

November 23, 2007

Mr. George Breilig, AIA, Principal
RB+B Architects, Inc.
315 East Mountain Avenue, Suite 100
Fort Collins, CO 80524

Dear George,

Andrews & Anderson Architects, PC has been asked to comment on historic preservation opportunities associated with the redevelopment of Casey Middle School, in Boulder, Colorado. As preface to our comments, the following observations of the building are noted:

Existing Condition/Historic Character

The original 1924 building has been altered many times during its lifetime, however, most of the alterations would be considered “reversible,” meaning that the building’s historic features have not been completely removed or irreversibly altered. Among the building’s extant, character defining, historic features are:

- Exterior facades (original masonry, terra-cotta, lighting fixtures, entry door surrounds, window openings – although not the windows themselves - a significant loss to the building’s historic integrity)
- Interior spatial configuration (organization of corridors, stairwells and classrooms)
- Interior spaces (classrooms, theater, gym, original locker rooms)
- Interior materials (plaster, base trim, handrails, guardrails, several doors, skylight openings)

On October 31, 2007, we toured the building to review its architectural and historic integrity. For exterior observations of the brick and terra-cotta, the District provided a bucket lift which gave us access to all three levels of the south elevation and partial access to the west elevation. Roof observations were made on the roof, via an access hatch and general interior observations were made with the assistance of original drawings. Of the features mentioned above, most are in fair to good condition, architecturally speaking. (Please see the JVA report for structural considerations.)

Historic Preservation Opportunities

There are many reasons to support the rehabilitation of historic buildings that include but are not limited to: providing a tangible link with a community’s past, demonstrating economic viability, retaining established site patterns, expressing community values, honoring a building’s past occupants, recognizing architectural and social trends, retaining buildings of high design, exhibiting certain aspects of sustainability and maintaining cultural connections. Equally numerous are public definitions of what constitutes preservation. A community’s preservation ethic grows out of carefully considered public debate about the value,

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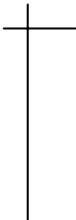
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purpose and practicality of retaining a particular building, collection of buildings or cultural landscape. It seems that considered, public debate is exactly what the Design Advisory Team, Casey community and citizens of Boulder at large, are engaged in.

For the purpose of this letter and our evaluation, we applied terminology that was established by the Secretary of the Interior and that is widely accepted by preservationists throughout the country. The Secretary of the Interior states four distinct, but interrelated, approaches to the treatment of historic properties-- preservation, rehabilitation, restoration, and reconstruction.

Preservation focuses on the maintenance and repair of existing historic materials and retention of a property's form as it has evolved over time. (Protection and Stabilization have now been consolidated under this treatment.)

Rehabilitation acknowledges the need to alter or add to a historic property to meet continuing or changing uses while retaining the property's historic character.

Restoration depicts a property at a particular period of time in its history, while removing evidence of other periods.

Reconstruction re-creates vanished or non-surviving portions of a property for interpretive purposes.

To our knowledge, three options are currently under discussion for the disposition of Casey Middle School. They are:

1. Keeping the original, 1924 school, demolishing later additions and adding onto the original school, to provide the required, program space
2. Removing all but two walls of the original school building, the west and the south, using these facades as retained "edges" for new construction
3. Removing all of the existing building on the site and building a completely new, Casey Middle School

Our professional opinion of the three options, through the singular lens of historic preservation, is as follows:

1. Keeping the original, 1924 school and renovating it constitutes "rehabilitation" under the Secretary of the Interior's definitions. This is the most common and viable approach to historic preservation and one that should have full endorsement from a preservation vantage point. It should be noted, however, that the 1955 addition to the building is over 50 years old and therefore eligible for historic status consideration.
2. Removing all but two walls of the original school effectively comprises loss the building's historic integrity. Historic material, features and spatial configurations would be removed, leaving only a vestige of the original building. This type of approach to building retention has been labeled with the pejorative "facadectomy" by preservation practitioners.
3. Removing all of the existing building is complete loss of the building and site's historic integrity. Reusing pieces of the original building (e.g.

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lanterns, brick, terra-cotta), which we understand is under discussion, would be considered architectural salvage – a term that is not applicable to preservation methodologies.

Each of these options comes with its own set of advantages and disadvantages that we believe the District is carefully weighing. Preservation is one piece of a complex puzzle that informs decision makers. Which ever alternative is chosen for Casey, we believe the final direction will rest on a thorough understanding of the opportunities and constraints embedded in each alternative and a clear articulation of the District's and Community's values.

Sincerely,



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