 45th Avenue SW, 1940



Legislation Text

File #: CB 120564, **Version:** 1

CITY OF SEATTLE

ORDINANCE _____

COUNCIL BILL _____

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

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

WHEREAS, the Landmarks Preservation Board (“Board”), after a public meeting on June 3, 2015, voted to approve the nomination of the improvement located at 2418 28th Avenue W and the site on which the improvement is located (which are collectively referred to as “Magnolia Elementary School”) for designation as a landmark under SMC Chapter 25.12; and

WHEREAS, after a public meeting on July 15, 2015, the Board voted to approve the designation of Magnolia Elementary School under SMC Chapter 25.12; and

WHEREAS, on February 16, 2022, the Board and Magnolia Elementary School’s owner agreed to controls and incentives to be applied to specific features or characteristics of the designated landmark; and

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

BE IT ORDAINED BY THE CITY OF SEATTLE AS FOLLOWS:

Section 1. Designation. Under Seattle Municipal Code (SMC) 25.12.660, the designation by the Landmarks Preservation Board (“Board”) of the improvement located at 2418 28th Avenue W and the site on which the improvement is located (which are collectively referred to as “Magnolia Elementary School”) is acknowledged.

A. Legal Description. Magnolia Elementary School is located on the property legally described as:

Block 24, Arlington Heights Addition to the City of Seattle according to the plat thereof recorded in Volume 1 of Plats at page 243, Records of King County, Washington. Together with the west one-half of 27th Avenue West as vacated by ordinance #59150.

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

1. The site.
2. The exteriors of the 1927 building, and 1931 and 1940 additions.
3. The following portions of the interior: the meeting room / cafeteria; the first floor central entry hall; the bookroom; the remaining original classrooms; the hallway doors and light fixtures; and the four stairways.

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

1. It is associated in a significant way with a significant aspect of the cultural, political, or economic heritage of the community, City, state or nation (SMC 25.12.350.C).
2. It embodies the distinctive visible characteristics of an architectural style, or period, or of a method of construction (SMC 25.12.350.D).
3. Because of its prominence of spatial location, contrasts of siting, age, or scale, it is an easily

identifiable visual feature of its neighborhood or the City and contributes to the distinctive quality or identity of such neighborhood or the City (SMC 25.12.350.F).

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

A. Certificate of Approval Process.

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

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

- a. Any in-kind maintenance or repairs of the features or characteristics of Magnolia Elementary School that were designated by the Board for preservation.
- b. Removal of trees less than 6 inches in diameter measured 4-1/2 feet above ground.
- c. Removal of mature trees that are not included in any of the following categories:
 - 1) Significant to the property's history or design, as outlined in the nomination application.
 - 2) A designated Heritage Tree on the City of Seattle/Plant Amnesty list.
 - 3) An Exceptional Tree per City of Seattle regulations.
- d. Planting of new trees in locations that will never obscure the view of designated features of the landmark, or physically undermine a built feature of the landmark.
- e. Planting or removal of shrubs, perennials, or annuals, in locations that will never obscure the view of designated features of the landmark, or physically undermine a built feature of the landmark.
- f. Installation, removal, or alteration of the following site furnishings: benches, chairs,

tables, swings, movable planters, trash/recycling receptacles, and bike racks.

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

h. Repaving and restriping of existing asphalt paved areas.

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

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

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

1) The sign shall be freestanding on the site.

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

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

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

5) The sign shall not be internally illuminated.

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

l. Removal of non-historic portable classroom buildings.

m. Installation or removal of interior, temporary window shading devices that are operable and do not obscure the glazing when in the open position.

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

o. Installation or removal of artwork located at designated areas of the building interior,

when fastened to gypsum wallboard surfaces.

p. Installation, removal, or alteration of the existing playcourt and/or sports equipment on the east side of the property.

q. Demolition of non-historic building additions, provided associated alterations or changes to the Landmark are addressed per subsection 2.B.3.p of this ordinance.

r. Minor alterations or changes to non-historic building additions, provided they do not increase the footprint or height of that portion of the building. Art installations shall be addressed per subsection 2.B.3.i of this ordinance.

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

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

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

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

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

3. CHPO approval of alterations or significant changes to the features or characteristics of Magnolia Elementary School that were designated by the Board for preservation is available for the following:

a. The installation, removal, or alteration of ducts, conduits, HVAC vents, grills, pipes, panels, weatherheads, wiring, meters, utility connections, downspouts and gutters, and/or other similar

mechanical, electrical, and telecommunication elements necessary for the normal operation of the building or site.

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

c. Installation of new single-story portable classrooms or a storage shed.

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

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

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

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

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

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

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

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

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

m. Installation of photovoltaic panels on a building rooftop.

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

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

p. Alterations or changes to designated features of the landmark when associated with demolition of adjacent non-historic building additions.

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

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

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

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

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

Section 3. Incentives. The following incentives are granted on the features or characteristics of Magnolia Elementary School that were designated by the Board for preservation:

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

B. Exceptions to certain of the requirements of the Seattle Building Code and the Seattle Energy Code,

adopted by SMC Chapter 22.101, may be authorized according to the applicable provisions.

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

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

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

Section 5. Magnolia Elementary School is added alphabetically to Section IV, Schools, of the Table of Historical Landmarks contained in SMC Chapter 25.32.

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

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

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

President _____ of the City Council

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

Bruce A. Harrell, Mayor

Filed by me this _____ day of _____, 2022.

_____, City Clerk

(Seal)

Attachments:

SUMMARY and FISCAL NOTE*

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

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

1. BILL SUMMARY

Legislation Title:

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

Summary and Background of the Legislation:

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

Magnolia Elementary School was built in 1927 and added on to in 1931 and 1940. The property is located in the Magnolia neighborhood. A Controls and Incentives Agreement has been signed by the owner and has been approved by the Landmarks Preservation Board. The controls in the agreement apply to the site; the exteriors of the 1927 building, and 1931 and 1940 additions; the meeting room/cafeteria; the first floor central entry hall; the bookroom; the original classrooms that remain, the light fixtures and doors in the hallways; and the four stairways, but do not apply to any in-kind maintenance or repairs of the designated features.

2. CAPITAL IMPROVEMENT PROGRAM

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

3. SUMMARY OF FINANCIAL IMPLICATIONS

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

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

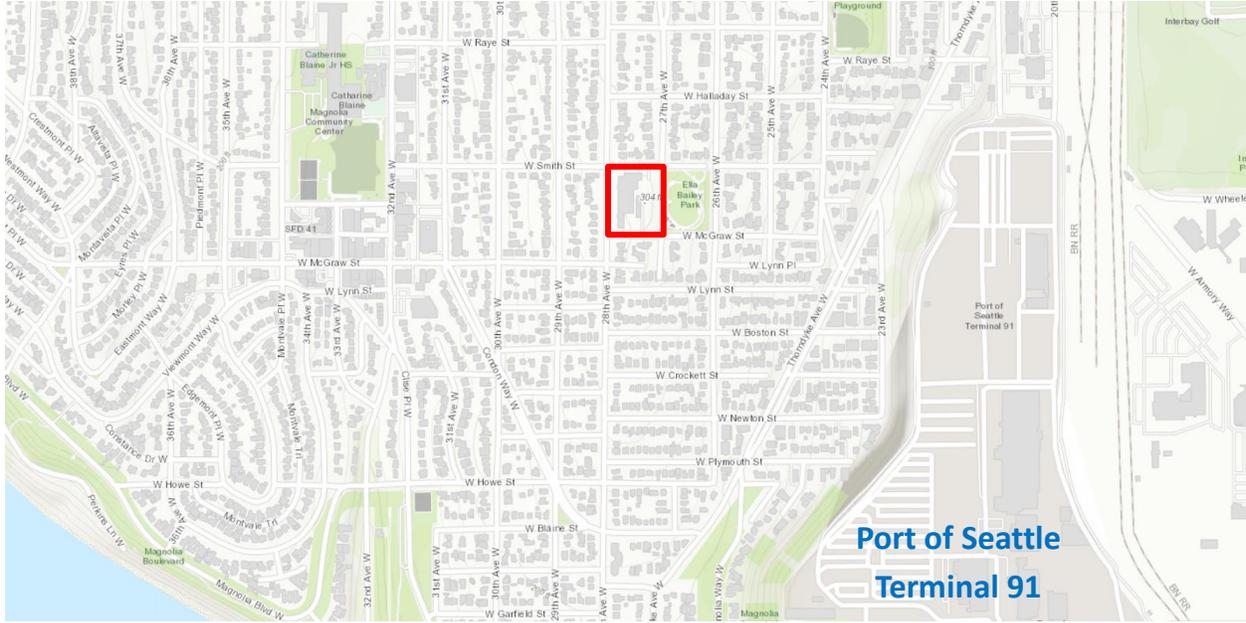
Are there financial costs or other impacts of *not* implementing the legislation?
No.

4. OTHER IMPLICATIONS

- a. **Does this legislation affect any departments besides the originating department?**
No.
- b. **Is a public hearing required for this legislation?**
No.
- c. **Is publication of notice with *The Daily Journal of Commerce* and/or *The Seattle Times* required for this legislation?**
No.
- d. **Does this legislation affect a piece of property?**
Yes, see attached map.
- e. **Please describe any perceived implication for the principles of the Race and Social Justice Initiative. Does this legislation impact vulnerable or historically disadvantaged communities? What is the Language Access plan for any communications to the public?**
This is a public school building, and the Landmarks Board approved full rehabilitation and a major addition to expand the school's capacity. The first phase of project construction was completed in Fall 2019, and second phase is pending. The legislation does not have a negative impact on vulnerable or historically disadvantaged communities. A language access plan is not anticipated.
- f. **Climate Change Implications**
1. **Emissions: Is this legislation likely to increase or decrease carbon emissions in a material way?**
This legislation supports the sustainable practice of preserving historic buildings and their embodied energy. Reuse and restoration of a building or structure reduces the consumption of new natural resources, and the carbon emissions associated with new construction. Preservation also avoids contributing to the ever-growing landfills
2. **Resiliency: Will the action(s) proposed by this legislation increase or decrease Seattle's resiliency (or ability to adapt) to climate change in a material way? If so, explain. If it is likely to decrease resiliency in a material way, describe what will or could be done to mitigate the effects.**
Many historic buildings possess materials and craftsmanship that cannot be duplicated today. When properly maintained and improved, they will benefit future generations, and surpass the longevity of most of today's new construction. They can also support upgraded systems for better energy performance, and these investments typically support local or regional suppliers, and labor industries.
- g. **If this legislation includes a new initiative or a major programmatic expansion: What are the specific long-term and measurable goal(s) of the program? How will this legislation help achieve the program's desired goal(s)?**
No new initiative or programmatic expansion.

Summary Attachments:
Summary Exhibit A – Vicinity Map of Magnolia ES

Summary Ex A – Vicinity Map of Magnolia ES
V1a



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



The City of Seattle

Landmarks Preservation Board

Mailing Address: PO Box 94649 Seattle WA 98124-4649
Street Address: 700 5th Ave Suite 1700

REPORT ON DESIGNATION

LPB 435/15

Name and Address of Property: Magnolia School – 2418 28th Avenue West

Legal Description: Block 24, Arlington Heights Addition to the City of Seattle according to the plat thereof recorded in Volume 1 of Plats at page 243, Records of King County, Washington. Together with the west one-half of 27th Avenue West as vacated by ordinance #59150.

At the public meeting held on July 15, 2015 the City of Seattle's Landmarks Preservation Board voted to approve designation of the Magnolia School at 2418 28th Avenue West as a Seattle Landmark based upon satisfaction of the following standard for designation of SMC 25.12.350:

- C. *It is associated in a significant way with a significant aspect of the cultural, political, or economic heritage of the community, City, state or nation.*
- D. *It embodies the distinctive visible characteristics of an architectural style, or period, or a method of construction.*
- F. *Because of its prominence of spatial location, contrasts of siting, age, or scale, it is an easily identifiable visual feature of its neighborhood or the City and contributes to the distinctive quality or identity of such neighborhood or the City.*

DESCRIPTION

Location and Neighborhood Character

Magnolia Elementary School is located in southeast Magnolia, just west of the Interbay neighborhood and north of Smith Cove. The school is adjacent to Ella Bailey Park, and boasts a view of Elliot Bay, downtown Seattle, and West Seattle. The neighborhood is zoned SF5000. Magnolia is accessible by only three bridges: those on Dravus Street and Emerson Place, and the Magnolia Bridge on W Garfield Street. The northwest quadrant of Magnolia is primarily given over to Discovery Park, formerly the U.S. Army Base Fort Lawton. Other notable sites include the West Point Lighthouse, the oldest lighthouse in the region, built in 1881; the

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The Seattle Department of Neighborhoods**

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“Chapel on the Hill” at Fort Lawton, now a city of Seattle Landmark; the Magnolia branch of the Seattle Public Library; and scenic Magnolia Drive. The neighborhood is home to two marinas: that at Elliot Bay Marina at Smith Cove, which serves as port to recreational craft and cruise ships, and Fisherman’s Terminal at Salmon Bay, home base of Seattle’s commercial fishing fleet.

Site

The site comprises the western half of a city block bounded by W McGraw Street to the south, 28th Avenue W to the east, and W Smith Street to the north. The eastern half of the block is Ella Bailey Park. The site measures 360 feet north-south and 256 feet east-west. The building sits on the western side of the parcel, with the main entry facing west. The building sits 24 steps above sidewalk level, with a T-shaped stair in a retaining wall leading up to the front western door. There is a paved play yard enclosed by a chain link fence on the eastern side of the school, and a play structure in the southeastern corner. Paths slope down to the park on the eastern part of the block, and the sloping portion is covered in mature trees and shrubs. Two portable classrooms are located on the eastern side of the school building, approximately 15 feet away from the school.

Building Structure & Exterior Features

The Magnolia School is a Colonial Revival/Georgian style building constructed in four parts. The central block, built in 1927, is two stories tall with a low-slope parapeted roof. The structure is of concrete with a wire-cut tapestry brick veneer, and a concrete cement-plastered base. On the eastern side are two wood-framed one-story play courts. The original 1927 building measured 63 feet 8 inches east-west and 142 feet 8 inches north-south, with a 30-foot play court all along the eastern side of the building. Typical detailing includes eight-over-eight wood-sash windows with terra cotta sills and brick flat arch lintels with terra cotta keystones, a terra cotta cornice with modillions located 2 feet 6 inches below the terra cotta coping that caps the parapet.

The northern addition, built in 1931, is a similar concrete structure with brick veneer, two stories tall with a parapeted low-slope roof. Typical detailing is similar to the 1927 building, including matching brick veneer, and a terra cotta cornice with modillions. The structure extended the 1927 building 79 feet 2 inches to the north. A one-story “meeting room” on the northeast measuring 106 feet 5 inches east-west and 44 feet 3 inches north-south was also part of the 1931 addition. The meeting room roof structure is supported by steel lattice trusses with steel brackets attached to the concrete walls.

The 1969 addition consisted of a Learning Resources Center to the south of the meeting room, extending the northern addition to the east by 24 feet. This one-story addition consists of CMU (pumice) walls on the south- and east-abutting existing walls. The original bay window for the kindergarten was removed; that room was turned into conference rooms and a work room. Glulam beams span north-south, supporting a low-slope car-decking with a bituminous membrane roof. The eastern wall contains six fixed plate glass windows with fixed transoms, and a set of double doors.

The southern addition, built in 1941, is a similar two-story concrete structure with a low-slope parapet roof, but with a single loaded corridor, measuring only 38 feet 6 inches east-west and

extending the western façade 90 feet 2 inches to the south. Typical detailing matches the 1927 building.

The main western façade is composed of the original 1927 building, and the northern and southern additions on either end, each marked by a two-story angled bay. The western façade has a terra cotta cornice with modillions located 2 feet 6 inches below the terra cotta coping that caps the parapet. All windows on the lower level of this façade have been boarded over.

The central 1927 portion of the façade consists of five bays, two on each side of the central bay, each containing 4 eight-over-eight wood-sash windows at each floor level. The central bay is the main entry bay and this projects out 1 foot with brick quoin pattern at the corners, and is topped by a triangular pediment. The central doors are paneled, with glazed sidelights and a semi-circular transom with a terra cotta keystone and terra cotta panel at the impost. A terra cotta panel inscribed with the name of the school is located above the main door, and located above that are double-hung wood sash windows with a wrought-iron balconette, and a terra cotta sill and keystone. Centered in the triangular pediment is a circular medallion inscribed with the date of construction.

The western façade of the northern addition consists of an angled two-story bay with six-over-six wood-sash windows with terra cotta sills and brick flat-arch lintels with terra cotta keystones, one window on each angled flanking wall at each level and three at each level on the central panel and 4 eight-over-eight wood sash windows at each floor level to the north. The corner has a brick quoin pattern. The façade steps back 2 feet 5 inches to the stair tower, which has a single three-sash window in the center of an 11-foot 8-inch long wall, with a brick quoin pattern on the corner. The façade steps back again 36 feet 10 inches to a 21-foot 8-inch long wall with brick quoining pattern at the corner and three four-light wood-sash windows with terra cotta sills at the lower level.

The western façade of the southern addition consists of an angled two-story bay with six-over-six wood-sash windows with terra cotta sills and brick flat-arch lintels with terra cotta keystones, one window on each angled flanking wall at each level, and three at each level on the central panel. There is a single typical window at the upper floor to the south of the bay, and then a group of 10 typical windows, five at each level to the south again. The southernmost window on the façade is a tall three-sash window in the stairwell. The southern corner is marked with a brick quoin pattern.

The northern façade is made up of the 1931 northern addition, the two-story classroom block and the one-story meeting room. The classroom block walls have a brick running bond veneer with a terra cotta cornice with modillions located 2 feet 5 inches below the terra cotta coping that caps the parapet. The western end of the classroom block has brick quoin pattern at the corner, and two four-light wood-sash windows with terra cotta sills at the lower level. Stairs lead up to a double paneled door with a semicircular transom above, and a typical window is located at the upper level above the door. The façade steps forward 21 feet 8 inches to a wall with brick quoin pattern at the corners, and single opening for a 3-foot 8-inch-wide 5 foot 6-inch-tall opening for a metal vent screen. The eastern end of the northern façade is the one-story tall meeting room, which contains four 8-foot-wide 21-feet 6-inches tall arched top windows, and a brick in-filled arched opening containing a pair of double doors on the eastern end. The parapet on the meeting room is capped by a simple terra cotta coping.

The eastern façade is comprised of five parts. The northernmost section is the eastern façade of the 1931 meeting room, which contains two three-over-six wood-sash windows with terra cotta sills located 7 feet 6 inches from the interior finish floor level, a small metal grill for a vent, and a single paneled door. The 1969 Resource Room addition is located south of the meeting room and has a CMU wall, six boarded-up plate glass windows with transoms above, a double door with an overhanging roof, and a taller CMU wall at the southern end of this portion of the façade. The 1927 play courts are at the lower level of the central portion of the eastern façade. The central portion of the façade is symmetric, with brick walls framing double entry doors at the northern and southern ends of the play courts. The play courts each have five wooden columns filled in with chain-link fencing, and are separated by a 20-foot 8-inch-long brick running bond veneer wall. Four pyramidal skylights can be seen on the roof of the play courts. The upper level of the 1927 eastern façade steps back at two symmetric light wells, flanked by typical windows on the north and south, and contains two sets of groups of four typical windows on the wall in the center. Where the façade wall steps back for the lightwells, there is a pair of typical windows. The southern end of the eastern façade is the 1940 southern addition, which is painted concrete with six six-over-six wood-sash windows originally reused from the 1927 construction. The brick veneer wraps the southern corner and includes a brick quoin pattern and the terra cotta cornice.

The southern façade of the 1940 southern addition contains a pair of paneled double doors with a semicircular transom, and a typical window above it. Brick quoin patterns adorn the eastern and western corners; also present are a typical terra cotta cornice with modillions and terra cotta coping at the top of the parapet.

Plan & Interior Features

The 1927 plan was a simple symmetric plan reflected about the central entry hall. The plan was identical to the original construction at Laurelhurst School. On the main floor, a main north-south double-loaded corridor contained three classrooms on the western side with administrative space; on the eastern side were the boiler room, janitorial space, toilets and staircases. The play courts are located east of the toilets and boiler room. The upper floor of the 1927 plan contained four classrooms and the nurse's office on the western side of the corridor, and on the eastern side were two classrooms, two open spaces for light wells, and the northern and southern staircases. Finishes in the classrooms included built-in wardrobes, chalk boards, plaster walls, fir trim work, linoleum flooring on the first floor and maple floors on the second floor, and acoustical tile ceilings. Corridors had linoleum flooring and plaster walls, and recessed porcelain water fountains. The upper floor corridor has two non-original aluminum pyramidal skylights missing their original interior diffusers.

The 1931 northern addition extended the corridor to the north, added two classrooms and a staircase on the western side, and a kindergarten classroom on the eastern side. The kindergarten classroom was demolished when the 1969 Learning Resources Center was added, extending the building 24 more feet to the east and blocking some of the southern windows of the meeting room. The upper floor of the 1931 northern addition extended the main corridor to the north and added two classrooms on the west and three classrooms on the east. The hall has a non-original aluminum pyramidal skylight that is missing its interior diffuser. Finishes in the classrooms included built-in wardrobes, chalk boards, plaster walls, fir trim work, linoleum

flooring on the first floor and maple floors on the second floor, and acoustical tile ceilings. Corridors had linoleum flooring and plaster walls.

The meeting room is located down 10 steps on the northeastern corner of the building. The meeting room contains a raised platform for a stage on the western end, and a kitchen on the southern end. The proscenium arch around the stage is decorated with Keene’s cement bas-relief panels at either side, and Intaglio relief beehive- and peacock-motif above. Doors in the meeting room are flush plank, with some containing simple v-groove swag-and-star carvings. Floors in the meeting room were originally asphalt tile, with terrazzo in the kitchen and janitorial spaces.

The 1940 southern addition extended the main hall to the south, but is single-loaded, with two classrooms on the western side at each level and a stair at the southern end. A small workroom separates the dedicated art room and science room at the upper floor of this addition. Finishes in the classrooms included built-in wardrobes, chalkboards, plaster walls, linoleum flooring, and acoustical tile ceilings. Metal lockers are located in the upper floor corridor.

Documented Building Alterations

Besides the significant additions in 1931, 1940, and 1969, there have been few alterations to the original fabric of the school. The lower floor windows have been boarded up and the overall condition of the school is poor. The addition of mechanical equipment such as fire sprinklers and a kitchen vent have not significantly affected the integrity of the building. The skylights have been replaced, either in 1994 or 2004. These skylights no longer have their original copper structural members and wireglass, but are instead constructed of aluminum sections and reeded laminated glass.

Recorded Permits and other documented alterations

<i>Date</i>	<i>Designer</i>	<i>Description</i>	<i>Permit #</i>
1927	Naramore	Build	267163
1931	Naramore	Addition	300669
1940	Naramore & Brady	Addition	339130
		Kitchen vent	341896
1951	J. Lister Holmes	Replace skylights	NA
1961	SPS facilities	Office alterations	491950
1969		Sprinklers	531910
1969	SPS facilities	Addition of Learning Resources Center	532801
1974	SPS facilities	Alter play court enclosure	NA
1978	SPS facilities	Fire sprinklers	NA
1979	McDonald McLaren Hammond	Seismic improvements, chimney cap, parapet, cornice, corbel	NA

1986	Occupy portion of school as temporary Fire Station	8606296
1994	Re-roof and seismic upgrade	9400983
2004	Repair roof, seismic upgrade	2402111
2008	Alter building for use as temporary fire station, add sprinklers	6185420 6213675

Site Alterations

<i>Date</i>	<i>Description</i>	<i>Permit #</i>
1954	Construct portable	427845
1958	Construct 3 portables	466570
1967	Relocate portable	524140
1989	Remove one portable classroom	8906510
1993	Install one portable classroom building	9303238
1993	SPS facilities Paving repair and improvements	NA
2000	Alter one portable for childcare center	2006062
2008	Add 20' x 60' apparatus garage	6200264

SIGNIFICANCE

Historical Site Context: Magnolia

Evidence of a 4000-year-old settlement was found along the south shore of Salmon Bay during the construction of the West Point water treatment plant. In addition, David M. Buerge mapped four Duwamish villages on Magnolia hill. During white settlement, the most famous of the Shilshole Duwamish were Hwechlchtid and Chiloheet'sa, commonly know as Salmon Bay Charlie and his wife Madellene, who lived on the south side of Salmon Bay near what is now Discovery Park, until Madellene's death and Charlie's removal to a reservation in 1916.

Magnolia's most prominent and consequential early settler was Dr. Henry Allen Smith (1830-1915): physician, agriculturist, politician, poet, and businessman. Born in Ohio and educated at Allegheny College in Pennsylvania, Smith set out for the west at age 21, intending to practice medicine in California, and perhaps strike it rich in the Gold Rush. Upon hearing that the Northern Pacific Railway was planning to extend into the Pacific Northwest, Smith sensed possibility and headed north, and in 1952 staked a 160-acre claim in what would come to be known as Interbay. In Smith's grand vision, Magnolia would be the terminus of a transcontinental railroad, and the deep water of what would be known as Smith's Cove would serve as a gateway for shipping and commerce throughout Puget Sound.

The railroad did not arrive for another 40 years, but in the meantime, Smith bought up tracts of land from settlers leaving the region, gradually amassing thousands of acres. He eventually sold 9,500 acres to the Lake Shore and Eastern Railroad for the sum of \$75,000, retaining 50 acres for his own use. Smith established a medical practice in Interbay at what is now Dravus Street and 15th Ave W, and developed a reputation for serving both white and native populations throughout the region, often traveling by canoe to make house calls. Smith was named the first superintendent of Schools of King County, and transcribed and translated Chief Sealth's famous 1854 speech to Territorial Governor Isaac Stevens upon the establishment of Indian reservations throughout Washington.

Located on a jutting prominence underneath the Magnolia Bluff, the West Point Lighthouse has been continually operating and remains virtually unchanged since its erection in 1881. From that year until 1926, a kerosene lantern provided illumination for ships up to 15 miles out at sea. With the opening of the Lake Washington Ship Canal in 1917, the lighthouse played a more significant role in guiding the increased shipping traffic in the region. In 1977 the West Point Light Station was added to the National Register of Historic Places. The lighthouse was fully automated in 1985. While the U.S. Coast Guard maintains the electrical and optic systems, the Seattle Parks and Recreation Department is the current legal owner of the lighthouse and its outbuildings.

Between 1900 and 1936 Magnolia was home to 13 working dairies, only a scant few of which became commercially viable. These were the Pleasant Valley Dairy and the Merrymount Dairy. Limited access to the peninsula impeded Magnolia's growth into a thriving urban neighborhood, as residents depended on a series of wooden trestles to get to or from the "mainland." However, when the concrete Garfield Street bridge (later to be known as the Magnolia Bridge) was built in 1930, followed the next year by the Dravus Street bridge, urban growth began in earnest. After the end of World War II, former servicemen and their families drove demand for affordable family housing. The cluster of shops on W McGraw Street expanded in the 1940s to become the commercial heart of the district, and remains so to this day.

Since its establishment in 1898, Fort Lawton has been an integral part of Magnolia's history and character. Seattle business leaders had campaigned for the establishment of a military installation in the area by claiming the fort would aid in coastal defense of the U.S. Navy shipyards in Bremerton. Located on the bluff jutting into Puget Sound in the northwest corner of the neighborhood, the post was named after Major General Henry Ware Lawton of the U.S. Army. As early as 1917, civic leaders were calling for the conversion of the fort to a city park. Those plans were scuttled with the advent of World War I. At the height of World War II, more than 20,000 troops were billeted at Fort Lawton and more than one million troops were processed for departure to the Pacific theater. The fort was also a busy point of embarkation for troops during the Korean War. As the Cold War escalated, an artillery group was assigned to Fort Lawton in 1953 to counter the threat of Soviet intercontinental missiles. This group eventually controlled eleven Nike Atlas sites, all strategically located to protect the Puget Sound area. This defense system was active until 1974, when it was dismantled nationwide.

In 1964 the army decided to surplus 85% of Fort Lawton. The city acquired the bulk of this land, and in 1972 a master plan was developed to establish a city park on the site. The Daybreak Star Cultural Center was opened in the northern part of the fort in 1976, and

continues to host Native American-related cultural and arts events, and social and community services.

Prior to 1914, the stretch between Magnolia and Ballard at what is now known as Salmon Bay was traversable by land at low tide, and both the Native American population and white settlers enjoyed the abundant supply of clams, mussels, crabs, oysters and shrimp. (Magnolia, pp. 20-21). Construction of the Ship Canal—linking Lake Washington and Lake Union to the open waters of Puget Sound—commenced in 1911. The estuary between Magnolia and Ballard was dredged to create a channel deep enough for fishing and shipping boats to pass through, and Fishermen’s Terminal was established just north of Interbay to provide a “snug harbor” for Puget Sound’s fishing fleet. The terminal remains a home for commercial boats, pleasure crafts, tourist activities, and the Fishermen’s Memorial, commemorating workers lost at sea.

Another notable building in the neighborhood is the Magnolia branch of the Seattle Public Library. As early as the 1930s Magnolia residents started a fund to establish a local library branch. In 1943, after a large community effort of fundraising and volunteer work, the first Magnolia library opened in a former abandoned tavern on W McGraw Street. It was an immediate hit with residents, and in 1946 the library moved to a newly constructed building two block west on McGraw. Ten years on, the library was again overcrowded, and a \$5 million bond measure allowed for rebuilding the downtown library and three branches, including Magnolia. Architect Paul Hayden Kirk designed the new building, which opened in 1964 and went on to garner an Award of Excellence from the American Library Association. Located on W 34th Street, just north of Catherine Blaine Elementary School, the library was named a landmark building in 2001. In 2007-2008 the library underwent a \$4.4 million renovation and expansion, an undertaking that has since gained recognition and honors from Historic Seattle and the Washington Council of the AIA.

In addition to Magnolia School, other schools in the neighborhood include Lawton Elementary, Catharine Blaine School, and Briarcliff School. Lawton, originally known as Salmon Bay School, was built in 1913 on 25th Ave W, providing 8 rooms in a 2-story brick building. Catherine Blaine, opening in 1952 and housing grades 5-9, was the first school in the west to be built as a joint venture between the school district and parks department. Briarcliff, located at 3901 W Dravus Street, was built in 1948 to accommodate students from overcrowded Magnolia School, and has since been sold, demolished, and homes have been built on the site. Historically all four of these schools interchanged students when overcrowding or construction made it necessary.

Magnolia School

Before the Magnolia Bluff Annex opened in the fall of 1921, children in Magnolia attended either the Interbay school or the Lawton School. Parents in Magnolia Bluff and Carleton Park areas were concerned with the safety of bussing their children to Interbay, and asked the Seattle School Board for a new school on the bluff. A single portable at 28th Avenue W and W Boston Street was used as an annex to Lawton School for grades 1-4 until 1918. In 1922 the site at 28th W and W McGraw was purchased from Elizabeth Simpson for \$4,500, and a portable building housed 26 children from Interbay School in grades 1–3. In 1925, additional portable buildings and teachers were added, and the school served grades 1-6.

Magnolia School was built in 1927, with the central block of the existing brick structure housing grades 1–6. The 7th and 8th grades were added in consecutive years. By 1929 235 students were enrolled. As school enrollment increased more space was needed. In 1931 eight classrooms, including a kindergarten classroom, and an auditorium/lunchroom were added on the northern end, although kindergarten classes didn't begin at the school until 1934. By 1939 there were more than 550 students enrolled at the school. The next year more than 100 Magnolia students were sent to Lawton School. In order to house the extra students, in 1941 a southern wing with four new classrooms was added. During WWII, there was an influx of military families and students at Magnolia, due to the proximity of Fort Lawton. To make room for the younger grades in 1943, 8th graders were sent to Queen Anne Junior High, housed at Queen Anne High School.

In the 1946-47 school year, an instructor who traveled throughout the country with 30 portable typewriters taught the kindergarteners to type through a program sponsored by the Education Research Committee of the Office Equipment Manufacturing Institute. In 1947, the school was once again overcrowded, with 150 more students than the design occupancy of 800. Briarcliff School opened in 1949 to alleviate some of the crowding. In 1952 Catherine Blaine School was able to absorb the 7th graders.

In 1969, the previous kindergarten classroom was transformed into the first Learning Resources Center in the Seattle School District, with an addition on the eastern side, south of the auditorium. In 1978, Magnolia was paired with Dearborn Park in order to address issues of racial imbalance, and Magnolia became a K–3 school. By 1984 when Magnolia school closed, enrollment was down to 320 students, who were sent to Blaine or Lawton the following year.

After Magnolia closed, the building was used as an interim site for several schools as their buildings were being renovated. Adams Elementary used the building between 1987-89, and by John Muir Elementary used it between 1989-90. The African American Academy was housed in the building from 1993 to spring 2000 when their new school was finished. Franz H. Coe Elementary used the building between 2000 and 2002 during their renovation. The building has been vacant since 2002.

Historical Architectural Context: Colonial Revival, Georgian

The subject building was designed in a Georgian Colonial Revival style.

In the latter part of the nineteenth century, architects in the United States looked toward establishing a national style, with some voices such as H. H. Richardson advocating Romanesque-based forms, while others championed Colonial Revival styles, and a few felt that all eclecticism and historical styles should be abandoned in the search for a unique new direction. The architectural firm of McKim, Mead and White was a major proponent of the creative reinterpretation of Colonial Revival in the latter part of the nineteenth century, while later architects tended toward more literal manifestations, if not outright replicas.

After the national centennial in 1876, the Colonial Revival style was enthusiastically embraced by a number of architects. Colonial revivals are based on Georgian and Federal styles, as well as more vernacular styles like Cape Cod, Garrison Salt Box, and Dutch built forms.

The most common of the Colonial Revival styles for residential buildings was the Cape Cod style. Such residences borrowed entry details from the Georgian prototypes, but otherwise

were vernacular buildings. Even when the plans were updated and “modernized” from their seventeenth and eighteenth century models, most Colonial Revival residences have rigid plans with small spaces allocated for specific functions. Colonial Revival styles were particularly popular in suburban residential development, beginning in the 1920s and lasting through the early 1950s, playing on the style’s associations with small-town America.

Many larger buildings, such as town halls, colleges, and churches, built from the latter part of the nineteenth century and through World War II, often used American Colonial Georgian prototypes as they aspired toward an American idealism. These buildings themselves were based on the work of English architects Sir Christopher Wren and James Gibbs, both of whose work was known in the American Colonies through books such as *Palladio Londinensis, or the London Art of Building*, written by William Salmon in 1734. The Wren Building on the campus of the College of William and Mary in Williamsburg, Virginia, begun in 1695, is one of the earliest major American Georgian buildings reflecting this influence. Independence Hall in Philadelphia, completed in 1753, is a later example of this style.

Georgian/Colonial Revival buildings often have eighteenth century details applied to building types and sizes unknown in the American colonial period, such as railroad stations, public schools, libraries, hospitals, private clubs, and retirement homes. Presbyterian, Christian Science, and Latter-Day Saints churches also show marked preference for this style, invoking traditionalist images of small town America. Georgian/Colonial Revival features classical elements and embellishments, often with Mannerist over-scaling of building elements, including projecting entrances with round classical columns, entrances flanked by columns or pilasters and capped with a decorative crown or a triangular crown pediment, Palladian windows and fan lights, Federal porch roofs, classical corner pilasters, and double-hung windows, often with six-over-six lights. Georgian Revival buildings are strictly rectangular with minor projections and symmetrical façades and self-contained rectangular plans. Exterior walls are often white painted clapboard or brick masonry.

Local larger-scale examples of this form appear in the Seaview Building at The Kenney retirement community in West Seattle that was modeled after Philadelphia’s Independence Hall (1908, Graham & Meyers), the Columbia Branch Library (1914, Somervell & Thomas), The Sunset Club (1914-15, Joseph S. Cote), the Women’s University Club (Albertson, Wilson & Richardson, with Édouard Frère), and Bliss Hall on the Lakeside Campus (1930, Bebb & Gould). Predictably, when the local chapter of the Daughters of the American Revolution built their new headquarters in Seattle’s Capitol Hill Neighborhood in 1925 (Daniel R. Huntington), they built a near replica of George Washington’s Mt. Vernon, one of the United States’ best-known Colonial Georgian buildings.

Large-scale residential adaptations of Colonial and Georgian revival forms are also present in several fraternity and sorority buildings located north of the University of Washington.

Seattle’s older residential neighborhoods still have hundreds of examples of Colonial Revival homes, most constructed from stock plans by speculative contractors. Designs by notable local architects in this general style include the Joel McFee residence (ca. 1934, Arthur L. Loveless) and the Winston W. Chambers residence (1937, Edwin Ivey and Elizabeth Ayer).

Building Owner: Seattle School District Number 1

Please see Appendix 3: Seattle School District Number 1 History, General Historical and Building Context for the history of the owner of Loyal Heights Elementary School from 1854 to the present day.

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

After World War I, and as Seattle entered the 1920s, the increased costs of providing educational programs to a growing population strained the school district. Public school enrollment grew from 51,381 in 1920 to slightly over 66,000 within ten years, requiring new construction in newly developed areas like Montlake and Laurelhurst, additions to older schools, and construction of intermediate schools and high schools. Despite a postwar recession in the early 1920s, the district entered a phase of a well-funded building program due to school construction bond issues passed in 1919, 1923, 1925, and 1927.

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

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

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

The district completed 13 new elementary school buildings during this period, and altered several others with additions. By 1935, all elementary schools also included kindergarten, and lunchroom service was being added to all schools.

New elementary schools completed during this period include:

School	Year	Address	Designer	Notes
Bailey Gatzert School	1921	615 12 th Ave. S	Floyd A. Naramore	Demolished 1989
Highland Park School	1921	1012 SW Trenton St.	Floyd A. Naramore	Demolished 1998
Martha Washington School	1921	6612 57 th Ave. S	Floyd A. Naramore	Originally Girl's Parental School, demolished 1989
Columbia School	1922	3528 S Ferdinand St.	Floyd A. Naramore	

John Hay School	1922	411 Boston St.	Floyd A. Naramore	Seattle Landmark
Dunlap School	1924	8621 46 th Ave. S	Floyd A. Naramore	Seattle Landmark
Montlake School	1924	2409 22 nd Ave. E	Floyd A. Naramore	Seattle Landmark
William Cullen Bryant School	1926	3311 NE 60 th St.	Floyd A. Naramore	Altered, Seattle Landmark
E.C. Hughes School	1926	7740 34 th Ave. SW	Floyd A. Naramore	Altered
Magnolia School	1927	2418 28 th Ave. W	Floyd A. Naramore	Closed
Laurelhurst School	1928	4530 46 th Ave. NE	Floyd A. Naramore	Altered
Daniel Bagley School	1930	7821 Stone Ave. N	Floyd A. Naramore	
Loyal Heights	1932	2511 NW 80 th St.	Floyd A. Naramore	

In the early 1920s, the district considered building intermediate or “junior high school” buildings serving students in grades 7-9, to put itself in line with national educational philosophy and relieve pressure on existing elementary and high schools. The school board officially adopted the term Junior High School in 1932. Naramore designed four intermediate or “junior high” schools for the District, including the following:

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

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

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

High schools designed by Floyd Naramore include the following:

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

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

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

Building Architect: Floyd A. Naramore, Naramore & Brady

The architect of record for Loyal Heights Elementary School original construction was Floyd A. Naramore, working as the district architect. Naramore was also the architect for the 1946 addition to the school, in partnership with Clifton Brady.

Floyd Archibald Naramore was born in Warren, Illinois, on July 21, 1879. He studied engineering at the University of Wisconsin while working as a draftsman for the Chicago & Northwestern Railroad and architect George Fuller. Naramore later studied at the Massachusetts Institute of Technology, graduating with a degree in architecture in 1907. He worked briefly in Chicago for architect John McEwen & Co., before relocating to Portland, Oregon where he became a cost estimator for the Northwest Bridgeworks. In 1913 Naramore was appointed Architect and Superintendent of Properties for the Portland School District, designing Couch Elementary School (1914-15).

The Seattle School District hired Naramore to replace Edgar Blair as school architect in 1919. Naramore designed approximately two dozen school buildings for the district between 1919 and 1931, including Classical Revival style Roosevelt High School (1921-22, 1928 addition, altered), the Jacobean style James Garfield High School (1922-23, altered), and Grover Cleveland High School (1926-27), four junior high schools, and 15 elementary schools, nearly all of these being symmetrical eclectic masonry compositions. Naramore usually arranged his

school sites to present an imposing façade, using terraces and stairs to accentuate a prominent projecting entry in the tradition of the Beaux Arts.

Naramore joined Alvin (Albert) F. Menke (1883-1978) in a partnership that lasted from 1924 to 1929. The firm designed schools in Ellensburg and Aberdeen and consulted on other school projects in western Washington. School funding declined dramatically during the Depression of the 1930s, and the lack of school commissions led to both the dissolution of the firm and Naramore's resignation as the Seattle School District's architect.

Naramore's extensive experience in institutional design and construction led to his commission and successful collaboration with Granger & Thomas in the design of the new Chemistry and Pharmacy Building, Daniel Bagley Hall (1935-36), on the University of Washington Campus. Funded by federal and state economic stimulus grants, the building was constructed in a solid Art Deco/WPA Moderne reinterpretation of Collegiate Gothic.

Naramore was also the architect for Bellingham High School in 1938. The school was built in the Moderne style as a Public Works Administration (PWA) project.

Naramore formed another short-term partnership with Clifton Brady (1884-1963), resulting in the design of T.T. Minor Elementary School (1940-41). Although the 1940 gymnasium addition to the Colman School could also be described as "streamlined," T.T. Minor is regarded as the Seattle School District's first Modern-style school.

The large-scale construction projects commissioned by the federal government during World War II led Naramore to other collaborations including Naramore, Granger & Thomas; Naramore, Granger & Johanson; and Naramore, Bain, Brady, & Johanson, the latter firm evolving into the Seattle architectural firm of NBBJ. Works that illustrate modern work by NBBJ include the King County Blood Bank (1951), Clyde Hill Elementary School (1953), and Ashwood Elementary School, Bellevue, WA (1957).

NBBJ was the architect for Chief Sealth High School (1957), and Louisa Boren Junior High School (1963). Both schools were designed in an International Modern style.

Naramore was elected to the College of Fellows of the American Institute of Architects (AIA) in 1935. He was active as a senior partner until his death in Seattle at the age of 91 on October 29, 1970.

Building Contractors

Dolph Jones (1927 building)

Dolph Jones moved from Fortville, Indiana to Tacoma, Washington, in 1899. He founded his eponymously named company in 1913. After building homes in Pierce County, his first commercial project was the school building in Wilkeson (1913, National Historic Register). In 1921, Dolph Jones of Tacoma, Washington won the bid to expand the Northern State Hospital at Sedro Woolley with a fireproof wing for \$55,800. He was responsible for the construction at the Tenino High School in Olympia, Washington in 1923, the Tahoma High School in Maple Valley (architect William Mallis) in 1926. He was awarded the contract for Magnolia School on April 29, 1927, for \$74,128. In 1934, The Dolph Jones Company constructed the McMillan Bridge over the Puyallup River on State Route 162, in Pierce County, Washington. In 1953, the

Dolph Jones Construction Company was awarded the contract for the women's ward of Western State Hospital in Steilacoom, and was awarded the contract for the Tacoma bus terminal in 1958. He was awarded the contract for Harrison Memorial Hospital in Bremerton in 1962. The Dolph Jones Construction Company received an industry safety award in 1965. Other influential projects included: Mason Junior High, Kittredge Hall at the University of Puget Sound, the gymnasium at Pacific Lutheran University, Manitou Park Elementary School, Doctors' Hospital, Harrison Hospital and the Tacoma Public Library. In 1965, the company formed a joint venture with Concrete Construction Co. to repair a spillway at Tacoma City Light's Mayfield Dam. Dolph Jones Construction Company, run by Jones's son, Lewis Jones Sr., along with Concrete Construction Co, headed by Frank Roberts, were the general Contractors for Hazen High School (Mallis, DeHart, Lands & Hall) in Renton in 1967-68, which was the subject of illegal picketing that delayed construction. During that construction the two companies were known by their separate names but merged to form Jones & Roberts Co. soon after. The company is still active, and is run by the grandson of Dolph Jones, Lewis Jones Jr., the company's president.

J.B. Warrack Company (1940 southern addition)

J.B. Warrack Company was organized in Washington State in 1913. The construction company worked in reinforced concrete, brick and stone masonry, heavy timber construction, earth and rock work, sewage disposal, industrial plants, refrigeration, and warehouses. In 1918 they were operating out of the Arcade Building in Seattle. Between 1913 and 1918, J.B. Warrack constructed buildings on Seattle's auto row including those for The Detroit Electric Co., Winton Automobile Co., Kelley-Springfield Motor Truck Co., and the Overland Automobile Co. The company also constructed buildings for the State of Washington, including a kitchen and cold storage facility for the State Board of Control, ward buildings, an assembly hall and laundry for the Northern Hospital for the Insane at Sedro Woolley, along with the sewer system there.

In 1940, J.B. Warrack was the contractor for the Woolworth Building at 3rd and Pike (now the Ross building). They were the contractor for T.T. Minor in 1940-41.

J.B. Warrack Company was working in Alaska as early as 1934, where they helped with the Public Works construction of the bridge to Douglas Island. In 1935, they constructed the Decker Building (National Register) at 231 S Franklin Street in Juneau. Warrack was also the contractor for The Ketchikan Federal Building (National Register) completed in 1938, designed by the Cleveland architectural firm of Garfield, Stanley-Brown, Harris and Robinson. In 1950, they constructed the Petersburg High School in Juneau, and they constructed Chugiak High School in Anchorage, Alaska in 1963. In 1972, the J.B. Warrack Company incorporated in the State of Alaska, and is still considered active there.

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The features of the Landmark to be preserved include: The site; the exteriors of the 1927 building, and 1931 and 1940 additions; the meeting room/cafeteria; the first floor central entry hall; the bookroom; the original classrooms that remain, the light fixtures and doors in the hallways; and the four stairways.

Issued: July 17, 2015

Karen Gordon
City Historic Preservation Officer

Cc: Tingyu Wang, Seattle Public Schools
Rich Hill, McCullough Hill Leary PS
Larry Johnson & Ellen Mirro, The Johnson Partnership
Alison Walker Brems, Chair, LPB
Diane Sugimura, DPD
Alan Oiye, DPD
Ken Mar, DPD



Magnolia Elementary School, 2418 28th Avenue W, 2021



Magnolia Elementary School, 2418 28th Avenue W, 1927



Legislation Text

File #: CB 120565, **Version:** 1

CITY OF SEATTLE

ORDINANCE _____

COUNCIL BILL _____

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

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

WHEREAS, the Landmarks Preservation Board (“Board”), after a public meeting on May 6, 2015, voted to approve the nomination of the improvement located at 7821 Stone Avenue N and the site on which the improvement is located (which are collectively referred to as “Daniel Bagley Elementary School”) for designation as a landmark under SMC Chapter 25.12; and

WHEREAS, after a public meeting on June 17, 2015, the Board voted to approve the designation of Daniel Bagley Elementary School under SMC Chapter 25.12; and

WHEREAS, on February 16, 2022, the Board and Daniel Bagley Elementary School’s owner agreed to controls and incentives to be applied to specific features or characteristics of the designated landmark; and

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

BE IT ORDAINED BY THE CITY OF SEATTLE AS FOLLOWS:

Section 1. Designation. Under Seattle Municipal Code (SMC) 25.12.660, the designation by the Landmarks Preservation Board (“Board”) of the improvement located at 7821 Stone Avenue N and the site on which the improvement is located (which are collectively referred to as “Daniel Bagley Elementary School”) is acknowledged.

A. Legal Description. Daniel Bagley Elementary School is located on the property legally described as:

West 660 feet of North 395 feet of Government Lot 2 in Northeast quarter (¼) of Section 06 Township 25N Range 04, less West 165 feet thereof less portions for streets; together with North 10 inches of South 102.5 feet of North 500.01 feet of East 29 feet of West 200 feet of SD Government Lot 2.

B. Specific Features or Characteristics Designated. Under SMC 25.12.660.A.2, the Board designated the following specific features or characteristics of Daniel Bagley Elementary School:

1. The site.
2. The exterior of the building.
3. The following portions of the interior: meeting room/cafeteria, central entrance and associated corridor display, central stair at the first and second floors, corridors, and classrooms.

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

1. It is associated in a significant way with a significant aspect of the cultural, political, or economic heritage of the community, City, state or nation (SMC 25.12.350.C).
2. It embodies the distinctive visible characteristics of an architectural style, or period, or of a method of construction (SMC 25.12.350.D).
3. It is an outstanding work of a designer or builder (SMC 25.12.350.E).

Section 2. Controls. The following controls are imposed on the features or characteristics of Daniel

Bagley Elementary School that were designated by the Board for preservation:

A. Certificate of Approval Process.

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

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

a. Any in-kind maintenance or repairs of the features or characteristics of Daniel Bagley Elementary School that were designated by the Board for preservation.

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

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

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

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

3) An Exceptional Tree per City of Seattle regulations.

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

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

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

g. Installation, removal, or alteration (including repair) of underground irrigation and

underground utilities, provided that the site is restored in kind.

h. Repaving and restriping of existing asphalt paved areas.

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

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

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

1) The sign shall be freestanding on the site.

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

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

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

5) The sign shall not be internally illuminated.

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

l. Removal of non-historic portable classroom buildings.

m. Installation or removal of interior, temporary window shading devices that are operable and do not obscure the glazing when in the open position.

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

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

p. Installation, removal, or alteration of the existing playfield/playcourt/track materials,

goal posts, and other track/field related sports equipment on the west side of the property.

q. Demolition of non-historic building additions, provided associated alterations or changes to the Landmark are addressed per subsection 2.B.3.p of this ordinance.

r. Minor alterations or changes to non-historic building additions, provided they do not increase the footprint or height of that portion of the building. Art installations shall be addressed per subsection 2.B.3.i of this ordinance.

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

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

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

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

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

3. CHPO approval of alterations or significant changes to the features or characteristics of Daniel Bagley Elementary School that were designated by the Board for preservation is available for the following:

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

site.

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

c. Installation of new single-story portable classrooms or a storage shed.

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

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

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

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

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

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

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

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

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

m. Installation of photovoltaic panels on a building rooftop.

n. Changes to paint colors for any of the features or characteristics of the landmark that

were designated by the Board for preservation.

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

p. Alterations or changes to designated features of the landmark when associated with demolition of adjacent non-historic building additions.

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

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

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

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

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

Section 3. Incentives. The following incentives are granted on the features or characteristics of Daniel Bagley Elementary School that were designated by the Board for preservation:

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

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

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

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

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

Section 5. Daniel Bagley Elementary School is added alphabetically to Section IV, Schools, of the Table of Historical Landmarks contained in SMC Chapter 25.32.

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

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

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

President _____ of the City Council

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

Bruce A. Harrell, Mayor

Filed by me this _____ day of _____, 2022.

Elizabeth M. Adkisson, Interim City Clerk

(Seal)

Attachments:

SUMMARY and FISCAL NOTE*

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

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

1. BILL SUMMARY

Legislation Title:

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

Summary and Background of the Legislation:

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

Daniel Bagley Elementary School was built in 1920. The property is located in the Green Lake neighborhood. A Controls and Incentives Agreement has been signed by the owner and has been approved by the Landmarks Preservation Board. The controls in the agreement apply to the site; the exterior of the building; the meeting room/cafeteria; the central entrance and associated corridor display; the central stair at the first and second floors; the corridors; and classrooms, but do not apply to any in-kind maintenance or repairs of the designated features.

2. CAPITAL IMPROVEMENT PROGRAM

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

3. SUMMARY OF FINANCIAL IMPLICATIONS

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

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

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

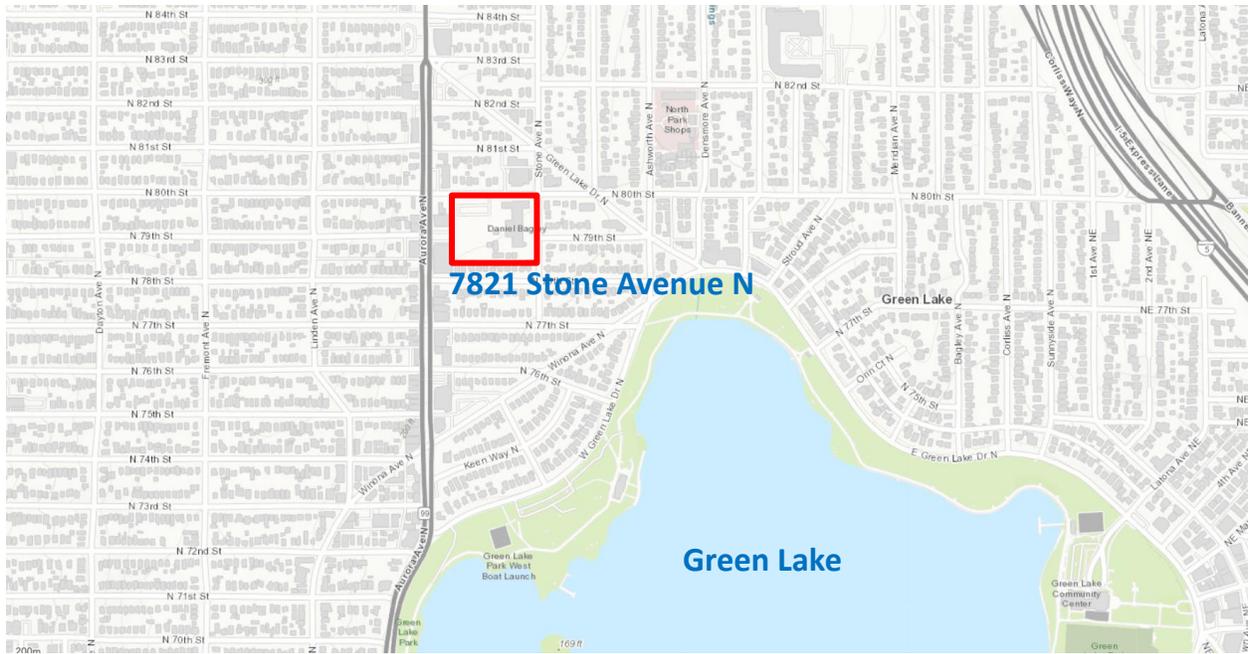
4. OTHER IMPLICATIONS

- a. **Does this legislation affect any departments besides the originating department?**
No.
- b. **Is a public hearing required for this legislation?**
No.
- c. **Is publication of notice with *The Daily Journal of Commerce* and/or *The Seattle Times* required for this legislation?**
No.
- d. **Does this legislation affect a piece of property?**
Yes, see attached map.
- e. **Please describe any perceived implication for the principles of the Race and Social Justice Initiative. Does this legislation impact vulnerable or historically disadvantaged communities? What is the Language Access plan for any communications to the public?**
This is a public school building, and the Landmarks Board approved full rehabilitation and a major addition to expand the school's capacity. The project construction was completed in Fall 2020. The legislation does not have a negative impact on vulnerable or historically disadvantaged communities. A language access plan is not anticipated.
- f. **Climate Change Implications**
- 1. Emissions: Is this legislation likely to increase or decrease carbon emissions in a material way?**
This legislation supports the sustainable practice of preserving historic buildings and their embodied energy. Reuse and restoration of a building or structure reduces the consumption of new natural resources, and the carbon emissions associated with new construction. Preservation also avoids contributing to the ever-growing landfills
 - 2. Resiliency: Will the action(s) proposed by this legislation increase or decrease Seattle's resiliency (or ability to adapt) to climate change in a material way? If so, explain. If it is likely to decrease resiliency in a material way, describe what will or could be done to mitigate the effects.**
Many historic buildings possess materials and craftsmanship that cannot be duplicated today. When properly maintained and improved, they will benefit future generations, and surpass the longevity of most of today's new construction. They can also support upgraded systems for better energy performance, and these investments typically support local or regional suppliers, and labor industries.
- g. **If this legislation includes a new initiative or a major programmatic expansion: What are the specific long-term and measurable goal(s) of the program? How will this legislation help achieve the program's desired goal(s)?**
No new initiative or programmatic expansion.

Summary Attachments:

Summary Exhibit A – Vicinity Map of Bagley ES

Summary Ex A – Vicinity Map of Bagley ES
V1a



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



The City of Seattle

Landmarks Preservation Board

Mailing Address: PO Box 94649 Seattle WA 98124-4649
Street Address: 700 5th Ave Suite 1700

REPORT ON DESIGNATION

LPB 382/15

Name and Address of Property: Daniel Bagley Elementary School –
7821 / 7901 Stone Avenue North

Legal Description: West 660 feet of North 395 feet of Government Lot 2 in North East quarter (¼) of Section 06 Township 25N Range 04, less West 165 feet thereof less portions for streets; together with North 10 inches of South 102.5 feet of North 500.01 feet of East 29 feet of West 200 feet of SD Government Lot 2.

At the public meeting held on June 17, 2015 the City of Seattle's Landmarks Preservation Board voted to approve designation of the Daniel Bagley Elementary School at 7821 / 7901 Stone Avenue North as a Seattle Landmark based upon satisfaction of the following standard for designation of SMC 25.12.350:

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

DESCRIPTION

Location and Neighborhood Character

The Daniel Bagley School is located in Seattle's Green Lake neighborhood, in north Seattle. The Green Lake neighborhood surrounds Seattle's Green Lake Park. According to the 1999 Green Lake Neighborhood Plan, the boundaries are considered to be NE 85th Street to the north, Dayton Avenue N to the west, N 50th Street to the south, and I-5 to the east. The Wallingford and Fremont neighborhoods are south of Green Lake, with the Roosevelt neighborhood to the east, Greenwood to the north, and Phinney Ridge to the west.

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

"Printed on Recycled Paper"

Approximately 15,000 people live in the Green Lake neighborhood. The neighborhood includes all of Green Lake Park itself, along with Woodland Park and most of the Woodland Park Zoo. Parts of the Green Lake neighborhood that are not in the designated Urban Village are single-family residential areas, with well-maintained older craftsman-style homes, many dating from the early 1900s to the 1920s. Parks make up much of the land area of the neighborhood, and the recreation surrounding the lake is a primary draw for people from all over the city, including the paths around Green Lake Park, Evans Pool, the Green Lake Playground, playfields and sport courts, the Bathhouse Theater, the swimming beach, and lake access for fishing and non-motorized boating. Multi-family and commercial developments in the Urban Village on the east end of the lake are newer, with much of the development and in-fill happening since the 1990s. The school is located in a single-family area, with a commercial district on the western boundary along Aurora Avenue N.

Site

The site consists of 3.94 acres graded almost level in northwest Seattle. N 80th Street forms the northern border, Stone Avenue N forms the eastern border, the southern border abuts single-family residential properties along N 78th Street, and the western border abuts commercial properties along Aurora Avenue N. All streets have sidewalks and street trees. The building sits on the eastern side of the site, and a paved play area is on the western side of the site. Five portable classrooms are located on the site's southern end. Two of the oldest portable classroom structures probably date from 1952, measure approximately twenty-two feet by thirty-four feet, and are located just to the north of the southern property line, just off the southwestern corner of the school building. These units are clad with painted horizontal wooden drop siding, and have flat roofs overhanging by approximately one foot on all sides. The roofs have non-original painted metal flashing at the edges. The northern and southern façades of these structures are blank; the western façades each have six three-over-three horizontal light wood sash windows with narrow painted wooden trim and wooden mullions; the eastern façades each have two access doors with non-original wooden stairs and porches. A larger twenty-eight-foot by sixty-four-foot portable classroom dating from 2012 is located to the west of the older units, and in 2013 another double portable classroom building and ramps were installed just north of the 2012 unit. A sixty-stall parking lot was created on the northwest corner of the site in 2006, along with a trash enclosure. Landscaping consists of mature trees and shrubs, especially on the eastern and northern façades, and two large cedar trees adjacent to the western façade.

Building Structure and Plan

The Daniel Bagley School building is a flat-roofed, two-story concrete structure faced with variegated brick in a common bond with a header course every six courses and white cast stone ornamentation. The building's form is influenced by the Art Deco Style, and the ornamentation reflects Gothic Revival influences. The building is oriented around a central double-loaded corridor running north-south, with a one-story northern wing housing the auditorium/cafeteria room (also called the "meeting room") and the gymnasium. The meeting room projects to the east, and the gymnasium to the west. Two play courts were located the western side. Of these, one is still open to the air and half of the southern play court has been converted to an art room. A kindergarten room on the southern end projects to the east with an angled bay. A pair of stairs leading to the upper floor flanks the main entry in the center of the eastern façade.

Additional stairwells are located on the western side of the main hallway at both the northern and southern ends. In addition to the kindergarten room, the main floor also has the office, boys' and girls' toilet rooms, a teachers' room, book room, a janitorial space, passages to the play courts and six classrooms. The upper floor contains twelve classrooms, a janitorial space, and a small workroom. Four skylights are evenly spaced along the central hall.

Exterior Features

The main entry to the school is located in the approximate center of the eastern façade, with three bays on either side plus a smaller eight-foot-wide bay located to the south of the northernmost bay. Brick buttresses measuring four feet wide and two feet deep divide the bays. The buttresses terminate with an angled cast stone cap at the height of the upper floor window lintels. Typical windows are groups of four twelve-over-twelve wood-sash with cast stone sills, lintels and mullions, and irregular quoin jamb trim. Each bay contains one group of four windows at each level except the main entry bay and the main floor level at the northern side of the main entry bay which contains a central twelve-over-twelve wood-sash window with cast stone trim and a smaller nine-over-nine wood-sash windows with cast stone trim spaced approximately four feet away on either side. A one-story angled bay window projects twenty-eight feet to the east on the southern end of the eastern façade. It contains two twelve-over-twelve wood sash windows with cast stone trim in the center and one twelve-over-twelve wood sash window with cast stone trim on each angled portion. A one-foot-tall cast stone coping originally capped the parapet, and is now covered by painted sheet metal flashing. An eleven-inch-tall cast stone water table is located at the sill height of the main floor windows, approximately two feet nine inches above the finish floor.

The entry bay projects east of the main façade by approximately one foot, and is flanked by vertically articulated piers that extend six feet above the top of the parapet of the main block of the school. The parapet of the entry bay is approximately eight feet taller than the parapet on the main block, and steps down in approximate two-foot six-inch increments at the six-foot four-inch-wide piers flanked by one-foot-wide two-foot-deep stepped piers at the outside. Massive cast stone mullions extend to the top of the parapet, dividing the entry bay into three sections above the entry arch. The entry consists of two pairs of double doors with a twelve-light arched transom above that is recessed approximately four feet into the entry arch. The casing is cast stone, with the words "Daniel Bagley School" in Gothic script relief. There is an ornamented cast stone spandrel above the main entry archway. The spandrel is divided into three panels, each panel bearing a bas-relief cast stone shield. The central shield contains an open book with "1930" in relief numerals. The northern shield depicts an owl and the southern shield depicts a three-legged stool. Cast stone triangular profile mullions dividing the spandrels extend upwards to divide three approximately twelve-foot-tall twelve-over-twelve wood sash windows, with twelve-light fixed wood sash windows above. The mullions extend to the top of the parapet and another cast stone shield is located in the central panel between them above the central windows.

The eastern façade of the northern wing is approximately twenty-one feet six inches tall and contains two evenly-spaced twelve-over-twelve wood sash windows with cast stone lintels, sills and irregular quoin jamb trim. The fan grill is located between the two windows. The parapet was originally topped with a one-foot-tall cast stone coping, but has now been covered

with painted sheet metal flashing. The cast stone water table wraps around the northern wing from the main block of the school.

The northern façade of the northern wing is approximately twenty-one feet six inches tall and has two portions: the eastern meeting room façade, and the western gymnasium façade, which steps back approximately two feet. The meeting room façade contains five evenly spaced arch-topped windows in the center, flanked by an entry and small window on the eastern end, and another small window to the west. The five windows are pairs of nine-over-nine wood sash with six-light transoms divided by cast stone mullions with cast stone sills, irregular quoin jamb trim and cast stone arched headers. The entry on the eastern end consists of a pair of wood doors with glass lights in the upper panels, and an arched six-light transom set in cast stone casing with cast stone irregular quoin jamb trim. The horizontal mullion between the door and transom is carved with flower motifs winding around a book, a movie projector and a light bulb. The cast stone casing contains an ornamental bas-relief rabbit and grapes at the corners. A cast stone shield depicting a dog and two cats is located above the door casing. A six-over-six-light window sits to the east with typical cast stone trim. The gymnasium façade contains five windows; the central three are pairs of twelve-over-twelve wood-sash with six light transoms, and the outer two are single twelve-over-twelve wood sash with six-light transoms. The gymnasium windows, unlike all other windows on the building, do not have cast stone trim, but instead have brick sills and plain brick heads and jambs.

The western façade of the northern wing contains a vent grill on the northern end and an access door on the southern end, but is otherwise blank brick.

The western façade of the main block of the school is not quite symmetrical about the central chimney and play courts. Each end has a double door with a twelve-over-twelve wood sash window and eight-light fixed sash above to illuminate the stairwells at either end. A terra cotta panel with a bas-relief shield depicting a racquet, bat, and three types of sporting balls is located between the door head trim and the windowsill trim at each door. Just to the south of the northern entry doors is a bay containing typical groups of four twelve-over-twelve wood-sash windows with cast stone sills, mullions, lintels and irregular quoin jamb trim. The next bay to the south contains the typical group of four wood sash windows at the upper floor, but the lower floor contains a single twelve-over-twelve wood sash window with typical cast stone casing, and, where the restroom is located at the interior, a pair of eight-over-eight obscure glass wood sash windows with typical cast stone casing.

Typical groups of four wood sash windows continue on the upper floor in the next four bays, and a louvered opening with typical cast stone trim is located adjacent to the chimney that extends approximately thirty feet above the roof of the main block of the school. The top of the chimney is detailed in a typical Art Deco manner, with the corners stepping back approximately eight feet below the top of the chimney and capped with a cast stone block, in addition to vertical reveals at the center of each chimney face. At the southern end main floor is another typical group of four windows, and a pair of eight-over-eight obscure glass wood sash windows with typical cast stone casing just to the north, where the restroom is located at the interior. This façade does not have the cast stone water table exhibited on the other three façades.

The play courts extend thirty-eight feet ten inches to the west, with blank brick running bond walls with a header course one course above the window opening heights on their northern and

southern façades. The play courts each contain four bays, symmetrical about a centerline created by the chimney above. Three of the bays for each play court have ten-foot six-inch-tall, nine-foot-wide openings, originally in-filled with chain link. The openings have brick sills and do not have the typical cast stone trim of the windows on the main block. The outside central bays each have a double access door with a transom above. The southern play court has had its inside two bays converted to a classroom, and those bays each contain two sixteen-over-sixteen wood sashes with a central wooden mullion. Although non-original, the other openings retain chain link panels. A piece of metal equipment, originally called out in the drawings as a “G.I. Hoist Motor Cover,” protrudes from the face of the play court just above and to the north of the southern pair of access doors.

The southern façade is approximately sixty-five feet long, and twenty-four feet (or two stories) tall and contains a pair of typical wood sash windows with typical cast stone casings at each level. This façade has the typical parapet cap, now covered in painted sheet metal, and the typical water table. A brick pier or buttress is located on the eastern end, and the southern projecting bay of the original kindergarten room contains a stair and an access door with a six-light transom above just to the east of the buttress. The southern façade of the bay also contains two typical windows to the east of the access door.

Interior Finishes

Interiors consist of painted concrete and plaster walls, linoleum floors at the hallways, wooden doors, and wooden door and window casings, wooden casework in the classrooms and portions of the main floor hallway, metal lockers and non-original acoustical tile or original “Celotex” ceilings. Where stair halls intersect hallways, the openings are arched. The meeting room features wooden doors of flush plank, and beams patterned with red and green painted chamfered corners, with wooden decorative painted stepped corbels. The meeting room also contains a wooden floor and original Celotex ceiling tiles. The proscenium arch is supported on 1’-7” radius wooden reeded pilasters, and contains a plaster ornamental detail of a shield in front of sailing ships at the center. The gymnasium retains its original wood flooring and Celotex ceiling. The beams in the gymnasium are not detailed like those in the meeting room. These are painted brown and supported on corbels. The gymnasium also retains original foldaway climbing equipment. Some original tile still exists in the restrooms. Most classrooms retain their original casework and blackboards. Classrooms have wooden floors except for two classrooms on the upper floor of the northeastern corner of the main classroom block, which have cement flooring. These rooms were originally used for science and industrial arts.

Documented Building Alterations

The school has had few significant alterations. Neither the sprinkler system installed in 1970, nor reroofing and seismic upgrade projects in 1979, 1984, 1991, 2001, and 2007—focusing on the parapets, chimneystack, brick, and steel lintels—affected the integrity of the building to a significant degree. An elevator was installed in 2003 as part of accessibility improvements. The most significant alteration in recent years was the enclosure of a portion of the play court to create an art room.

Documented Building Permits and School District Repairs

Date	Designer	Description	Permit #
1930	Naramore & Brady	Build school	292975
1970		Install sprinkler system	BN37532
1984		Alter/repair per plan	8402330
1985		Alter/repair per plan	8501680
1991		Seismic improvements	9101186
2001		ADA elevator, re-roof & insulate	2108165
2007		Partial re-roof & seismic upgrade	6131368

Documented Site Alterations

1952		Two portable classrooms	414064
1952		Portable classroom 24 x 32	417178
1953		Two portable classrooms	421732
1958		Relocate portable classroom from Pinehurst	466498
1964		Relocate two portables to Addams	BN18870
1966		Relocate two portables from Crown Hill	BN25856
1967		One portable classroom	BN29326
1969		Relocate portable classroom	BN36140
1971		Relocate portable classroom from Cooper	BN40234
1973		Relocate portable to Ingraham	BNxxx36
2005		60 parking stalls & trash enclosure	3003213, 6084240, 6130466
2007		20' curb cut on N 80 th Street	6135628
2011		One double portable classroom	6267171
2013		One single portable classroom with ramps and stairs	6357676, 6354647

SIGNIFICANCE

Historical Site Context: Green Lake Neighborhood

Pre-historic or historic use of this area by Native American communities included fishing at Green Lake and an important healing center with sweat lodges and mineral springs at Licton Springs, just north of what is now known as the Green Lake neighborhood.

Green Lake was first surveyed by David Phillips for the Surveyor General in 1855. Settlers began developing the area as early as 1869, when Erhart Seifried, also known as “Green Lake John,” filed the first homestead claim. In 1887 Seattle mayor William D. Wood purchased Seifried’s claim. Another important local homesteader was Charles Waters, a businessman whose land on the southwestern corner of the lake was purchased by Guy Phinney in 1889; that stretch of land eventually became Woodland Park and the Woodland Park Zoo.

Seattleites were attracted to Green Lake as a place to escape the city for recreation. Beginning in 1890, the Green Lake neighborhood started to develop as a suburb of Seattle, when Luther Griffith and Dr. E. C. Kilbourne developed rail lines to access their developments in what are now Fremont, Wallingford and Green Lake. The Seattle, Lake Shore, and Eastern railway route ran along the northern edge of Lake Union starting in 1885, but access from downtown Seattle to the area was made easier by a streetcar trestle linking what is now Westlake Avenue to Fremont, with lines continuing to Green Lake and Woodland Park. Griffith also built the Green Lake Electric Railway, and connected the Westlake route to the Green Lake route with a trestle across the west end of Lake Union. During 1890, Guy Phinney was also building his private Woodland Park Electric Railway. Phinney opened his estate to the public as a park, and after his death in 1893 the city purchased the land for a public park. Phinney’s Woodland Park was important to the development of the neighborhood, as it reinforced Greenlake’s status as a suburban and sylvan destination. At that time the park included formal gardens, a conservatory, promenade, hunting lodge, the "Woodlands Hotel," and a menagerie featuring animals of North America, including black bear and deer, as well as ostriches from Africa. The park's main entrance was at N 50th St. & Fremont Avenue N, where it remains today. A stone archway marked the entrance to the grounds.

By 1896 a railway line ran from the southern tip of the lake around the eastern and northern shores to the western edge, with Green Lake station located at 72nd Street on the northern shore of the lake. This railway line connected the neighborhood to downtown Seattle via Fremont.

The Green Lake, Fremont, and Ravenna neighborhoods were annexed to the city of Seattle in 1891. At that time, Mayor Wood donated ten lots of his property for the first Green Lake School at Sunnyside and NE 65th. In 1891, thirty-two pupils attended the school. Enrollment grew, and by 1898 the original school building had been added to, and required two off-site satellite annexes. By 1902, a much larger school had been built with a student body of 900 children.

In 1903, the City of Seattle commissioned the Olmstead Brothers to develop a comprehensive plan for the city parks. John Olmstead and his assistant Percy Jones surveyed the area on foot, and created a master plan for Seattle’s parks. In 1908 they supplemented the plan with additional parks for newly annexed areas. The plan for Green Lake included lowering the lake’s water level in order to add 100 acres of parkland. This work began in 1910. Historic structures associated with the Olmstead plan include the Green Lake Bathhouse Theater, Green

Lake Park Comfort Station #1, Green Lake Park Field House and Community Center, and the Green Lake Park Concession. John Olmstead also designed the zoological gardens at Woodland Park.

Between 1905 and 1910, the Green Lake Library was housed in a small wooden building on the eastern shore of the lake. Because of the overtaxed schools, the Green Lake community successfully campaigned for a Carnegie Library. The new library was built on the northern shore of the lake, and opened in 1910.

Efforts to improve the water of Green Lake started in 1921, when the lake was closed to swimmers due to poor water quality and blue-green bacteria causing “swimmer’s itch.” Water was diverted from nearby reservoirs, and the swimming beach was moved to the north, but algae caused the lake to be closed to swimmers again in 1925. In 1928, the water from Licton Springs that fed the lake was chlorinated, and copper sulfate was used on the surface of the lake. In 1963, a dredging project was started, as was an unrealized plan for a fountain in the center of the lake.

By 1915, street railways extended all the way around the lake. Trains reached downtown Seattle via the Stone Way Bridge, which was demolished in 1917, after the Fremont Bridge was completed. The Aurora Bridge was constructed in 1932, and the streetcars were removed in 1941 after the city replaced the streetcars with rubber-tired trolleys. The removal of the streetcars and the development of Aurora Avenue altered the character of the neighborhood, as highway development brought more commerce to the west side of the lake, and cut through Woodland Park and the western portion of the Green Lake neighborhood.

In 1950, the Aqua Theater was erected on the southwestern shore of Green Lake for the first Seafair festival. The 1950 Seafair included performances of the Aqua Follies at the Aqua Theater, and limited hydroplane races on the lake.

Federal funding for Interstate Highway 5 through the middle of Seattle and on the eastern side of the Green Lake neighborhood was obtained in 1956, and the section through Seattle opened in 1967. The interstate now defines the eastern edge of the neighborhood.

The neighborhood plan, formalized in 1999, allows for higher density residential and commercial development on the eastern side of the lake.

Daniel Bagley School

The first school on the subject site was known as the Allen Annex, founded in 1905 in a single portable building. The first permanent building was begun on the site in 1907, and was provisionally known as North Green Lake School. The school’s name was changed to Daniel Bagley School, after the Methodist preacher who came to the Northwest as part of the Bethel Party, whose members also included Dexter Horton and Thomas Mercer. Bagley founded the Brown Church at Second Avenue and Madison Street, and advocated for the establishment of territorial universities in the region.

With five teachers and 219 students in grades one through eight, the new two-story school building opened in 1907, built in the “model school” plan then employed by school district architect James Stephen. The former Latona School was built on the same plan and still exists as a City of Seattle Landmark. In 1917 the school district bought up more land to the east of the school, increasing the length of the site to 600 feet. Enrollment passed 400 students, but in

spite of the increase in students and relative crowding, wartime scarcity of materials and resources curtailed new building. A temporary six-room “Liberty Building” was erected to accommodate the additional students. In 1919 the student body was 544, and by 1929 had risen to 632, with all students fitting into the 1907 building, the Liberty Building, and several portables

In 1929, construction commenced on the present building, designed by new district architect Floyd Naramore. The new building included two playcourts, a library, gymnasium, and auditorium-cum-lunchroom. In 1930 the school district purchased additional land, thus creating the largest elementary school playground in the city.

In the 1931-32 school year, Bagley added kindergarten, and the student body rose to 730. By 1940 the piece of land along Aurora Avenue had been sold, and the 1907 building was razed. By 1953-54, the student body was more than 800, necessitating the addition of several portable buildings. This growth, however, did not keep up: enrollment declined in the 1960s, and by 1970 most of the portables were removed.

In the fall of 1975 Bagley became home to the Gypsy Children’s Program. Serving grades K-8 in its own two-room portable building, the program helped the bridge the cultural and academic gap for Gypsy children, and helped them stay in school. Classes were taught in both English and the Romani language. By 1987, the program was the only remaining Gypsy school in the United States. The program folded in 1995 due to low enrollment.

Currently, Bagley Elementary offers contemporary standard and Montessori education programs to grades K-5.

Historical Architectural Context

The subject building was designed with significant elements of the Art Deco style with decorative elements in a Gothic Revival manner. Embellishments are incised or carved friezes incorporating fanciful animals, foliage and pedagogic symbols. Floyd A. Naramore designed a few examples of Art Deco or Moderne schools or additions to schools later in his career, such as Daniel Bagley Hall at the University of Washington with Bebb & Gould (1935), Bellingham High School (1938), the gymnasium for Colman School (1940), and T.T. Minor School (1940). He had used Gothic Revival decorative motifs at James Madison Middle School in West Seattle (1928), and to a minor degree on the addition to Daniel Webster School (1930). He used more effusive Jacobean decoration at Garfield High School (1923). Daniel Bagley Elementary School is Naramore’s first Deco-influenced school, and one of few for which he used Gothic Revival ornamentation, as he usually preferred a Colonial Revival/Georgian style for elementary schools.

Gothic Revival and Collegiate Gothic Architecture

The Gothic Revival began in England in the late eighteenth century as an inspiration to revive the European, Christianity-based Gothic styles. It was most often employed in the construction of country houses, churches, schools, and libraries in both England and, later, in the United States. The earliest significant public building constructed in the Gothic Revival style was the Palace of Westminster (Houses of Parliament) in London (A. W. N. Pugin and Sir Charles Barry, 1836-65).

Around the turn of the twentieth century Gothic Revivalists reacted to the excesses of the Victorian era by promoting academic historicism and a return to the Anglo-Gothic styles that were based on the simple medieval churches of the English countryside. This historicism was concerned more with historical associations than with accurate replications of stylistic details. This shift towards a more “modern” rendition of Gothic Revival in England was exemplified by George Frederick Bodley’s designs for buildings at Oxford and Cambridge Universities. Oxford and Cambridge inspired the designs of numerous collegiate campuses across the United States, especially in New England, including Princeton University. Today, this modern adaptation of the Gothic Revival style, which is often particularly associated with the style of college campuses, is commonly referred to as Collegiate Gothic. Collegiate Gothic reveals influences of the Tudor, Elizabethan, and Jacobean styles, English forms that united the Gothic style (characterized by the use of the pointed arch) and the classicism of the Renaissance period. Thus the style adopts some classical conventions of formalism and rectilinear and symmetrical plans and massing. As the style further evolved concomitant with new engineering technology for building in reinforced concrete and steel, the form was adapted to these new methods of construction that allowed for freedom in the approach to fashioning interior spaces. Style was focused on the use of ornamental detail to preserve the historical associations.

The style was later employed briefly in the construction of commercial buildings in the United States, most significantly beginning with the Woolworth building (ca. 1913-1917) in New York. The work by Cass Gilbert had nationwide influence on the use of the Gothic style for tall commercial buildings. It was deemed much more suitable to express the basic vertical form of the skeletal structure of skyscrapers than the prevailing Classical Revival mode that had been awkwardly employed up until that time. However, by the 1930s, the Art Deco style came into favor for commercial buildings and the Gothic Revival left only a small legacy of design in most metropolitan commercial districts. Throughout the Gothic Revival period, the building types which were most prolifically constructed in the style continued to be churches, schools, and libraries.

The Gothic Revival style first came to be used prominently in Seattle with construction of the Collegiate Gothic buildings at the University of Washington designed by architects Bebb & Gould. Their first executed building for the campus was the Home Economics Building (1916, now Raitt Hall) as part of the planned Liberal Arts Quadrangle to be modeled on Collegiate Gothic campuses such as Oxford and Cambridge. The iconic example of Collegiate Gothic on the University of Washington campus is Suzzallo Library.

Commercial buildings in downtown Seattle and the northwest that employ Gothic Revival or Collegiate Gothic styling include the Terminal Sales Building (ca. 1923), the Shafer Building (1924, James E. Blackwell), and the Fourth and Pike Building (1926-1927, Lawton and Moldenhour, also known as the Liggett Building). By the late 1920s and early 1930s, Art Deco had evolved from the Gothic form and had begun to be employed more often in commercial architecture in Seattle and nationwide. Art Deco enjoyed a brief popularity until commercial buildings and the steel-frame modernist structures of the Post-War era were sheathed with glass curtain walls.

Art Deco

The Art Deco style originated during the *Exposition Internationale des Arts Decoratifs et Industriels Modernes*, held in Paris in 1925. Literature promoting the expo prohibited

imitations, reproductions, and counterfeits of ancient styles. The new style strove to meld artistic expression and the machine age in a forward-looking, complementary manner. Streamlined modern forms characterize the style and repetitive elements are derived from mathematically generated geometric shapes. The celebration of decoration and the use of polychromy are of prime importance in Art Deco styling. Art Deco motifs were applied on cars, trains, and kitchen appliances, as well as buildings. These motifs were low-relief geometrical designs in straight lines, chevrons, zigzags, and stylized floral or fountain shapes. The inspiration for many of these shapes came from Native art in the Americas and Cubism in Europe. Exterior finish materials of metal, smooth stone, and concrete were typically accented with terra cotta, glass, and colored mirrors. Some of the most famous examples in the United States are the Rockefeller Center (Raymond Hood, 1940) and the Chrysler Building (William Van Alen, 1930) in New York City, and the Historic District in Miami Beach.

Art Deco became the preeminent style for major buildings, especially public buildings, built between the late 1920s and the beginning of World War II. Art Deco was particularly associated with buildings funded through the federal Public Works Administration. During the 1930s there was little funding available for new schools outside of the federal Public Works Administration (PWA) building projects. At least three of these PWA schools were constructed in Washington State: Bellingham High School (1938, Floyd Naramore), Meridian Elementary School, Kent, WA (1939), and Panther Lake School, Federal Way, WA (1938-1939).

In Seattle, most of the buildings designed in the Art Deco style were built between the late 1920s and the onset of the Great Depression. Some examples of this style include the US Marine Hospital Building (Bebb & Gould, Graham, 1932), Fire station #6 (Architect Unknown, 1931), the Seattle Tower, (Albertson, Wilson & Richardson, 1928), the Exchange Building, (Graham, 1930), the Seattle Asian Art Museum at Volunteer Park (Bebb & Gould, 1933), the MGM/Loews Building at 2331 Second Avenue (Edmund W. Denel, 1936), the RKO Distributing Building (Earle Morrison, 1928), and the Seattle Times Building (R.C. Reamer, 1931).

Building Owner: Seattle School District Number 1

Please see Appendix 3: Seattle School District Number 1 History, General Historical and Building Context for the history from 1854 to the present day of the owner of Daniel Bagley Elementary School.

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

After World War I, and as Seattle entered the 1920s, the increased costs of providing educational programs to a growing population strained the school district. Public school enrollment grew from 51,381 in 1920 to slightly over 66,000 within ten years, requiring new construction in newly developed areas like Montlake and Laurelhurst, additions to older schools, and construction of intermediate schools and high schools. Despite a postwar recession in the early 1920s, the district entered a phase of a well-funded building program due to school construction bond issues passed in 1919, 1923, 1925, and 1927.

Floyd A. Naramore replaced Edgar Blair as school architect in 1919, overseeing the completion of several projects already underway. An M.I.T. graduate who had already designed several schools in Portland, Naramore would significantly influence the district's

school design until his departure for private practice in 1932. Most of Naramore's schools were designed in a twentieth century version of the Georgian style.

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

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

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

New elementary schools completed during this period include:

School	Year	Address	Designer	Notes
Bailey Gatzert School	1921	615 12 th Ave. S	Floyd A. Naramore	Demolished 1989
Highland Park School	1921	1012 SW Trenton St.	Floyd A. Naramore	Demolished 1998
Martha Washington School	1921	6612 57 th Ave. S	Floyd A. Naramore	Originally Girls' Parental School, demolished 1989
Columbia School	1922	3528 S Ferdinand St.	Floyd A. Naramore	
John Hay School	1922	411 Boston St.	Floyd A. Naramore	Seattle Landmark
Dunlap School	1924	8621 46 th Ave. S	Floyd A. Naramore	Seattle Landmark
Montlake School	1924	2409 22 nd Ave. E	Floyd A. Naramore	Seattle Landmark
William Cullen Bryant School	1926	3311 NE 60 th St.	Floyd A. Naramore	Altered, Seattle Landmark
E.C. Hughes School	1926	7740 34 th Ave. SW	Floyd A. Naramore	Altered
Magnolia School	1927	2418 28 th Ave. W	Floyd A. Naramore	Closed
Laurelhurst School	1928	4530 46 th Ave. NE	Floyd A. Naramore	Altered

Daniel Bagley School	1930	7821 Stone Ave. N	Floyd A. Naramore
Loyal Heights	1932	2511 NW 80 th St.	Floyd A. Naramore

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

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

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

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

High schools designed by Floyd Naramore include the following:

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

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

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

Building Architect: Floyd A. Naramore

The architect of record for Daniel Bagley Elementary School's original construction was Floyd A. Naramore, working as the district architect.

Floyd Archibald Naramore was born in Warren, Illinois, on July 21, 1879. He studied engineering at the University of Wisconsin while working as a draftsman for the Chicago & Northwestern Railroad and architect George Fuller. Naramore later studied at the Massachusetts Institute of Technology, graduating with a degree in architecture in 1907. He worked briefly in Chicago for architect John McEwen & Co., before relocating to Portland, Oregon where he became a cost estimator for the Northwest Bridgeworks. In 1913 Naramore was appointed Architect and Superintendent of Properties for the Portland School District, designing Couch Elementary School (1914-15).

The Seattle School District hired Naramore to replace Edgar Blair as school architect in 1919. Naramore designed approximately two dozen school buildings for the district between 1919 and 1931, including Classical Revival-style Roosevelt High School (1921-22, 1928 addition, altered), the Jacobean-style James Garfield High School (1922-23, altered), and Grover Cleveland High School (1926-27), four junior high schools, and fifteen elementary schools, nearly all being symmetrical eclectic masonry compositions. Naramore usually arranged his school sites to present an imposing façade, using terraces and stairs to accentuate a prominent projecting entry in the tradition of the Beaux Arts.

Naramore joined Alvin (Albert) F. Menken (1883-1978) in a partnership that lasted from 1924 to 1929. The firm designed schools in Ellensburg and Aberdeen and consulted on other school projects in western Washington. School funding declined dramatically during the depression of the 1930s, and lack of school commissions led to both the dissolution of the firm and Naramore's resignation as the Seattle School District's architect.

Naramore's extensive experience in institutional design and construction led to his commission and successful collaboration with Granger & Thomas in the design of the new Chemistry and Pharmacy Building, Daniel Bagley Hall (1935-36), on the University of Washington Campus. Funded by federal and state economic stimulus grants, the building was constructed in a solid Art Deco/WPA Moderne reinterpretation of Collegiate Gothic

Naramore was also the architect for Bellingham High School in 1938. The school was built in the Moderne style as a Public Works Administration (PWA) project.

Naramore formed another short-term partnership with Clifton Brady (1884-1963), resulting in the design of T.T. Minor Elementary School, (1940-41), and the additions to Colman School (1940), E.C. Hughes (1940), Magnolia (1941), Van Asselt (1944), Loyal Heights (1946), and others. Although the 1940 gymnasium addition to the Colman School could also be described

as “streamlined,” T.T. Minor is regarded as the Seattle School District’s first Modern-style school.

The large-scale construction projects commissioned by the federal government during World War II led Naramore to other collaborations including Naramore, Granger & Thomas; Naramore, Granger & Johanson; and Naramore, Bain, Brady & Johanson, the latter firm evolving into the Seattle architectural firm of NBBJ. Works that illustrate modern work by NBBJ include the King County Blood Bank (1951), Clyde Hill Elementary School (1953), and Ashwood Elementary School in Bellevue, WA (1957).

NBBJ was the architect for Chief Sealth High School (1957), and Louisa Boren Junior High School (1963). Both schools were designed in an International Modern style.

Naramore was elected to the College of Fellows of the American Institute of Architects (AIA) in 1935. He was active as a senior partner until his death in Seattle at the age of 91 on October 29, 1970.

Building Contractor: Jenkins & Kauffman

John L. Jenkins and John Kauffman were general contractors doing business at 205 Thompson Building between at least 1930 and 1933. John L. Jenkins is listed at 714 Eleventh Avenue in Seattle between 1929 and 1936. At this time there are no available records of other buildings attributed to this construction company.

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The features of the Landmark to be preserved include: The site; the exterior of the building; the meeting room/cafeteria; the central entrance and associated corridor display; the central stair at the first and second floors; the corridors; and classrooms.

Issued: June 19, 2015

Karen Gordon
City Historic Preservation Officer

Cc: Tingyu Wang, Seattle Public Schools
Rich Hill, McCullough Hill Leary PS
Larry Johnson & Ellen Mirro, The Johnson Partnership
Alison Walker Brems, Chair, LPB
Diane Sugimura, DPD
Alan Oiye, DPD
Ken Mar, DPD



Daniel Bagley Elementary School, 7821 Stone Avenue N, 2021



Daniel Bagley Elementary School, 7821 Stone Avenue N, 1940



Legislation Text

File #: CB 120566, **Version:** 1

CITY OF SEATTLE

ORDINANCE _____

COUNCIL BILL _____

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

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

WHEREAS, the Landmarks Preservation Board (“Board”), after a public meeting on May 6, 1981, voted to approve the nomination of the improvement located at 4075 SW Stevens Street and the site on which the improvement is located (which are collectively referred to as “West Seattle High School”) for designation as a landmark under SMC Chapter 25.12; and

WHEREAS, after a public meeting on June 17, 1981, the Board voted to approve the designation of West Seattle High School under SMC Chapter 25.12; and

WHEREAS, on November 16, 2022, the Board and West Seattle High School’s owner agreed to controls and incentives to be applied to specific features or characteristics of the designated landmark; and

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

BE IT ORDAINED BY THE CITY OF SEATTLE AS FOLLOWS:

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

Landmarks Preservation Board (“Board”) of the improvement located at 4075 SW Stevens Street and the site on which the improvement is located (which are collectively referred to as “West Seattle High School”) is acknowledged.

A. Legal Description. West Seattle High School is located on the property legally described as:

The area of land bounded by the south property line of Hiawatha Playfield on the north side, the west edge of the Walnut Avenue SW right-of-way on the east side, the centerline of SW Winthrop Street on the south side (extended westward to the east edge of the California Avenue SW right-of-way), and the east edge of the California Avenue SW right-of-way on the west side.

B. Specific Features or Characteristics Designated. Under SMC 25.12.660.A.2, the Board designated the following specific features or characteristics of West Seattle High School:

1. The site as illustrated in Attachment A to this ordinance.
2. The exteriors of the buildings located on the designated site.

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

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

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

A. Certificate of Approval Process.

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

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

a. Any in-kind maintenance or repairs of the features or characteristics of West Seattle High School that were designated by the Board for preservation.

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

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

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

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

3) An Exceptional Tree per City of Seattle regulations.

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

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

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

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

h. Repaving and restriping of existing asphalt paved areas.

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

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

1) The sign shall be freestanding on the site.

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

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

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

5) The sign shall not be internally illuminated.

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

k. Removal of portable classroom buildings.

l. Installation or removal of interior, temporary window shading devices that are operable and do not obscure the glazing when in the open position.

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

n. Demolition of non-historic building additions, provided associated alterations or changes to the Landmark are addressed per subsection 2.B.3.n of this ordinance.

o. Minor alterations or changes to non-historic building additions located on the designated portion of the site, provided they do not increase the footprint or height of that portion of the building. Art installations shall be addressed under subsection 2.B.3.i of this ordinance.

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

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

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

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

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

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

3. CHPO approval of alterations or significant changes to the features or characteristics of West Seattle High School that were designated by the Board for preservation is available for the following:

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

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

c. Installation of a new storage shed when located outside of the area approved in subsection 2.A.2.p of this ordinance.

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

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

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

ordinance.

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

compliance.

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

i. Installation, removal, or alteration of painted murals and other art installations located on the site or building exteriors.

j. Installation, removal, or alteration of minor landscape features.

k. Installation of photovoltaic panels on a low slope building rooftop.

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

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

n. Alterations or changes to designated features of the landmark when associated with demolition of adjacent non-historic building additions.

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

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

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

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

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

Section 3. Incentives. The following incentives are granted on the features or characteristics of West Seattle High School that were designated by the Board for preservation:

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

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

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

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

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

Section 5. West Seattle High School is added alphabetically to Section IV, Schools, of the Table of Historical Landmarks contained in SMC Chapter 25.32.

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

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

Passed by the City Council the _____ day of _____, 2023, and signed by
me in open session in authentication of its passage this _____ day of _____, 2023.

President _____ of the City Council

Approved / returned unsigned / vetoed this _____ day of _____, 2023.

Bruce A. Harrell, Mayor

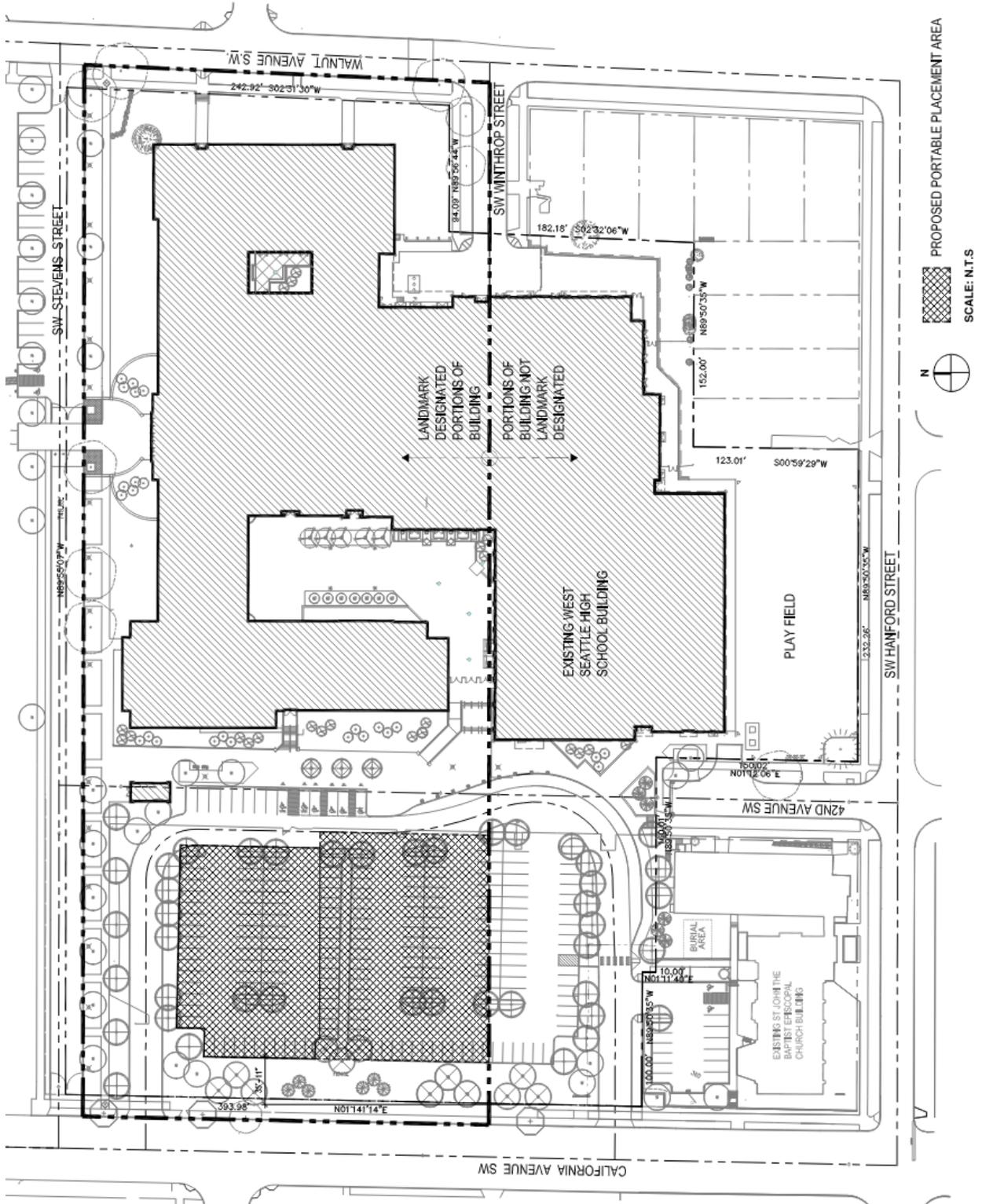
Filed by me this _____ day of _____, 2023.

Elizabeth M. Adkisson, Interim City Clerk

(Seal)

Attachments (if any):
Attachment A - West Seattle High School Site Plan

West Seattle High School Site Plan



SUMMARY and FISCAL NOTE*

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

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

1. BILL SUMMARY

Legislation Title:

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

Summary and Background of the Legislation:

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

West Seattle High School was built in 1917, with numerous later additions. The property is located in the North Admiral area. A Controls and Incentives Agreement has been signed by the owner and has been approved by the Landmarks Preservation Board. The controls in the agreement apply to the portion of the site illustrated in Ordinance Attachment A, and the exteriors of the historic buildings illustrated in Ordinance Attachment A, but do not apply to any in-kind maintenance or repairs of the designated features.

2. CAPITAL IMPROVEMENT PROGRAM

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

3. SUMMARY OF FINANCIAL IMPLICATIONS

Does this legislation amend the Adopted Budget? Yes No

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

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

4. OTHER IMPLICATIONS

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

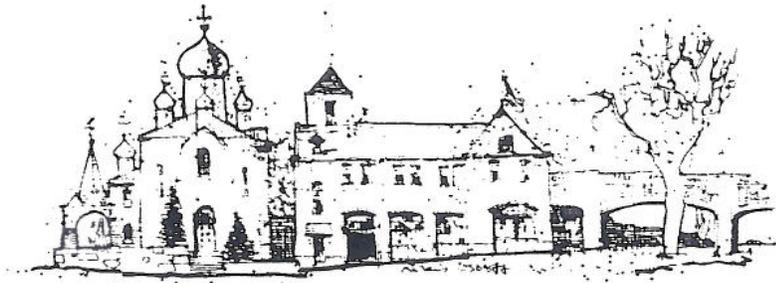
Summary Attachments (if any):

Summary Exhibit A – Vicinity Map of West Seattle HS

Summary Ex A – Vicinity Map of West Seattle HS
V1a



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



The City of Seattle

Landmarks Preservation Board

400 Yesler Building Seattle, Washington 98104 • (206) 625-4501

June 30, 1981

LPB-185/81

REPORT ON DESIGNATION

Property: West Seattle High School
4075 Southwest Stevens Street

Legal Description: That portion of the school property bounded by the south property line of the Hiawatha Playfield at the north, Walnut Avenue S. W. at the east, the centerline of S. W. Winthrop Street extended westward from Walnut Avenue S. W. to California Avenue S. W. at the south, and California Avenue S. W. at the west.

At a Public Hearing held by the Landmarks Preservation Board on June 17, 1981 the Board voted to approve the designation of West Seattle High School as a Seattle Landmark.

Features and characteristics of the property identified for preservation include:

- the entire exterior of the complex
- the site consisting of the north half of the block bounded by California Avenue S. W., S. W. Stevens Street, Walnut Avenue S. W. and S. W. Winthrop Street.

Designation is based upon satisfaction of the following criterion of Ordinance 106348:

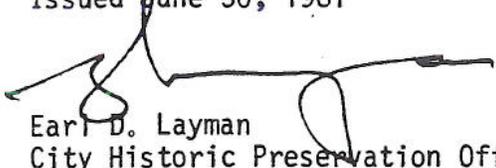
Section 3.01 (4) It embodies the distinctive visible characteristics of an architectural style, or period, or period, or of a method of construction; or

This building, although somewhat neo-Romanesque or modified mission in style, is a marked departure from many of its sister high schools in the City. It is unpretentious, non-monumental in character; it well reflects in its design the internal disposition of functions and spaces; it possesses a marked

LPB-185/81
Page two

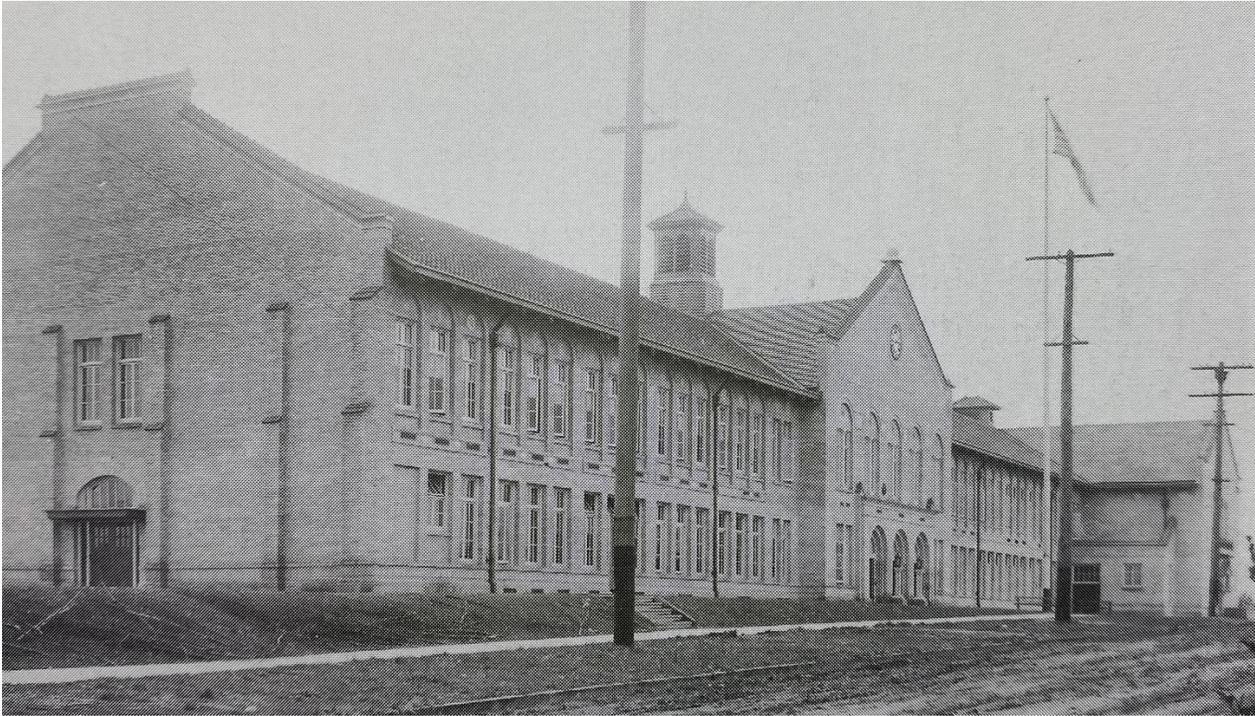
sensitivity of design and explained as outlined in the nomination. It is unfortunate that the siting is rather insignificant; it is easy to pass by it in California Avenue and never notice its existence. The playfield across from the north (main) facade could easily have been more designfully related to it, and perhaps in 1917 the building was more highly visible. Nonetheless, it is an excellent specimen of school architecture.

Issued June 30, 1981



Earl D. Layman
City Historic Preservation Officer

EDL:dn



West Seattle School, 4075 SW Stevens Street, c. 1917