Statement of Qualifications & Proposal

Willows Preparatory School
Architectural Design Services

November 11, 2020

integrus ARCHITECTURE

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The main entry of Clyde Hill Elementary School is adjacent to the commons/cafeteria/gymnasium with a warm, wood visual screen between.

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November 11, 2020

Matt Buchanan, Business Development Manager
Foushée & Associates
3260 118th Ave. S.E., Suite 1000
Bellevue, WA 98005

RE: **Willows Preparatory School Architectural Design Services**

Dear Selection Committee,

Thank you for the opportunity to share our qualifications and approach in becoming your design partner in the Master Planning and Development of the Willows Prep Site. We truly see this as a once in a lifetime project to partner with you in creating a vision for your educational community – continuing the quality education and supporting its growth and expansion. As architects who have focused our careers in learning how space influences learning, we have found that creating a place for learning begins with listening and wondering "what if" how we imagine teaching and learning today shifts and how will this learning environment respond. We believe our depth of experience in creating meaningful educational environments that strive to support quality learning is best achieved through a collaborative design process. Leveraging the expertise of the contractor along with the depth of our team experience allows us to bring inspired solutions to meet your vision, schedule, and budget.

Our recent experience with complicated phased school modernizations has taught us that though a site may take many years to transform to its full-vision, the educational experience of every current scholar is just as precious as those who will be using the facility when its complete. Thus, the quality of the learning environments throughout the phased construction process is as important as the quality of the learning environments when the school is complete. The team proposed brings a depth of knowledge in developing school campuses while scholars are on site, weaving existing facilities seamlessly with the new construction. We also bring a history of working with local jurisdictions (including the City of Redmond), combined with a depth of experience with neighboring schools allowing us to have a keen understanding of the questions that need to be asked, and opportunities explored to navigate the complexities of design, permitting and construction. We understand that your needs are immediate, and that as we work within the context of a long-term master plan we must seek to leverage every opportunity to provide new and improved learning environments as soon as possible. We are ready to go!

As we embark upon this journey with you, though we bring technical expertise in designing 21st century educational environments (being good stewards of resources today and minimizing environmental impact in the future), we look forward to learning from you about your goals and visions to create a facility that truly serves this community. Through open collaboration, we hope to support and inspire scholars today with a safe and welcoming space for them to discover their future. The Expanded Willows Prep Campus will continue to be an ongoing center of community pride and gathering that will adapt to the needs of future generations.

We are looking forward to a great partnership.

Sincerely,

Rebecca Baibak, AIA, LEED AP, REFP, NCARB
Principal
Integrus Architecture, PS
rbaibak@integrusarch.com

Sam Schafer, AIA,
Architect, Senior Associate
Integrus Architecture, PS
sschafer@integrusarch.com

02 about Integrus

firm overview

Over the past 67 years, Integrus has deepened our commitment to school facilities, thinking innovatively about our impact on the environment, quality of place, and user experiences. Throughout the Pacific Northwest, we continue to create buildings that express the solution that reflect the clients we work with. We bring our team of 112 professionals to support Willows Preparatory School community's vision and needs.

We serve educational communities in varying scales, from master planning, to new building design, to facility maintenance and renovation. Our work demonstrates the commitment we have to create positive learning environments that are inspiring for staff and students.

Integrus is comprised of a diverse and dedicated group of architects, structural engineers, interior designers, and business professionals, each committed to an integrated approach toward meaningful and lasting design in the education realm.

Our approach is to listen, learn and lead.

We begin by listening to your mission, to your leaders and decision makers, to the values and priorities you express for this work.

We strive to create environments that meet the program requirements of users, reflect values of their community, and adapt to changing needs over time.

A guiding principle for our work is to create buildings that contribute to the communities they serve; to make the world a better place – for everyone – to learn, to work, to live.

our philosophy

Based on a long-standing commitment to quality and integrity, our design approach incorporates the enduring characteristics we consider essential to the creation of distinguished architecture – characteristics that make buildings livable, functional, well-constructed, environmentally responsible, and enjoyable to experience.

While the practice of architecture has changed dramatically in the 67 years since Integrus was founded, in some very important ways, our philosophy and culture remain the same: the interests of our clients are paramount, people are our most important asset, the most successful project results come out of teamwork, and, in order to continue to be leaders in the architectural and engineering field, we must never stop learning.

K-12 expertise

Educational facilities are a major focus area for our firm, specifically from grade levels beginning at preschool through twelfth grade. Dedication to providing innovative educational facilities to serve forward thinking curriculum and pedagogy for project based inquiry and hands on learning, such as, STEM, STEAM, and International Baccalaureate (IB) programs has provided Integrus teams with an extremely deep and broad understanding of the opportunities and challenges inherent in school design.

Our work is rooted in balancing first construction costs, long-term operations and maintenance and the understanding that these facilities need to adapt to future evolution of their use.

Outdoor spaces at Enatai Elementary School

design services

Integrus is a diversified and comprehensive professional services firm, providing high quality, innovative design in the following distinct professional service areas:

- K-12 Planning & Education Specifications
- Architectural Design
- Structural Engineering
- Interior Design, including FF&E services
- Experiential Graphic Design, Wayfinding & School Identity

Within each of these professional service capacities, our team members bring exceptionally rich experience working with school communities in the Puget Sound area and across the state for all educational levels of instruction. Willows Preparatory School will be fully supported by our teams throughout all phases of work:

- Programming
- Master Planning
- Facility Assessment
- Space Planning
- Community Presentations
- Innovative use of site areas
- Conceptual Design
- Schematic Design
- Design Development
- Construction Documents
- Value Engineering
- Bidding Phase
- Construction Administration
- Interior Design
- Furniture and Equipment Selection
- Project Closeout
- Post-Occupancy Support
- Future Proofing and Adaptability

The project approach section of this document identifies our approach to building the foundations of a rich relationship with Willows Preparatory School and the Foushée team. The project proposal section of this document illustrates our concepts on developing a shared vision for the WPS campus.

"I am continually impressed with their ability to frame and integrate ideas into design elements that make functional sense. Again, this is because they not only listen; but they apply what they've heard as creatively and as appropriately as possible so that the design seems familiar and fitting."

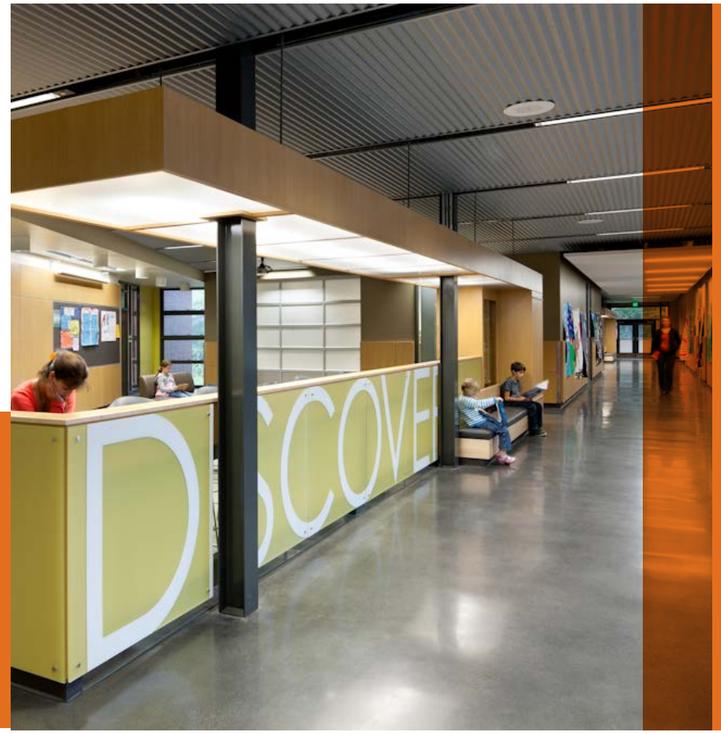
- Dr. David Engle, Former Superintendent
Port Townsend School District

supporting learning through design

K-12 educational facility design is a dynamic process reflecting ongoing changes in teaching philosophies, social and cultural influences, and technological innovations. The built environment plays a key role in and can have a positive influence on student behavior. A well-designed school facility enhances learning activities and educational practices and must align with the resident teaching and learning methodologies at a given school. Willows Prep being an International Baccalaureate school provides a clear framework from which to begin. The value your program places on interdisciplinary learning models, based on inquiry, local/global contexts, and collaborative teamwork can be supported with a focus on adaptable, flexible learning spaces and expandable classrooms. Accessible resource rich spaces are important to support project based learning and the necessary experiments created by students as they learn to investigate the important questions of our time within a global context. These spatial design approaches not only allow for a variety of teaching styles but is critical for interdisciplinary and independent learning that is at the heart of IB programs.

Beyond being designed to support important teaching and learning characteristics, we believe that a school facility has a positive impact on the activities that occur in its spaces which generate a spirit of place. Spaces that honor teaching and learning as well as the social-emotional development and identity of individuals within the larger school community. Our mission is to create inspiring teaching and learning environments that not only meet the programmatic needs but reflect the values of our clients and create facilities that can adapt to changing needs over time, encouraging creativity, discovery, self-confidence, and a love of life-long learning.

Integrus and WPS share a vision of creating compelling and meaningful spaces for learning and teaching the next generation of global citizens.



"Students are learning every moment of every day. They are refining their ideas and beliefs. They are adding to their understanding of the world. Some of these moments are guided by parents, teachers, and mentors while other moments remain under the sole direction of the learner As desigers of space, it is essential that we see all space as a potential space to guide learning."

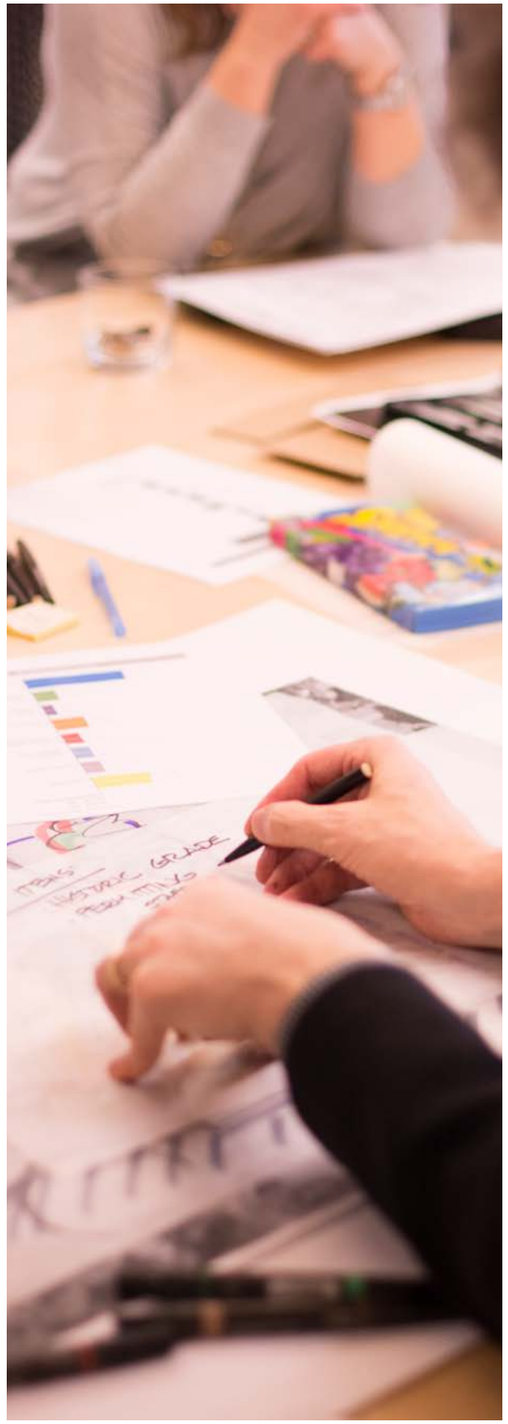
- Dr. Robert Dillon
Education
Consultant

master planning process

Relationships forged between the Integrus design team, WPS, and Foushée during the master planning process will set expectations that will carry forward through all projects on the WPS and BCA campuses. It is critical that as your architectural and educational planning partner and we thoroughly understand the “hopes & fears” of all stakeholders from the beginning. This will allow the team to effectively integrate master planning concepts into the overlapping work of the renovation at the middle school and early design phases of the new primary school. We plan to achieve this as follows:

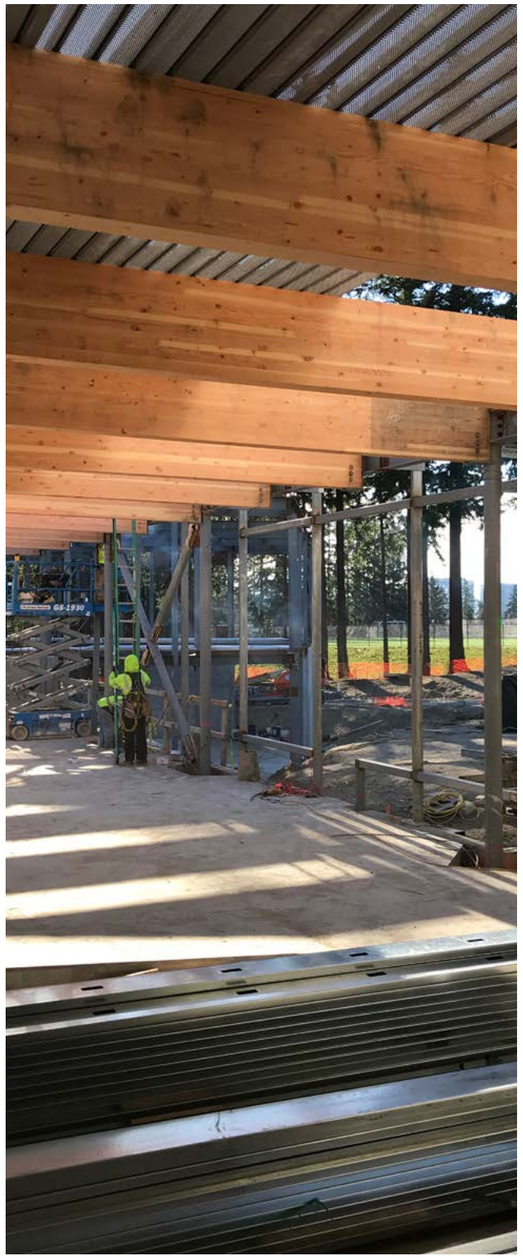
- **Develop “Vision”** – The master planning process must be driven by WPS goals, programs, and vision for the future.
- **Developing Planning Guidelines** – This part of the master planning effort requires a study of the existing WPS campus site, and its relationship to the surrounding context. Components such as utilities, open space, circulation, future building sites, parking, site entrances and edges, image and identity, etc., will all be addressed to guide future development. In addition, a palette of materials, basic design guidelines, selection of lighting fixtures, outdoor furniture, etc., could be developed to create campus unity and architectural definition.
- **Identity/Image** – Planning and design concepts will be explored to identify focal points, entrance nodes, and relationships to surrounding land uses. Example imagery will help create a site plan capable of accommodating projected growth levels and portraying a strong image.
- **Area Density/Land Uses** – Our approach includes workshops to explore the appropriate critical items such as density, areas for potential infill, “sacred” spaces, and height limits. Land use alternatives will explore coordinating the use of properties, consolidating similar functions, providing surge space during development of major projects, and balancing the requirements for open space, parking, and recreation.
- **Circulation** – Issues of traffic, parking, pedestrian, and bicycle circulation will be addressed by developing alternative circulation schemes. Parking needs, emergency access, disabled access needs, service access, and cross-site traffic flow and desired routes will all be considered.
- **Infrastructure/Engineering** – The Integrus team of architects and engineers will work closely with WPS and Foushée to assess the impact of proposed plans on the existing utility systems, and to make plans for additional infrastructure.

The result is a master plan that addresses the most practical of needs while capturing your goals.



managing modernizations

There are many aspects and techniques Integrus utilizes in managing modernizations that differ from a new building on the site. We are excited for the opportunity to explore what the existing middle school building can be; the project proposal section of this document extends specific thinking around design concepts for the renovation scope. Below we have provided our detailed process and methodology for managing building assessment and reconfiguration of existing facilities.



- **Existing Conditions Evaluation** – The existing condition of the facility must be analyzed with respect to structural capacity, envelope condition, interior condition, mechanical and electrical capacities, primary routing of utilities, and hazardous materials delineation.
- **Residual Value Calculations** – To determine the reusable portion of an existing building or site as compared to a total cost. Information is used to confirm budget and provide criteria for evaluating design options
- **Conceptual Alternatives** – Alternative concepts are generated and evaluated relative to program goals and residual value analysis. Construction phasing and overall constructability of the scheme is evaluated for each concept.
- **Cost Modeling** – Prior to schematic design phase, select concept alternatives will be cost modeled with Foushée as confirmation of the financial feasibility.
- **Code Compliance Diagrams** – To identify deficiencies; provide accurate remodeling design criteria; and support code compliance discussions with authorities having jurisdiction. Specific emphasis is placed on maintaining appropriate means of egress during all phases of owner occupied construction.
- **Progress Drawing Phase Reviews** – To ensure all parties are knowledgeable and understand the content of the documents.
- **Weekly and Bimonthly Meetings** – With sub-consultants, WPS, and Foushée to review progress of work and coordination, and announce updates to drawings.
- **Detailed Field Inspection of the Existing Building** – To confirm construction materials, methods and dimensions to allow modernization detailing and design to be based on known information and reduce construction changes from deviations to the original building plans.
- **Design Development Sign-off Book** – Provides for clear understanding and documentation of project needs related to room layouts, furniture and equipment provisions, etc.
- **Commissioning** – A prescribed process that turns the building over to the owner with emphasis on equipment, mechanical and electrical systems, and warranty items.

comprehensive school experience

Over the last 30 years, Integrus teams have completed more than 100 elementary, middle and high school facility projects – from new construction to modernizations and additions – across Washington state and the Northwest region. Integrus has extensive experience working with schools on sites that required multiple phase construction with students on site. The following are a selection of schools and clients we've been fortunate to work with over the last 20+ years. On-site phased construction projects are highlighted in color. *Italicized projects are in currently in process.*

48 elementary schools

46 school clients

30 middle schools

50+ cities & towns

31 high schools

20+ counties

elementary schools

- *Elementary School No. 9,*
  Artondale Elementary School,
  Peninsula School District
- *Fife Elementary School,*
  Fife Public Schools
- *Lincoln Elementary,*
  Mt. Stuart Elementary,
  New Elementary,
  Ellensburg School District
- *Lake Grove Elementary,*
  Mirror Lake Elementary,
  Wildwood Elementary,
  Federal Way School District
- Clyde Hill Elementary School,
  Bellevue School District
- Elk Ridge Elementary School,
  White River School District
- Wilkeson Elementary School,
  White River School District
- Salish Coast Elementary School,
  Port Townsend School District
- Frank Wagner Elementary School,
  Monroe Public Schools
- Sartori Elementary School,
  Renton School District
- McGilvra Elementary School,
  Seattle Public Schools
- Enatai Elementary School,
  Bellevue School District
- Meriwether Elementary School,
  Clover Park School District
- Rainier Elementary School,
  Clover Park School District
- Sacred Heart School,
  Archdiocese of Seattle
- Evergreen Forest Elementary School,
  North Thurston School District
- Benjamin Rush Elementary School,
  Lake Washington School District
- Rachel Carson Elementary School,
  Lake Washington School District
- Sherwood Forest Elementary School,
  Bellevue School District

middle schools

- *Assumption St. Bridget,*
  Archdiocese of Seattle
- *Huntington Middle School,*
  Kelso School District
- *Shaw Middle School,*
  Spokane Public Schools
- *Middle School No. 6,*
  Issaquah School District
- Surprise Lake Middle School,
  Fife School District
- Einstein Middle School,
  Shoreline Public Schools
- Glacier Middle School,
  Highline School District
- Central Kitsap Middle School,
  Central Kitsap School District
- Park Place Middle School,
  Monroe Public Schools
- Alderwood Middle School,
  Edmonds School District
- Islander Middle School,
  Mercer Island School District
- Odle Middle School,
  Bellevue School District
- Sacajawea Middle School,
  Bozeman Public Schools
- Ben Steele Middle School,
  Billings School District
- Medicine Crow Middle School,
  Billings School District
- Hudtloff Middle School,
  Clover Park School District
- Meadowdale Middle School,
  Edmonds School District
- Tyee Middle School,
  Bellevue School District
- Eastside Catholic Middle School,
  Eastside Catholic
- Centennial Middle School,
  Spokane Public Schools
- Lynnwood Intermediate School,
  Edmonds School District

high schools

- *Mariner High School*
  Mukilteo School District
- *Innovation Lab High School,*
  Northshore School District
- *Tyee High School,*
  Highline Public Schools
- Juanita High School,
  Lake Washington School District
- Ingraham High School Addition,
  Seattle Public Schools
- Central Kitsap High School,
  Central Kitsap School District
- Sammamish High School,
  Bellevue School District
- Tesla STEM High School,
  Lake Washington School District
- Shorecrest High School,
  Shoreline Public Schools
- Vashon Island High School,
  Vashon Island School District
- Ingraham High School,
  Seattle Public Schools
- Lincoln Interim High School,
  Seattle Public Schools
- New Bozeman High School Planning,
  Bozeman Public Schools
- Eastside Catholic High School,
  Eastside Catholic
- Woodway High School,
  Edmonds School District
- Squalicum High School,
  Bellingham School District
- Hanford High School,
  Richland School District
- Harrison Preparatory School,
  Clover Park School District
- Meadowdale High School,
  Edmonds School District
- Southridge High School,
  Kennewick School District
- White River High School,
  White River School District

The map below shows many of our projects across western Washington, and the highlighted boxes below represent clients with whom we have a long and rich history.

Shoreline Public Schools

- Einstein Middle School, 2020
- Shorecrest High School, 2014
- Shorecrest High School Master Plan, 2012
- District Transportation Bldg, 2016
- Pre-Bond Planning, 2008

Lake Washington School District

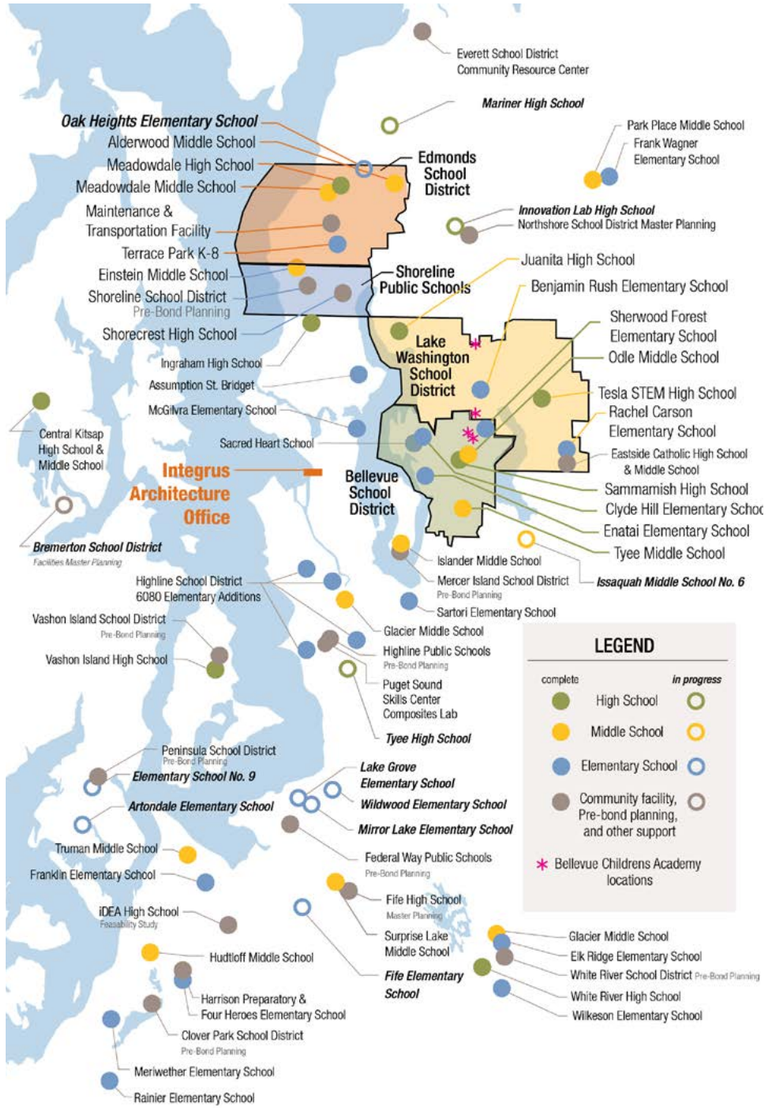
- Juanita High School, 2020
- Benjamin Rush Elementary School, 2013
- Tesla STEM High School, 2013
- Rachel Carson Elementary School, 2008

Edmonds School District

- Oak Heights Elementary School, TBD
- Alderwood Middle School, 2017
- District Support Center,
- Meadowdale Middle School, 2011
- Woodway High School seismic upgrade, 2002

Bellevue School District

- Clyde Hill Elementary School, 2019
- Sammamish High School, 2018
- Enatai Elementary School, 2016
- Sammamish High School, 2018 Sherwood Forest Elementary School, 2008
- Tyee Middle School, 2012



Private Schools

- Assumption St. Bridget, Innovation Lab Addition, 2020
- Assumption St. Bridget, Preschool
- Assumption St. Bridget, Masterplan
- Eastside Catholic Cafeteria Link Addition, 2020
- Eastside Catholic Expansion and PAC, 2016
- Eastside Catholic Playfield Upgrades & Batting Cage Retrofit, 2012
- Eastside Catholic Gymnasium Redesign, 2001
- Eastside Catholic Masterplan and Schematic Design, 2008
- Eastside Catholic Site Studies, 2001
- Sacred Heart School, Masterplan and Renovation, 2010

85,000 SF

660 students

$34.9 million

2019 completion

Contact:
Jim O'Malley
Bellevue School District
425.456.4558

Clyde Hill Elementary School

Bellevue School District, Clyde Hill, WA

Clyde Hill Elementary School plays a strong role in its community, and a prominent goal in replacing the original 1953 facility was to continue the school's presence for Clyde Hill students, staff, and neighbors. The school includes early learning, primary, and intermediate teaching stations to support approximately 650 students from pre-school through 5th grade. The new two-story building is centrally located on the sloping site, with classroom groupings arranged radially around a courtyard with large community spaces sited for proximity to student learning. The project design endeavors to provide a safe, welcoming environment and clear point of entry into the school, while ensuring classrooms have views to the trees and maintain a strong connection to the natural character of the site.

Sustainability and resource conservation are priorities for the District and were considered throughout the community engagement and design phases. This project is another demonstration of the District's energy awareness and cost-saving measures with its rooftop 99.9 kW solar panel array and solar hot water panels.

69,000 SF
600 students
$26 million
2018 completion

Contact:
Lisa Condran
Principal
360.379.4535

Salish Coast Elementary School

Port Townsend School District, Port Townsend, WA

Salish Coast Elementary School is a new school which replaced the former school and portables on the site in Port Townsend, WA. Integrus has worked closely in meetings and many workshops with district teachers, the executive design committee, and the school superintendent in order to create three vision statements for their new school: Fostering deep collaboration between students, teachers, community and all staff. Creating a seamless connection to nature to provide access to outdoor learning and playing. No child left indoors! Safe, secure and welcoming environment where students are encouraged to take risks and mistakes are appreciated.

The design for Salish Coast Elementary is driven by a main goal of fostering co-teaching opportunities within the classrooms. The classroom layout consists of arranging “L” shaped classrooms separated by movable partition walls in order to provide the flexibility of creating classrooms that range from 900, 1,200, and 1,800 square feet in which furniture is a strong component to successfully create various learning settings within a 3,600 square foot area. Within the city of Port Townsend, there is a strong connection with the outdoors which is represented in the design of the school by having numerous shared outdoor learning spaces within the central courtyard, nature trails, and a learning garden which is additionally open for public use.

32,000 SF modernization

600 students

$11.5 million

Fall 2018 completion

Contact:
John Mannix
Former Monroe School District
Assistant Superintendent for
Operations and Support
425.356.1330

Frank Wagner Elementary School

Monroe Public Schools, Monroe, WA

Frank Wagner Elementary School, built in 1989 and serving 592 students in preschool through fifth grade, had programs spread throughout many buildings. To provide a safe, secure, and cohesive campus, additional capacity was needed at the main school building to capture the program areas located in remote buildings. This need was addressed with a combination of new and renovated space connecting the existing main school buildings.

Program areas for the addition and modernization include core learning and shared instructional spaces to replace portable classrooms, a library, specialized learning, and administration spaces. The program includes a shared space for each four classroom group, in order to best utilize site area, two shared spaces to be used by ten classrooms. A music room and makerspace provide additional support for specialty programs and project work. The specialist suite occupies the area that can be converted into a classroom at a later date if need arises.

The project also includes a redesign of the site to provide significant improvements in pedestrian safety, the visibility and identity of the main entry to the school building, vehicle circulation, parking, and bus loading. The addition of a commons, kitchen replacement, and classroom spaces are planned for a future bond issue.

121,000 SF

800 students

$51.5 million

January 2017 Completion

Contact:

Ed Peters
Director of Capital Projects
425.431.7170

Alderwood Middle School

Edmonds School District, Lynnwood, WA

In February 2014, Edmonds School District's voters approved a $275 million bond measure that specifically identified replacement of Alderwood Middle School on the site abutting Martha Lake Elementary. The new facility is approximately 121,000 square feet with a two story main classroom building adjacent to a one story gymnasium, library, and commons area.

Locating the public areas of the new Alderwood Middle School in the center of the site preserved existing open space, wooded areas, and buffers to adjacent properties, while maintaining important pedestrian connections. The commons is a multi-functional social and learning space, including areas for eating, socializing, performing, and gathering. The relationship of the library/commons/admin forms the "heart" of the school. Multi-use outdoor spaces flow seamlessly from the commons. A formal performance setting within the commons provides performing arts learning opportunities, while computer-based technology and hands-on material fabrication allow for innovative collaboration within the CTE department and with science and art instruction.

The project included renovations of existing sports fields, site improvements for new sports fields, parking, bus and auto circulation, emergency vehicle access, neighborhood pedestrian connections and significant new storm water management facilities.

4,000 SF Addition

560 students

$5.5 million

Fall 2020 completion

Contact:
Kathleen Conklin
Principal
206.524.7452

Assumption St. Bridget K-8 School

Archdiocese of Seattle, Seattle, WA

Integrus is working with Assumption St. Bridget to improve their K-8 educational facilities and complete energy upgrades. We collaborated with the school community as they identified a series of strategic planning goals, including facilities that are flexible and adaptable, that meet the needs of students learning styles and that reinforce the existing strong community that distinguishes Assumption St. Bridget.

New construction on-site entails the demolition of 2,300 SF of the existing school to make room for a new, 4,000 SF addition including two classrooms, a library/innovation center and administrative offices. Modifications to interior spaces will also be completed, including equipment and energy efficiency upgrades.

The tight urban site plan balances required parking for events with a need for student play in addition to responding to a limited construction area. Relocation of existing outdoor play equipment satisfies both program, permitting, and budget goals. The Master Plan includes a phasing strategy for all site work, demolition, and new construction.

03 design team

Sacred Heart School

project team

Integrus Architecture's process is grounded in the concept of team involvement. The team we propose in the following pages brings the professional knowledge, proven experience, and enthusiasm that will help ensure the Willows Preparatory School projects are successful. Specifically, our team members possess significant personal experience working with local jurisdictions, and working with each other as a collaborative team.

Our process is intensive and requires the full participation of all team members. This team will be fully committed to the Willows Preparatory School, and you will be their highest priority. With this commitment, we aim to demonstrate that our relationship with you will be essential to the success of this project. We will make this a lifelong partnership with the Bellevue Children's Academy and Willows Preparatory School community, continuing well beyond move-in, construction administration and warranty periods.

WPS TEAM	Willows Preparatory School International Schools Partnership Foushée & Associates
INTEGRUS TEAM	**Rebecca Baibak, AIA** I Managing Principal **Sam Schafer** I Project Manager **Matthew Bissen, AIA** I Project Designer **Mindi Caulley** I Interior Designer **Theresa Daniel, PE, SE** I Structural Engineer **Johnny Hong, AIA, LEED AP** I Quality Assurance Lead
SUB TEAM	**CIVIL: PACE Engineering,** Scott Sherrow, PE **LANDSCAPE: Site Workshop,** Jim Keller, PLA, CLARB
DESIGN BUILD TEAM	**MEP: Contracted Under Foushée** and Associates

roles & responsibilities

- **Rebecca Baibak, AIA , LEED AP**
  Managing Principal
- **Sam Schafer, AIA**
  Project Manager
- **Matthew Bissen, AIA**
  Project Designer
- **Mindi Caulley**
  Interior Designer
- **Theresa Daniel, PE, SE**
  Structural Engineer
- **Johnny Hong, AIA, LEED AP**
  Quality Assurance Lead

- **Rebecca Baibak, Managing Principal**, will provide executive leadership, facilitate all community and user engagement, and provide oversight for the design process to ensure it reflects WPS goals.
- **Sam Schafer, Project Manager,** will maintain clear, effective communication between WPS, Foushée, and the design team. He will serve as the daily point of client contact and coordinate the team and schedule.
- **Matthew Bissen, Project Designer,** will lead the team in developing the vision and comprehensive approach to the site and buildings, integrating program needs, district goals, and the spirit of the students, staff, and community.
- **Mindi Caulley, Interior Designer,** will bring forward her expertise in interior spaces that connect teachers and students, creating dynamic learning environments.
- **Theresa Daniel, Structural Engineer,** will be responsible for analyzing existing phasing options from a structural perspective, allowing for quick testing of ideas during the pre-design phase.
- **Johnny Hong, Quality Assurance Lead,** leads a team of our most highly successful technical architects, with extended knowledge of construction, to ensure that each project we engage meets our high standards for document quality and constructability

Master of Architecture, University of Detroit-Mercy

Bachelor of Science, Business Administration, Aquinas College

Licensed Architect: WA

Association for Learning Environments (A4LE)

Rebecca Baibak, AIA, LEED AP, REFP, NCARB
Managing Principal

As a leading education facility planner and designer in the Pacific Northwest, Rebecca has worked closely with stakeholders for over 25 years to clarify their vision, articulate their needs, and realize their dreams. Her passion for learning environments extends beyond a building's walls – understanding the safety and security needs of scholars as they actively engage with the site. Rebecca's professional investigations allow her to bring an approach to projects that addresses many learning styles and balances school standards, identifying opportunities for experiential learning and demonstrating environmental stewardship.

select project experience

- Clyde Hill Elementary School, Bellevue School District, Clyde Hill, WA
- Enatai Elementary School, Bellevue School District, Bellevue, WA
- Sherwood Forest Elementary School, Bellevue School District, Bellevue, WA
- Odle Middle School, Bellevue School District, Bellevue, WA
- Tyee Middle School, Bellevue School District, Bellevue, WA
- Sammamish High School, Bellevue School District, Sammamish, WA
- Benjamin Rush Elementary School, Lake Washington School District, Redmond, WA
- Sartori Elementary School, Renton School District, Renton, WA
- Frank Wagner Elementary School, Monroe School District, Monroe, WA
- Einstein Middle School, Shoreline School District, Shoreline, WA
- Juanita High School, Lake Washington School District, Kirkland, WA
- Assumption St. Bridget, Archdiocese of Seattle, Seattle, WA

Master of Architecture, Montana State University

Bachelor of Arts, Environmental Design, Montana State University

Licensed Architect: WA

American Institute of Architects (AIA)

Member, Seattle Revit User Group

Sam Schafer, AIA
Project Manager, Architect | Senior Associate

Sam is well versed in all aspects of the architectural process from programming and documentation to construction administration. His abilities as a school architect stem from extensive involvement in the education specification process including programming, space planning and site planning. He listens to the needs of your entire school community including; teachers, students, administrators, and community members. A versatile member of the project team, Sam works closely with every consultant to coordinate and produce documents of the highest quality. His talent for understanding and integrating all aspects of building systems and programmatic requirements into clear and efficient architectural solutions will result in learning environments that are flexible, adaptable, and convertible for future generations.

select project experience

- Sacred Heart Elementary School, Archdiocese of Seattle, Clyde Hill, WA
- Three Tree Montessori School Master Plan, Burien, WA
- McGilvra Elementary School Renovation, Seattle Public Schools, Seattle, WA
- Pacific Crest Montessori School, Building Analysis, Seattle, WA
- St. Francis Catholic School K-8, Billings Catholic Schools, Billings, MT
- Mirror Lake, Wildwood, Lake Grove Elementary Schools, Federal Way Public Schools, WA
- Tyee Middle School, Bellevue School District, Bellevue, WA
- Hudtloff Middle School, Clover Park School District, Lakewood, WA
- Tyee High School, Highline Public Schools, SeaTac, WA
- Central Kitsap High & Middle School, Central Kitsap School District, Silverdale, WA

Geography - Master of Philosophy, City University of New York City

Master of Architecture, Parsons The New School for Design

Bachelor of Arts, Architectural Studies, University of Washington

Licensed Architect: WA, NY

Matthew Bissen, AIA
Project Designer

An experienced architectural designer, he finds that his experience as a human geographer gives him a deeper understanding of how communities shape space and learning environments to generate knowledge and social empowerment. This understanding greatly informs his design approach. As a teacher himself, Matthew brings an important lived experience of developing pedagogy and curriculum to teach within early and current iterations of maker culture/technology-forward learning spaces.

select previous experience*

- Timberline Middle School, Lake Washington School District, Redmond, WA
- West Woodland Elementary Addition, Seattle Public Schools, Seattle, WA
- Stanwood High School, Stanwood Camano Island School District, Stanwood, WA
- Stanwood Alternative Learning Center (Church Creek Campus), Stanwood Camano Island School District, Stanwood, WA
- Coupeville High School, Coupeville School District, Coupeville, WA
- Griffen K-8, Griffen School District, Olympia, WA
- Capitol Hill Library, Seattle Public Library, Seattle, WA
- S'Klallam House of Knowledge, Port Gamble S'Klallam Tribe, Port Gamble, WA
- Weill Cornell Medical College, Belfer Research Building, New York, NY
- Westchester Community College, The Gateway Center, Westchester, NY

** Experience prior to working with Integrus Architecture*

Associate of Arts in Interior Design, Bellevue College

Sustainable Building Advisor Certificate, Whatcom Community College

Member, International Living Future Institute/ILFI

Member, International Interior Design Association

Mindi Caulley, CSBA, LEED GA
Interior Designer | Associate

Mindi is an Interior Designer at Integrus Architecture, focusing on healthy spaces. With over 12 years of experience in sustainable design, her projects include K-12, higher education, healthcare, multi-family, and historic preservation. She is a Certified Sustainable Building Advisor and a LEED Green Associate. Mindi helped to create curriculum for the Sustainable Building Advisor Institute and for Bellevue College, where she is a frequent guest speaker. She has a passion for creating spaces that are healthy for all users, with a special focus on learning environments.

select project experience

- Clyde Hill Elementary School, Bellevue School District, Clyde Hill, WA
- Frank Wagner Elementary School, Monroe School District, Monroe, WA
- Fife Elementary School, Fife Public Schools, Fife, WA
- Middle School No 6, Issaquah School District, Issaquah, WA
- Einstein Middle School, Shoreline Public Schools, Shoreline, WA
- Glacier Middle School, Highline Public Schools, SeaTac, WA
- Tyee High School, Highline Public Schools, SeaTac, WA
- University of Washington, Parrington Hall Renovation, Seattle, WA

Bachelor of Science, Architectural Engineering, California Polytechnic State University, San Luis Obispo

Licensed professional structural engineer: WA

Structural Engineers Association of Washington

American Institute of Steel Construction

Theresa Daniel, PE, SE
Structural Engineer | Senior Associate

Theresa has over 25 years experience leading structural projects for numerous clients including educational, medical, governmental and public entities. She is responsible for the structural design of all projects using steel, concrete, masonry and wood construction. She will manage the structural design, and coordinate with in-house architects and mechanical, electrical and civil engineering consultants throughout all phases of design and construction. Theresa will be extremely involved in all aspects of structural engineering including day-to-day contact, design coordination, structural drawings, specifications and shop drawings. Theresa's experience includes seismic rehabilitations using several generations of Federal Emergency Management Agency (FEMA) and International Code Council (ICC) research and code provisions.

select project experience

- Fife Elementary School, Fife Public Schools, Fife, WA
- Middle School No 6, Issaquah School District, Issaquah, WA
- Surprise Lake Middle School, Fife School District, Milton, WA
- Einstein Middle School, Shoreline Public Schools, Shoreline, WA
- Ingraham High School Addition, Seattle Public School, Seattle, WA
- McGilvra Elementary School Renovation, Seattle Public Schools, Seattle, WA
- Sartori Elementary School, Renton School District, Renton, WA
- Islander Middle School Replacement, Mercer Island School District, Mercer Island, WA
- Evergreen Elementary School, Thurston School District, Lacey, WA
- Alderwood Middle School, Edmonds School District, Lynnwood, WA

Bachelor of Architecture, Washington State University, Spokane

Bachelor of Science in Architectural Study, Washington State University

Licensed Architect: WA

LEED BD+C Accredited Professional

Johnny Hong, AIA, LEED AP
Quality Assurance Lead | Associate Principal

As an Associate Principal with our firm, Johnny has been responsible for development of an integrated project quality assurance process that is applied to every project at Integrus. Johnny leads a team of five of our most highly successful technical architects, with extended knowledge of construction, to ensure that each project we engage meets our high standards for document quality and constructability. He believes that a quality learning environment can influence students, educators, and communities. His PK-12 experiences include new construction and renovation on elementary, middle, junior high, and high school facilities across Washington. Johnny's thoughtful attention to detail, ability to listen to client needs, and keen knowledge of the construction process result in highly functional design solutions and project execution.

select project experience

- Clyde Hill Elementary School, Bellevue School District, Clyde Hill, WA
- Enatai Elementary School, Bellevue School District, Bellevue, WA
- Odle Middle School, Bellevue School District, Bellevue, WA
- Tyee Middle School, Bellevue School District, Bellevue, WA
- Sammamish High School, Bellevue School District, Sammamish, WA
- Salish Coast Elementary School, Port Townsend School District, Port Townsend, WA
- White Bluffs Elementary School, Richland School District, Richland, WA
- Hudtloff Middle School, Clover Park School District, Lakewood, WA
- Wellpinit Middle School Remodel, Wellpinit School District, Wellpinit, WA
- Central Kitsap School District, Middle & High School, Silverdale, WA

BS, Civil Engineering, Washington State University

Licensed professional civil engineer: WA, OR, ID

Scott Sherrow, PE
Civil Engineer | Senior Principal, PACE Engineers Inc.

Scott is a Senior Principal Engineer at PACE and serves as a Senior Project Manager in a variety of site development, street, drainage, and utility design projects for both the private and public sector. He has provided civil engineering services from the planning stages through design and contract documents to construction administration. Scott's project experience includes managing and designing large and small commercial site development projects, subdivisions, roadways, water systems, and storm and sewer systems. He has coordinated large design teams on multiple discipline land development projects. During his career, Scott has developed an efficient working relationship with local jurisdictions' staff and is knowledgeable of local codes, guidelines, and regulations. Scott previously led civil engineering and management efforts for the Willows Preparatory School during development. He also participated in the Bellevue Children's Academy Master Plan process.

select project experience

- The Willows Preparatory School | Integrus Architecture | Redmond, WA
- Bellevue Children's Academy Master Plan Development - Willows Preparatory School Expansion | Redmond, WA

related project experience

- Quadrant Parcel on Willows Road | Quadrant Corporation | Redmond, WA
- Willows Creek Corporate Center | CarrAmerica | Redmond, WA
- Aegis Mercer Island Site Development | Aegis Senior Communities | Mercer Island, WA

Bachelor of Science, Landscape Architecture, Washington State University

Licensed professional landscape architect: WA, AK

Jim Keller, PLA, ASLA, CLARB
Landscape Architect | Principal, Site Workshop

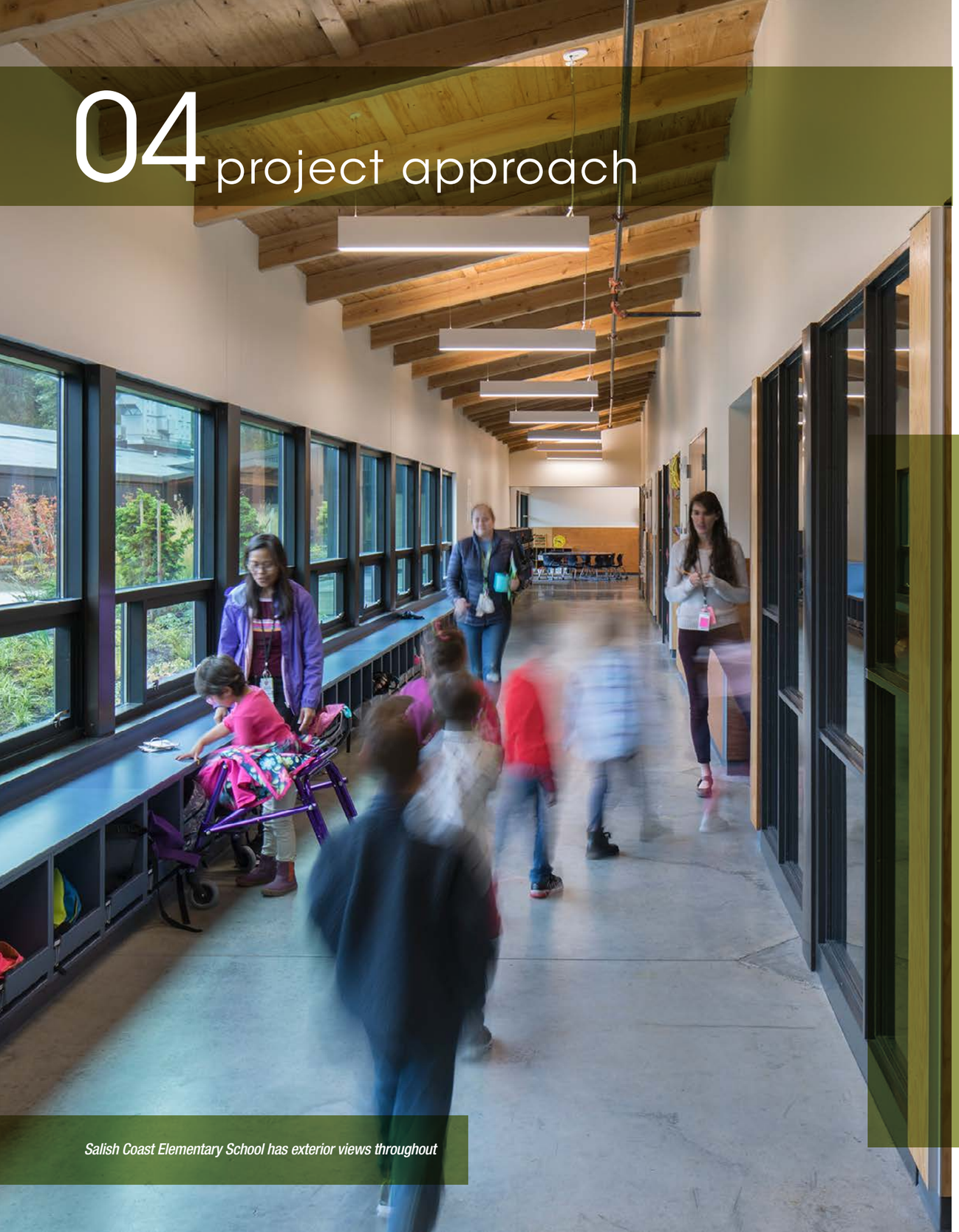
Jim Keller has more than 25 years of experience encompassing all phases of site development from planning and analysis to schematic design through construction administration. His technical design strength, and effective project management skills lead to high-quality deliverables by our team. Jim's recent design experience on K-12 schools includes Sacajawea Elementary in Seattle and the Seattle Academy's new STREAM Building.

Jim has been a valued team member on some of the region's largest and most complex projects, from the Harborview Bond Program and the phased expansion of Seattle Children's Hospital, to Amazon's Denny Triangle HQ and the Spheres. At the same time, Jim maintains a focus on place-making, designing landscapes that strengthen neighborhoods and support community health. Jim is an advocate for the development of meaningful public open space that helps bring people together in healthy and sustainable ways.

select project experience

- Seattle Academy STREAM Building, Seattle, WA
- Raisbeck Aviation High School, Tukwila, WA
- Sacajawea Elementary School, Seattle, WA
- John Muir Elementary School, Kirkland, WA
- Lake Washington High School, Kirkland, WA
- Woodinville Highschool Phase 3, Woodinville, WA
- Federal Way Public School Support Services Center, Federal Way, WA

04 project approach



Salish Coast Elementary School has exterior views throughout

The great 20th century architect and thinker R. Buckminster Fuller once said, “When I am working on a problem I never think about beauty. I only think about how to solve the problem. But when I have finished, if the solution is not beautiful, I know it is wrong.”

We are not style-driven architects. We are problem solvers. We will search for the perfect fit for student development, for teaching and learning/curriculum needs, and for the needs, desires, and visions of Willows Preparatory School. We will work WPS and Foushée to identify and prioritize your values, and then use our skills as designers to solve your problems - to discover the physical, spatial manifestation of those values.

Using a design process that includes collaboration, iteration, and exploration, we work to find appropriate solutions that support desires, program requirements, and the aspirations of teachers and staff.

“I’ve witnessed firsthand how architecture can affect students’ behavior.

What Integrus was able to accomplish with space and volume and natural light was transformative: happier kids who became more polite, positive, and respectful – not only to each other, but also to faculty and staff. Integrus didn’t just design a school; they created a true learning environment.”

- Christine Avery, Former Principal, Meadowdale Middle School

interactive design process

Another resource our team offers is a demonstrated ability to work with WPS to establish and facilitate a process that helps guide contributions and feedback from team members and stakeholders to provide closure for the educational programming process. We have the experience and skills to listen, learn, and lead the process and can help develop the critical visioning issues related to learning expectations, environmental factors, and organizational structures. Our approach includes:

Collaboration: We will consistently seek input from WPS stakeholders and Foushée to share the design progress to ensure alignment between program needs, school values, and design decisions.

Exploration: We bring a broad knowledge and insight of global best practices in school facility planning and design to the table for consideration. You should expect nothing less. Our approach includes synthesizing this knowledge with the WPS budget, program, and community needs. Our exploration of best practices with you will include such topics as integration of technology; providing varieties of teaching and learning settings for differing learning modalities; appropriate areas for socialization; and promoting safety, security, and community. Our explorations will continue to reinforce and build upon the needs for hands-on project based learning that is a foundation to the IB program at Willows Prep.

Iteration: We believe the design of a complex facility is, by its nature, an iterative process. Each decision builds on previous explorations allowing the design to creatively unfold and develop - resulting in the discovery of the single best solution - an enduring facility that meets the program needs of today while remaining flexible for the future. We will work with WPS leadership and the Foushée construction team to develop a master plan that can adapt to the growth at the campus and create spaces that are flexible for the ever changing needs of educational curriculum and pedagogy.

educational planning and specifications

The design of a school facility must meet the express needs of the Willows Preparatory School. In general, schools must be usable, adaptable, flexible, and expandable; however, more specific criteria must be developed and formalized through master planning and educational specifications. The main purpose of the educational specification is to ensure that the project design progresses along a focused course whereby the vision and mission of the Willows Preparatory School is successfully achieved. The essential input for the document comes from administration, faculty, and maintenance personnel, as well as the architectural/engineering team.

The master plan and education specification document is a usable guideline that will lead to a functional and economical facility. A well-developed educational specification will significantly contribute to the success of a project. In order to learn we will ask questions borne from our years of experience that help us define with you how a student's experience can be enlivened and enriched, and how the learning environment can best support staff. We will lead the Willows Prep team through facilitating workshops that gather input and identify issues for resolution. We will develop program concepts and plan tests that will provide the basis for sound decision making. Then we will synthesize, clarify, and distill the input gathered in this process to determine what is essential for moving forward.

quality solutions for loose fit and long life

We have an appreciation for the design balance needed to ensure the WPS facilities reflect the unique community and culture at the campus while supporting overall curriculum standards for the IB programs and goals for operational and maintenance costs. Today's schools need to respond to increased operational and maintenance constraints through improved building envelopes, integration of good day-lighting, and quality efficient mechanical systems - creating a facility that will be a community resource for generations to come. The concept of loose fit and long life reinforces the need for school facilities to be flexible, adaptable, and convertible for the future.

The design team will work with WPS leadership and the Foushée construction team to ensure Willows Preparatory School facilities are academically and developmentally appropriate for their occupants, providing a physically and emotionally safe environment for the age levels they serve. Our design process works with all users to determine the most suitable elements for integration into the design.

Rush Elementary School students head to class and second floor library

Mission: ***Willows Preparatory School, in cooperation with families and the greater community, aims to foster an international perspective, innovation, and integrity in all students. Our dynamic, inquiry-based learning environment inspires and empowers our diverse student body in order for all learners to become compassionate, global citizens.***

Our role is to create spaces that support your mission and vision, enhancing opportunities for your students, teachers, and community to reach their full potential. These opportunities may occur at an any facility, and, because each developmental stage has its own unique ethos, it will benefit from a design solution that accommodates it specifically. Following are concepts from years of research that shape our approach to design of educational facilities.

primary learner

Primary learners at the pre-kindergarten and elementary levels are sensory learners, still making significant synaptic connections in their cognitive development that govern a discovery process; often resulting in "ah HA!" moments that are key to their daily learning opportunities. Schools for the primary learner should be safe, tactile, appropriately scaled, vibrant, and comfortable to explore. They should inspire wonder and excitement as students discover their world and play a role in enriching it. Primary learners seek opportunities for expression, and find passion in a diversity of subject areas and methods. Facilities must embrace the need for mobility, group and self-expression boisterous moments, quiet reflection, and discovery as integral parts of the early learning environment.

As the design of a facility develops, we integrate furniture and equipment into the school which is appropriately scaled to the varied sizes of learners from pre-school students to 5th graders. Anticipating the diversity of learning styles, we also look for opportunities for inquiry-based learning including enhanced infrastructure within classrooms to support science and pull-out areas for small group exploration with clear sightlines to connect spaces.

To create spaces that support early learning, teachers need flexible spaces that can easily be transformed using simple devices such as mobile furniture and partitions. To promote brain development through movement, indoor and outdoor spaces should accommodate activity based learning. Stimulating visual and tactile spaces, with natural light and views to the surrounding environment, helping to create a learning environment that inspires physical, imaginative, and collaborative activities. All spaces need to have transparency and clear lines of sight that allow students to discover moments of independence while under supervision.

Benjamin Rush Elementary School library is an engaging, safe place

middle school learners and emerging adolescents

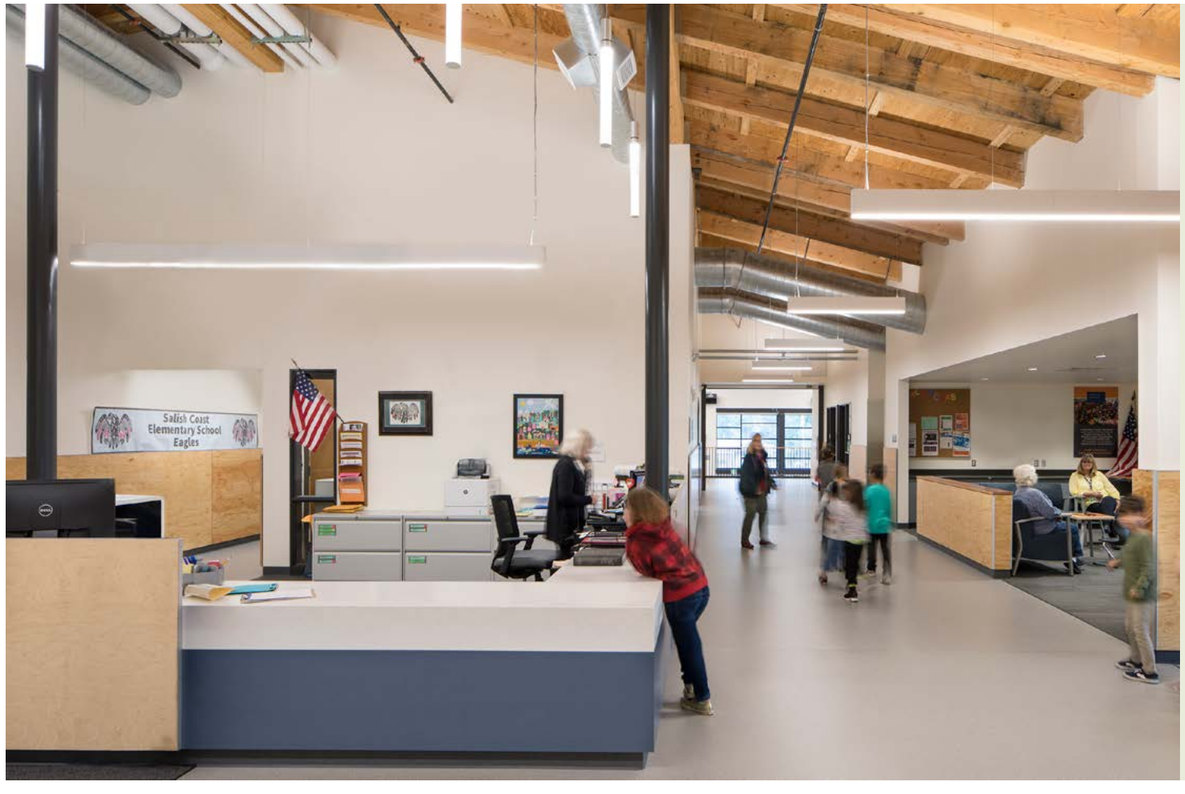
Many educators feel the middle school years are when we most fully develop the foundation for our moral hierarchy and sense of place in the world. During middle school, we develop lifelong habits such as study, eating, and socializing. The emerging adolescent learner is testing the waters of adulthood, but still seeks an authority figure for support and approval.

The school environment for the emerging adolescent can help connect learning with positive social behavior by fostering a feeling of belonging and a sense of importance for the learning activities that occur within its walls. Middle school students need spaces that allow them to socialize safely and comfortably in a variety of ways, from areas for active group play to spaces for quiet reflection. The middle school facility can encourage a sense of community belonging by creating strong adjacency relationships between disparate program spaces, thus creating clusters or groupings of programs that encourage personalized learning.

"Thank you for the most perfectly designed middle school! It is true that design does impact student behavior and promote student learning. ... Overall, this building is a perfect success and I want to thank the Integrus team for making this dream a reality. ... Your work is a labor of love and you genuinely care about the design meeting the needs of your customer. This customer is perfectly satisfied!"

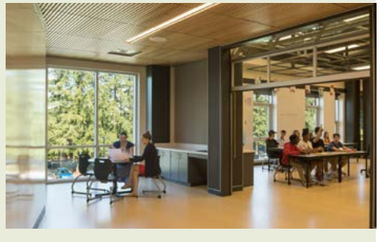
- Christine Avery, Former Principal, Meadowdale Middle School

Creating spaces for informal and formal gathering at Meadowdale Middle School



Learner-Centered Spaces & Team Learning Environments

Create labs & spaces that are rich in technology, facilitate group work and allow for easy circulation



Open, Problem-based Curriculum

Place multiple spaces for both structured and naturally occurring learning to occur.

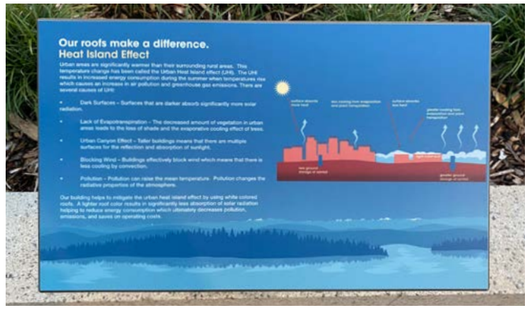
global learner

In today's world, all students have access to nearly the totality of human knowledge. College readiness requires that students learn to find and filter the knowledge they need, and to apply that knowledge towards discovering a solution to a complex problem or goal. In response, 21st century approaches focus less on rote memorization and more on inquiry-based instruction.

The role of teachers in the classroom is also shifting. Rather than being the sole keeper and distributor of knowledge, today's teachers are acting as mentors, working more with students individually and in small groups as they learn in a process that facilitates discovery, application, and fabrication.

Technologically savvy students are connected to professional mentors, their communities, each other, and to their natural environments. A school that supports these connections looks very different than a 20th century school. 21st century school buildings maximize transparency between departments, and offer diverse spaces to support individual and small group study, time with professional mentors, and opportunities for "performance", recognizing that projecting and sharing developed knowledge and talent is a final stage in any learning cycle.

21st century schools should celebrate their place in the natural environment by recognizing that outdoor areas are as powerful for learning and socializing opportunities as indoor areas. Older school facilities attempted to close off the students from the surrounding environments for fear of distractions, energy efficiency, and security. Schools that serve the needs of tomorrow's teachers and learners should recognize the value of daylight, view vistas, and connections to outdoors.



Experiential graphics at Odle Middle School and Juanita High School teach students and visitors about the systems that make the facility work

building as a teaching tool

Students need to see, feel, and experience how they affect the world around them. Schools should be both interpretive and interactive in their operations and functionality. We will work with WPS to develop learning environments that engage students in positive ways to influence comfort, water and energy consumption, and flexibility in use. The WPS campus provides ample features to become a genuine learning tool to celebrate and enhance connections to the natural ecosystem. Throughout the design process we will have identified opportunities to engage in workshops with WPS and Foushée to develop a campus that provides learning and teachable moments through daily interaction with the built environment.

Salish Coast Elementary School phased construction presented a learning opportunity as children remained on-site throughout the process

Experiential Graphics at Park Place Middle School are reminders of the environment in which the school exists, as well as the community and history of that place

responsible, sustainable design

As architects and stewards of the earth's resources, our role is not only to lessen the impact of each project upon the earth but also to educate future generations about the role buildings play in the holistic equation that is climate change. Energy efficiency is central to responsible architectural design, but we also believe that a culture shift – intentionally reshaping our attitudes and actions – can have an even larger impact on lessening the effects of climate change than energy efficiency measures alone.

Integrus is committed to environmental stewardship and working with our clients to impact change. As signatories to the AIA 2030 Commitment we reaffirm our pledge to create high-performance buildings that minimize carbon emissions throughout a building's entire lifespan.

Cognitive development and individual performance can be dramatically improved through access to fresh air, outdoor views, spaces that encourage interaction and movement, and material transparency to ensure spaces are free of toxins. Integrus utilizes design techniques to design buildings for optimal health. Our integrated design process includes eco-charettes and sustainability focused design workshops with clients at the outset of each project to carefully analyze and determine which sustainable practices align with the programmatic needs of the facility and the stakeholders. These practices are then reviewed to ensure that the project provides sensible climate-specific solutions that are constructible by local contractors and maintainable by local service groups to minimize life cycle costs.

Rainwater catchment provides potential outdoor learning area

Sustainability Action Plan Goal

Minimize Embodied & Operational Carbon Emissions:

- Complete Sustainable Opportunities Plan (pSOP) within 30 days of project inception
- Employ low/no cost passive design strategies to achieve maximum energy efficiency
- Establish an EUI baseline and target for each project
- Engage in iterative energy modeling throughout the entire design process to measure progress towards meeting the EUI target
- Evaluate and refine envelope detailing as part of rigorous QA/QC process
- Measure embodied carbon and explore reduction strategies
- Incorporate on-site and/or off-site renewable energy to meet the remaining energy demands
- Integrate energy efficient technology and systems

Protect & Restore Site Habitats & Ecosystems:

- Target net positive water
- Incorporate water-saving and water-reuse strategies
- Minimize the area of pavement and/or impermeable surfaces
- Consider the site's pre-development condition
- Focus on ways to protect and restore habitats and ecosystems
- Connect place making with healthy site ecologies

Select Healthy Materials:

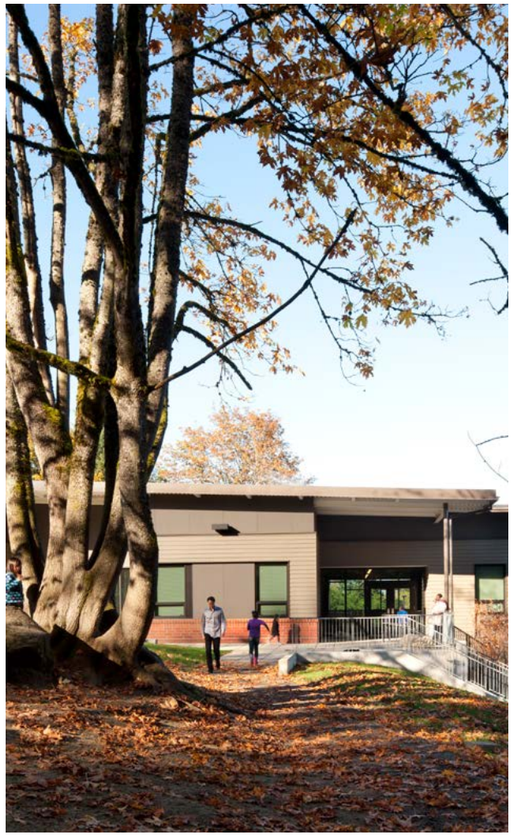
- Optimize indoor air quality to reduce pollutants and CO^2
- Identify recycled content and/or local sourcing for final assembly
- Standardize all specs to meet LEEDv4 standards
- Vet specified products for Red List Compliance
- Conduct LCA to measure and reduce the embodied carbon of materials
- Specify FSC certified wood
- Specify products with disclosed ingredients through a Declare Label or similar
- Specify products with an Environmental Product Declaration (EPD)

quality control of the design documents

Our quality control approach establishes project goals, budget, and schedule jointly with WPS and the Foushée team. Throughout the project, and at the completion of the various stages, we require scheduled quality control reviews by senior architects within our firm who are not directly related to the project. Not only do they verify that our initial goals are being met, but they will review for best practices, document clarity, quality, constructability, and conformance with your facilities design standards.

Our quality control process is formally documented and we will review all comments and questions during page turns with WPS and Foushée for milestone deliverables. We provide written responses to all comments and integrate those comments into the documents prior to the next submittal. In addition, we will participate in formal Value Analysis and Constructability review with Foushée that provides yet another set of eyes on the bid ability of the documents.

The Integrus design team utilizes BIM as a key tool for eliminating design conflicts between building systems. Building Information Modeling (BIM), a digital 4D model of a building, is an excellent tool for catching any potential conflicts in the design before they become problems during construction and is an important part of our quality control process. The model consists of the virtual equivalents of a physical building's elements such as walls, columns, windows, doors, stairs and the integration of systems. This allows us to simulate the building in a digital environment. Important issues regarding lines of sight, spatial aspects, and building orientation on the site can all be explored.



Situated into its sloped site, Benjamin Rush Elementary School has a wonderful connection to nature and the outdoors

managing budget during design

Our philosophy is simple. We believe that a project budget is both an absolute constraint and a means to a greater end. In other words, we are your partner with Foushée in getting the maximum value for your community within the determined budget.

Through clear understanding of the Willows Preparatory School priorities and values we will filter through all design decisions and address challenges immediately, no matter how insignificant it may seem. We understand best practices in school design that balance first costs and operational costs, through a workshop process that merges priorities to seek the "right fit." In addition, we keep our "finger on the pulse" of the construction market to avoid costly issues from arising later in the project.

We have found the most successful method of cost management is to be proactive and make it a focus in workshops with the design team, WPS representatives, and the Foushée construction team. First, it is critical to develop a thorough understanding of the program requirements, site specific conditions, and the current construction market up front. Next, we brainstorm options then develop and analyze them early in each design phase.

This process results in a comprehensive cost model that is continually monitored throughout both design and construction. This provides a clear picture of the project's cost and quality expectations for all members of the team. Specifically, we employ sophisticated methods and resources to project budget maintenance such as BIM cost modeling, life-cycle cost analysis, and daily budget tracking logs. We will be integrated into the Foushée team for budget reviews and updates throughout the various phases, allowing the entire team to monitor the progress of the projects and respond if conditions change.

components of successful planning

Evaluate Existing School Site and Buildings: Integrus will work with Willows Preparatory School on a multi-faceted facility assessment process to understand:

- How the school is currently being used?
- What are the current spaces and their adjacency to other spaces?
- How does the site function re: circulation, parking, outdoor learning?
- What infrastructure and building systems are existing, including existing sustainable features?
- Do both the site and building meet current design, building, and accessibility codes?

Understanding this data will help inform what key conversations are needed with leadership, and school users and will be a guide in developing the concept / master plans for individual projects.

Engagement: We envision an engagement process that is both inclusive and comprehensive in its effort to understand the goals and aspirations of all stakeholders. We understand that decisions made during the planning process set expectations that carry forward through future phases of a project and that it is critical to forge a joint process allowing stakeholders an active voice in the outcome.

Our design approach values collaboration, iteration, and exploration. Our team offers the skills to listen, learn, and develop conceptual layout drawings for master planning purposes and this expertise will be augmented by meeting with School Leadership:

- Executive / Steering Committee
- Curriculum and Instruction
- Campus Operational Leadership which may include: Nutrition, Risk Management/Security, Facilities/Custodial, Transportation
- We will collaborate with teachers to understand program, teaching and planning needs, and considerations future classroom technology and systems needs.

Virtual Engagement Tools: Over the past several months we have been working with an online program, Miro, that has allowed us to translate many of our past exercises into Zoom-based activities. This platform works as a virtual whiteboard where everyone has a unique log in and comes together to collaborate and share their ideas in a single on-line location. Miro is just one of the tools we are currently looking into as we adapt to new forms of collaboration. It is our hope that the Covid-19 crisis passes quickly, and the full potential of innovative school design can be realized, but, until that becomes a reality, we will continue to pursue this challenge as an opportunity for new methods of engagement.

conceptual planning approach

We will customize this process to meet your specific needs. Some of the methods and activities we would propose, whether in-person or virtually, include:

- **Interviews/Develop "Vision":** The planning process will be driven by your goals, programs, and vision for the future.
- **Developing Planning Guidelines:** We will investigate existing conditions and their relationship to the surrounding areas. Such things as utilities, open space, circulation, future building sites, parking, site entrances and edges, recognition of historic elements, etc., will be addressed to guide future development.
- **Study and Survey of Existing Facilities:** As described above, we will consider how well the existing facilities support your programs and goals as well as facility usage for efficiency, compliance with current codes and standards, and strategies to reduce operational costs and energy use. This effort will also address major changes in technology, programmatic emphasis, and existing program needs.
- **Placemaking:** We will explore concepts and strategies related to placemaking, including identity, site entry sequence and focal points, nodes of activity and gathering, and relationships to surrounding community resources.

AHJ and permitting experience

Our expertise extends to working with jurisdictions early in the design process to collaboratively develop a sequence and review process to ensure all agencies are on the same page – including zoning, storm water, utilities, water, fire and life safety, mechanical, plumbing, and building departments. This collaborative planning process assists the jurisdictions in planning their workload while also supporting a timely review of the projects.

Federal, State and Local Agencies

Integrus has provided architectural services within Washington State continuously since 1953. Integrus' designs comply with all laws, codes, ordinances and regulations applicable to the project location and building type. These include current versions of the International Building Code (IBC) as amended by Washington State and as adopted by the local municipality having jurisdiction. We also follow the National Electric Code and National Fire Protection Agency codes.

City of Redmond: The City of Redmond is the Authority Having Jurisdiction (AHJ) for land use and building permits. The master planning and new primary school building project will be required to submit for a Land Use Permit Type III Hearing Examiners Decision for the land use development requirements. A building permit will not be reviewed or issued by the City of Redmond until the land use permit is approved and issued. We have identified several strategies to ensure permitting success and avoid any project delays. The schedule in this proposal identifies in detail the process and addresses unknown contingencies we have come to expect from the City of Redmond.

One key to success is an early land use submittal: we propose to submit for a pre-application conference with the schematic design documents and then officially submit for the land use permit at 50% design development. The Integrus team members have experience of the uniqueness and extent of specificity required by the City for land use and master planning documents, as well as a comprehension of the extended timelines to coordinate complete reviews by various City departments. Additional keys to success include thorough documentation of all communications, including phone calls, emails, in-person discussions, and meeting minutes. Additional methods to achieve success with jurisdictions is to hold weekly or monthly check-ins with the city to provide updates on design and schedule. Drawing on our experience, we want to highlight the following components that will be required for the Willows Preparatory School site.

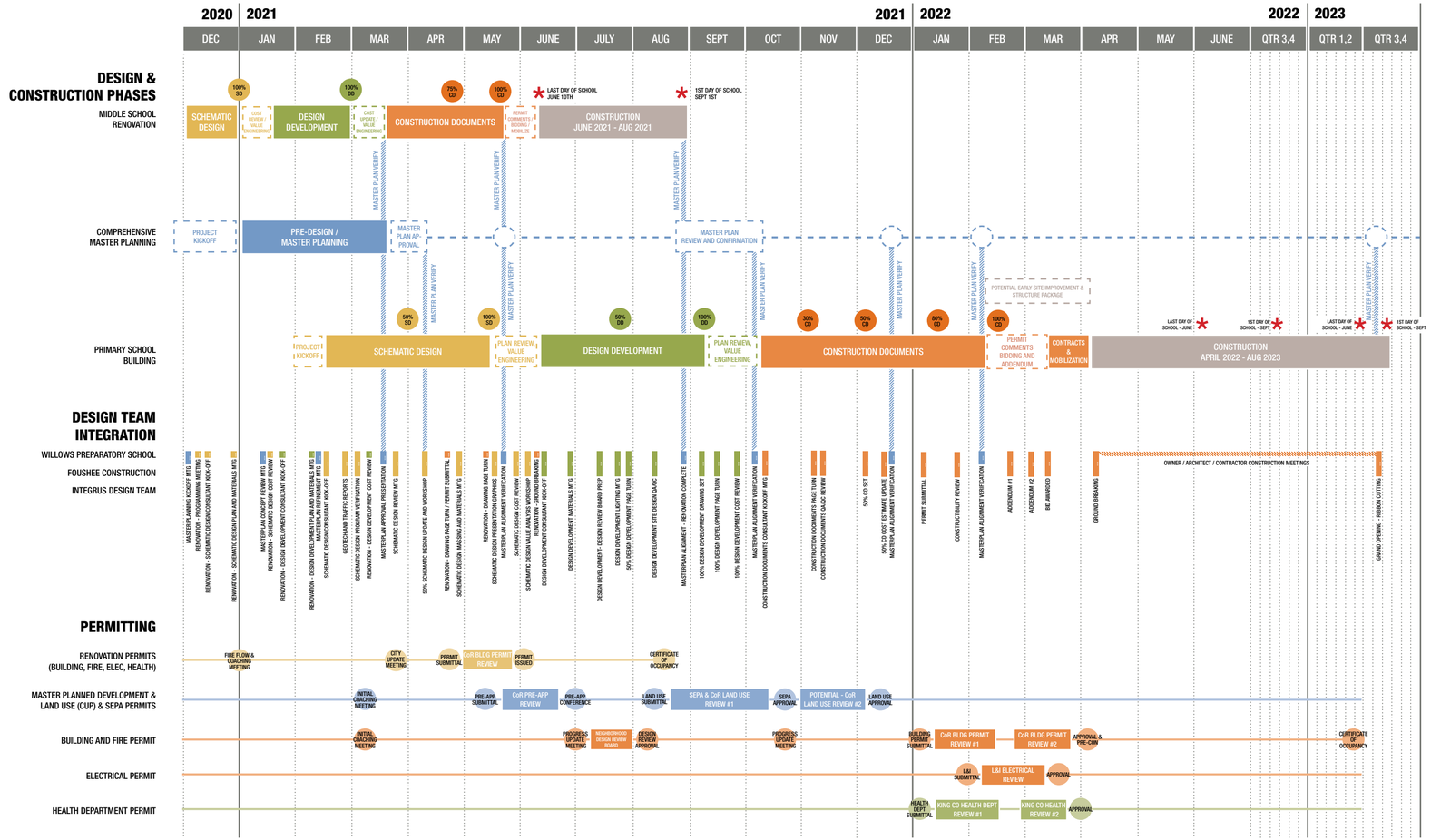
Community Development Guidelines: The City of Redmond Zoning Code has specific sections regarding the design requirements to meet the community development guidelines. In addition to complying with all major sections of the guidelines, the project will need to go before the North Redmond Neighborhood Design Review Board. The design review process is integral to receiving a conditional use permit for the project and is factored into the timeline for land use permitting.

City of Redmond Public Works: Willows Preparatory School is served by the City of Redmond Public Works Department. The Integrus team will work closely with the City to clearly communicate design strategies regarding stormwater management on the site and the impacts to the design proposals. Our proposed civil engineer, Scott Sherrow, has extensive knowledge of the site stormwater design will be invaluable in discussions with the City on comprehensive master planning concepts regarding stormwater management.

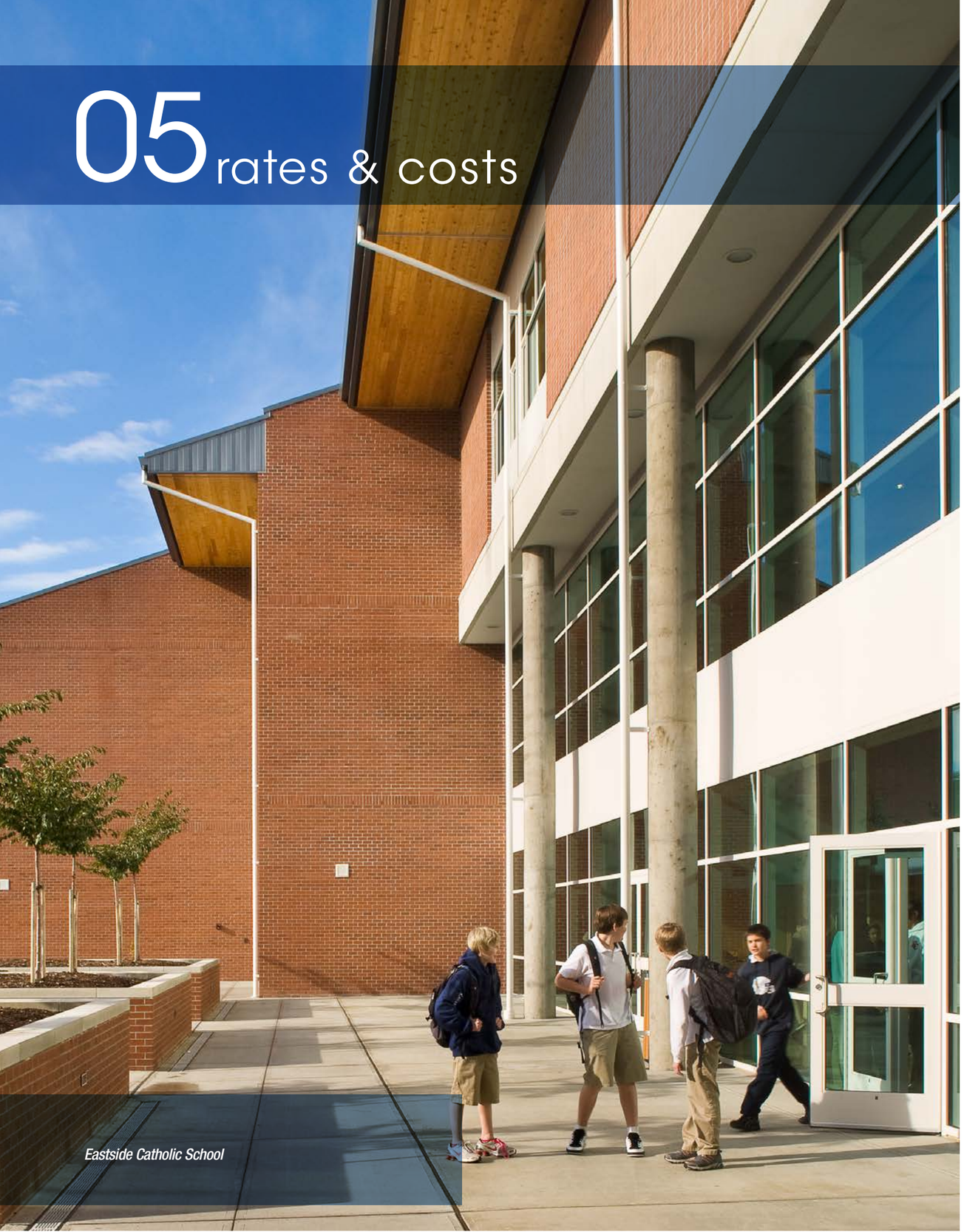
King County Fire District 34: As we work through site master planning schemes and solutions for the primary school building, Integrus will communicate and coordinate all safety issues with KCFD34. The fire district will review required access around the site and connections to the building. We will work with the Fire Marshall to ensure all aspects of life safety is maintained during construction.

King County Department of Health: Our proposed team has a great relationship with the King County Department of Health and has worked extensively with Diana Agasid and Michael Bratcher who will be the reviewers for the Willows Preparatory School project. Our team has a deep understanding of design and documentation requirements of the health department and do not see any difficulties permitting this project.

PSE: The Integrus and Foushée team will coordinate with PSE in the early stages of design to identify design constraints and assist Willows Preparatory School in understanding associated design impacts and costs.



05 rates & costs



Eastside Catholic School

Approach to Professional Service Fees

As noted in the RFP there are many components to the proposal, we would want to fine tune to develop a final approach to what is listed below. This summary outlines the range of fees that can be anticipated for Campus Master Planning, Tenant Improvements, and the New Primary School Building (assumed 50,000 sf). Our experience is that the Master planning Scope is often hourly to a maximum fee for professional services. The Tenant Improvement scope is typically hourly as with working with an existing building there can be more onsite verification needed to understand building systems, and with the New Primary School Building we will be able to define the scope and propose a lump sum fee. We understand that there are many factors that influence the fee, thus we will work collaboratively with Foushée and WPS to manage costs both in design and construction, to provide the best value for the client.

Campus Master Planning

Typically, this includes exploration of 3 major ideas and a single approach is identified through the process. It is recommended that cost modeling is coordinated with Foushée to support evaluation of options considered and is woven into summary documentation. We will coordinate with local jurisdictions to identify buildable areas on site, infrastructure implications, opportunities to expand existing facilities, siting of new building and outdoor learning facilities, integration of vehicular traffic patterns for primary use of school, and weekend use by site partners (ie church for parking, use of athletic spaces by other groups or athletic leagues, etc.).

Architectural Design (hourly to a max)	$50,000 to $75,000
Landscape Design (includes formal report)	$20,000 to $30,000
Civil Engineering	$45,000 to $55,000

Includes Conditional Use Permit application documents and attendance at public hearing.

Our understanding is that Foushée is contracting directly with Mechanical and Electrical Engineers - additional consultants that may be needed could include: Traffic consultant, an Arborist, Surveyor and Geotech Engineer to support development of the Masterplan – these disciplines are not included in proposal below.

Remodel of WPS Main Building (approximately 38,800 sf)

-Use existing as-built drawings and current survey information.
-Verifying as-built conditions as required for proposed improvements.
-Site Evaluation of Building Structural, coordinate with Mechanical & Electrical Engineers
-Scope will be identified in three categories that include:
- -Minor Updates for Functional, Operational and Maintenance items (no permit required and to begin immediately)
- -Modernization Items that involve creating new spaces (i.e. infilling floor levels), modifications to building systems, and exit pathways (permit required items)
- -Long-term Opportunities that address facility adaptability

Deliverables can include:

a. Floor plans
b. Interior Elevations of areas impacted
c. Selection of new interior finishes
d. Outline Specifications
e. Exterior Elevations of areas impacted.
f. Narrative of alternates for cost budgeting purposes.
g. Developing marketing materials for introducing the project to the community.

Architectural Design (hourly to a max)	$15,000 to $50,000
Structural Engineering	$10,000 to $35,000

New Primary School Building

The scope assumed includes a new 50,000 square foot, two-story academic building on the existing site. The program for the new building will include learning environments and the associated support spaces including but not limited to, large and small gathering areas, office(s), workroom, restroom(s), electrical, mechanical, elevator, communications, etc. as described in the RFP.

The scope for each phase will be formally defined – for brevity and to assist in understanding the scope for schematic design (SD) We've outlined the items included:

A. Engage in a stakeholder program session (Typically 3 Big ideas are explored during this stage)
   a. Confirm with the primary stakeholders the "vision".
   b. Provide Building Planning Guidelines, including code analysis of the new building.
   c. Explore planning and design concepts that create an appropriate identity and image for WPS.

B. Create an architectural schematic design set of documents for pricing purposes to facility in communicating with the client the cost of the structure being proposed. The drawings will consider, among other elements:
   a. Meeting the program requirements that the primary stakeholders will decide upon during the Program Session meeting.
   b. Meeting all building codes per the International Building Code and any State of Washington or City of Redmond code amendments.
   c. Meeting the specific program requirements.

C. Create a structural schematic design set of documents for pricing purposes to facilitate with the cost estimating activity. The foundation design will be based on the provided Geotechnical Engineering Report.
   The Structural drawings will include the following:
   a. Structural foundation plans, framing plans, typical details, and general structural notes.

The architectural schematic set will include:
   a. Site plan
   b. Floor plans
   c. Exterior Elevations
   d. Outline Specifications
   e. Narrative of alternates for cost budgeting purposes.
   f. Developing marketing material for community meetings and to support fundraising purposes.

<u>Schematic Design:</u>	
Civil Engineering	$ 12,350 - $ 17,550
Landscape Design	$ 15,000 - $ 18,000
Architectural & Structural	$115,000 - $132,000
<u>Design Development:</u>	
Civil Engineering	$ 19,000 - $ 27,000
Landscape Design	$ 22,000 - $ 25,000
Architectural & Structural	$180,000 - $202,000
<u>Construction Documents:</u>	
Civil Engineering	$ 34,200 - $ 48,600
Landscape Design	$ 38,000 - $ 42,000
Architectural & Structural	$330,000 - $360,000
<u>Bidding:</u>	
Civil Engineering	$ 1,900 - $ 2,700
Landscape Design	included above
Architectural & Structural	$16,000 - $20,000
<u>Construction Administration:</u>	
Civil Engineering	$ 25,650 - $ 36,450
Landscape Design	$ 26,000 - $ 32,000
Architectural & Structural	$240,000 - $270,000
<u>Completion & Closeout:</u>	
Civil Engineering	$ 1,900 - $ 2,700
Landscape Design	$ 1,500 - $ 3,000
Architectural & Structural	$15,000 - $20,000

Reimbursable and Hourly Rates

Integrus Architecture Reimbursable Expenses

A. Printing, copying, reproduction, and Photography requested by Owner and beyond normal project delivery needs
B. Postage and shipping expenses beyond normal correspondence
C. Private automobile travel as established in IRS current rates
D. Presentation materials and supplies
E. Travel expenses including airfare, lodging, auto rental, parking, subsistence and out of pocket expenses, as requested and pre-approved by Owner
F. Fees for special consultants retained with Owner approval
G. Permit, Inspection or Review fees by any governmental agent

Integrus Architecture – Architectural + Structural

Principal In-Charge	$238
Project Manager	$170
Project Architect/Designer/Quality Control	$160
Interior Designer	$115
Intern Architect/Production	$110
Administrative	$ 95
Sr. Structural Engineer	$200
Licensed Structural Engineer	$185
Licensed Professional Engineer	$175
Engineering Technician	$150

Landscape Architect – Site Workshop*

Principal in Charge (Jim Keller)	$160
Project Manager (TBD)	$120
Horticulture (Matt Wood)	$120
Landscape Designer / Support Staff	$ 95

Civil Engineer – PACE*

Principal Civil Engineer	$226
Sr Civil Engineer	$185
Engineer II	$138
Jr. Engineer	$113

*Note: sub-consultants to Integrus are invoiced with 10% administrative overhead.

06 project proposal

Right-sized spaces are found throughout Satori Elementary School

project vision

To begin to develop a mutual team understanding of the project and start a dialog with you, what follows is an outline of our teams initial thinking toward a project vision. We begin all of our projects with a process of inquiry to situate the team. This is an effort to identify critical questions, uncover compelling ideas, and understand the possibilities. We are excited to share our initial ideas and join with your team, in the near future, to continue this inquiry and creative efforts to achieve your vision for the Willow Preparatory School campus.

Our ideas and vision are organized into three sections.

- Opportunities and Key Questions across the spectrum of the schools and campus
- Our understanding of your project approach and desires
- Initial Design Vision(s) that begin to shape the future of the Willow Preparatory School campus

Opportunities and Key Questions

As we continue to learn more, a series of questions and the related opportunities have emerged from our team.

Identity

The importance of identity cuts across many aspects of society, education, and place.

Where do I fit in? How to identify my place, my path?

These critical questions will be addressed across three important scales and experiences on campus:

- A strong Willows Preparatory School identity in relation to the valley and in relation to the church
- Navigate the dynamics of identity across the schools and age related cohorts within the campus whole
- Support the ability of individuals to grow and develop their identity and path

Time

What opportunities and questions are available to our team when we foreground a whole inclusive campus visioning approach in our thinking? This campus vision planning process provides the opportunity to consider project timing to best support your full education vision and optimize the entire campus site.

How can long term value based thinking inform near term approaches?

How can a campus vision resolve overlapping complex jurisdictional and environmental concerns - near and far term?

By overlapping campus planning timelines we can open up an opportunities to explore a northward campus vision and presence along 124th Street.

124th Street Presence and Approach

- Opportunity to resolve various property use, wetland access and functionality to set a longer term vision in motion now.
- Establish and signal to City and County your intentions and get full stakeholder and regulatory buy-in now. This can provide a level of assurance of potential uses and expansion into the future.
- Resolve campus property, use, entitlement complexity early to gain assurances that you can fully realize long term opportunities.

(see Northward Vision option at the end of this sectional)

Campus Experience & Environment

Learning and life flows are not constrained just within classrooms and the buildings. The shaping and respecting of the ecology and place at Willows Preparatory School will be critical to our approach.

How can the ecology and place in the valley inform the vision of Willows Preparatory School?

What are the key characteristics of the place (new & future)?

Improve access to the distinct and compelling ecology of the campus and valley - Willow Grove, Creek and Creek Trail, Wetlands, Valley flood plain-bluff transition, Near-Distant Views.

- Use walking movement through campus (academic and neighborhood) to connect daily lived experience with ecology and nature.
- Inter-connect interior and exterior spaces to develop dynamic teaching/learning spaces that extend the classroom into the landscape and bring the landscape into the classrooms.

Enhance important phenomenon and place making aspects of the valley plain bluff transition

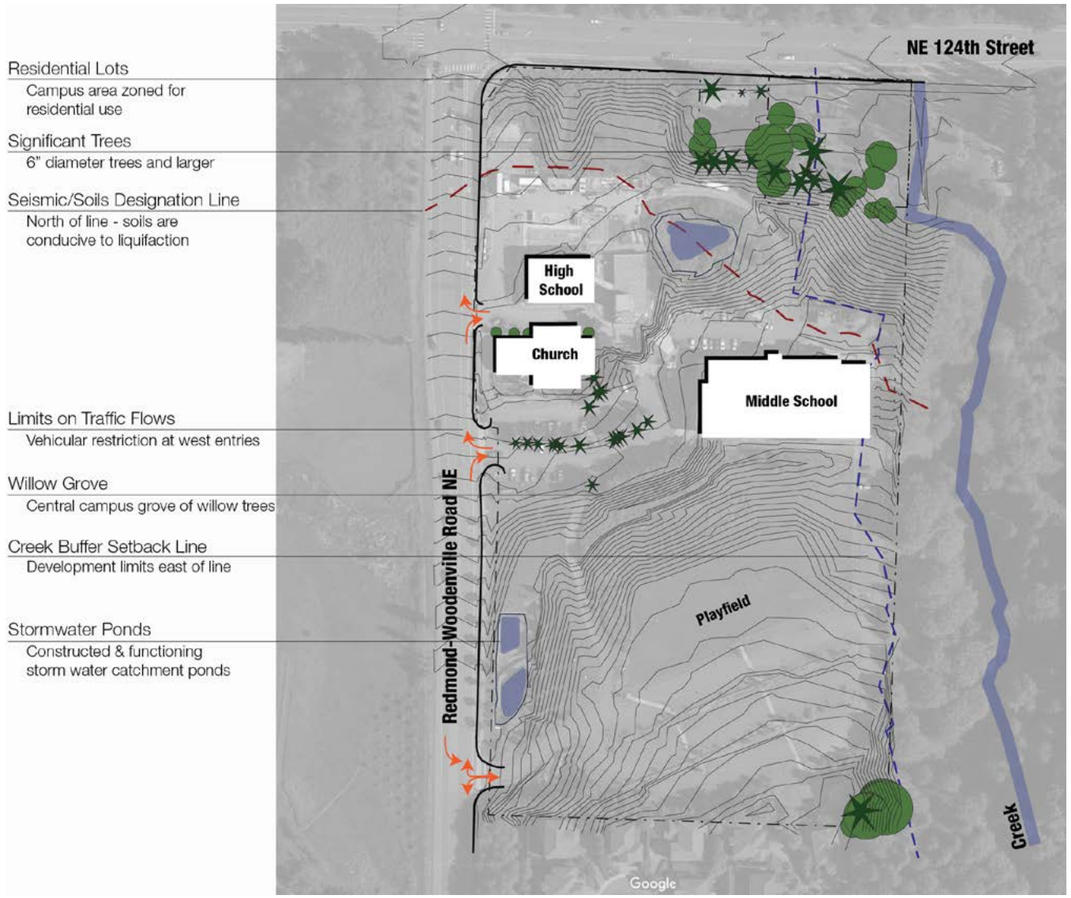
- Flat land (regardless of property designation, soils, current use) is extremely valuable. What is the best use for teaching and learning for these areas.
- Creating flat areas can be viewed as a process of modifying the slope to retain more flat land or modify existing flat areas to be more conducive to development.
- While on campus (and within the buildings) one is always aware of the vertical landscape relative to the horizontal extension. The site slope is about movement, growth, and nature, the horizontal areas of the site are about focus, production and gathering. This is consistent with the overall valley pattern and part of the place.

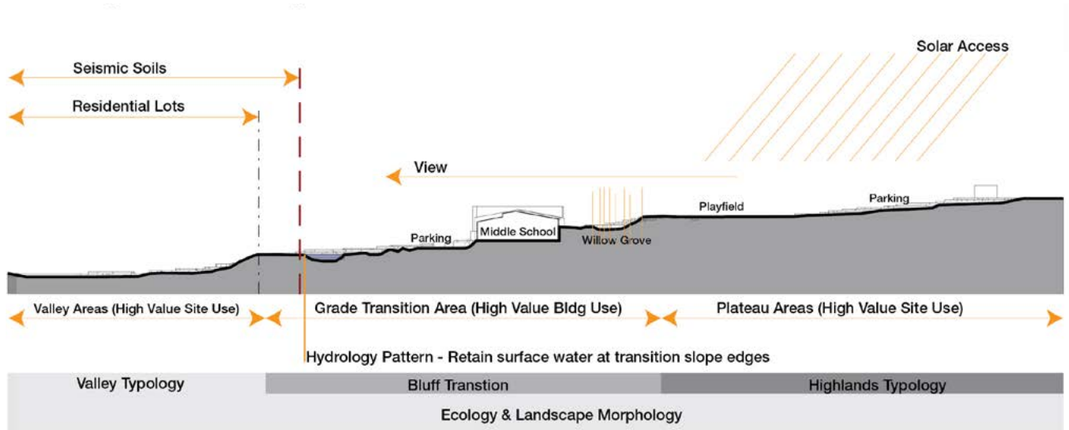
Address Stormwater Management and Flows

- Enhance the current system and set up for future growth.
- Understand how the site slope informs water flow paths and where water systems can be placed to operate efficiently and effectively.

Fully access the campus and ecology with focused learning environments.

Campus Analysis





Learning Environments

Fundamental to this vision is how the buildings function to support your teaching and learning.

How to enhance collaboration and interdisciplinary learning across all age groups particularly in the new primary and middle school?

How to support each student's social-emotional growth and path to success?

Enhance spaces to support **International Baccalaureate** (IB) program curriculum and pedagogy approaches.

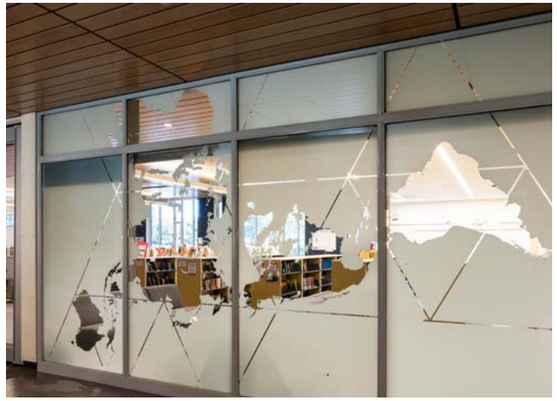
- Interdisciplinary learning and collaboration
- Experiment, Explore, Test approach to knowledge
- Global Context and Perspective
- Asking and Approaching important and key questions

Learning Commons and Information/technology access as the spine or hub of school(s) extending learning outside of the classroom and through open areas to create a collaborative core and centerpiece of the campus.

- Increased accessibility to resources reduces barriers to learning
- Increased collaboration and communication between varying student grade levels
- Increased community and social supports vital to student bonds and kinship

Make, Create, Explore activities visible and present from the start of everyone's path on campus and within the schools. Making active learning spaces more visible will showcase the unique curriculum and of WPS.

- Increased transparency helps student find their place within the school and inspiration for their education
- Will spark ideas and guide students to explore personalized learning opportunities and experience new things
- Will showcase international ethos of WPS
- Making learning visible is key to engaging WPS families and donors

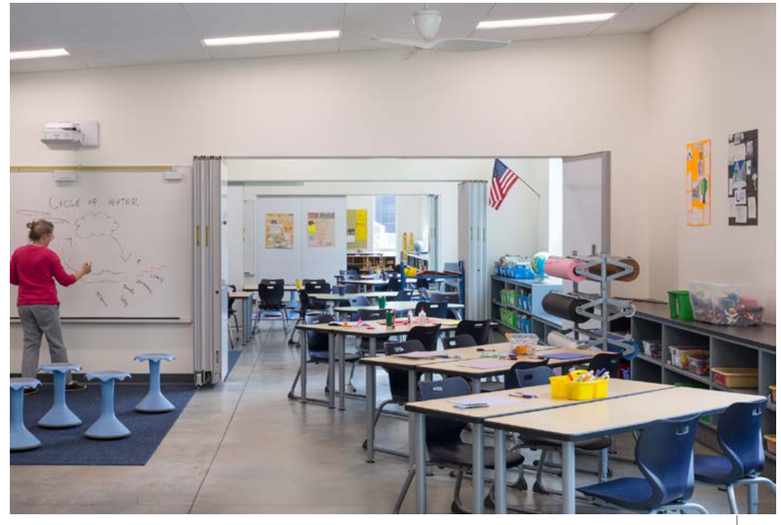


Adaptable and flexible spaces will accommodate a variety of functions to support individual student needs.

- Improving the flow and connection of classrooms to other spaces on campus increases usable space and the way in which space is used.
- Maximizing collaborative spaces opens up possibilities for project based learning and STEM curriculum
- Classroom flexibility supports active learning, engaging students holistically and increasing cognitive function
- Classroom furniture will encourage movement and collaboration

Biophilia - this practice embraces nature and sustainability to celebrate our innate need for outdoor connection and develop regenerative approaches to the built environment.

- Increased daylight and access to exterior spaces makes a superior learning environment
- Classrooms with a visual connection to nature are proven to reduce stress and increase cognition of students
- Classrooms will celebrate biodiversity and blend seamlessly with the campus landscape
- A warm Northwest building palette will provide a soothing interior environment that lets students focus on intellectual growth
- Interior materials will be red list free and promote healthy indoor air quality to ensure the healthy of every student is positively impacted
- Views of the majestic northwest will be maximized to inspire all building occupants



project understanding

Our understanding of your needs and desires for the project include the exploration of 3 challenges –

A **Re-Envisioning** of your current Middle School Building to optimize and modify existing spaces.

- Expand academic dedicated spaces – through remodel, re-purpose, and optimization of spaces within the overall building envelope
- Develop spaces which better support the IB Program, Maker/Project Based Learning, Technology/Sciences
- Strategically improve building organization, flows, and systems

Develop a holistic and inclusive **Campus Vision**, Master Plan.

- Consider both short and long term campus needs to create a 10+ year vision for the campus
- Address current student population size and dynamics along with planned growth across the entire PK-12 grade spectrum
- Effectively locate the new Primary School to optimize both short and long term opportunities
- Accommodate the needs of Primary School students as they become present on campus
- Improve campus circulation patterns including: vehicular, walkers, play, and shuttle buses

Envision a new Primary Student Building

- Provide 20 adaptable and flexible teaching and learning spaces
- A design that supports IB program curriculum and pedagogy approaches
- Create a meaningful place for growth and activities for primary student learners
- Support social-emotional growth through school gathering and activity spaces

sustainability in educational facilities

A full exploration of sustainability goals and priorities ensures the right fit for Willows Preparatory School. A comprehensive eco-charrette with the all parties involved helps to drive the possibilities and need of students. Views of the majestic northwest maximized to inspire all building occupants.

Regenerative Design

- Through this process we can design a building that gives resources back to the campus instead of taking them away
- This type of design leaves the world better than it was before, inspiring to upcoming generations to make positive changes
- The Living Building Challenge would enable deep green building techniques that result in net positive energy and water
- Buildings that clean water and give back energy to the grid reduce operations cost

Occupant Health and Wellness

- Wellness of students and staff is paramount. We use a holistic approach to ensure buildings positively impact occupants, both physically and mentally
- Biophilic design connects buildings to nature and has a huge impact on mental health and cognitive function
- Using healthy building materials keeps indoor air quality healthy and toxin free
- Using the WELL Building Standard we can design for health through air, water, nourishment, light, fitness, comfort, and mind
- Healthy Indoor Air Quality is achieved through healthy material selections and ventilation. Healthy air allows for peak cognitive function in classrooms

Healthy Building Materials

- We will take a holistic approach to building material health. Structural, architectural, interior finishes, and furniture will all be selected with attention to human health impacts and environmental stewardship.
- Selecting Red List Free materials ensures that building materials do not contain harmful chemicals that leach into the air
- Selecting materials certified as Asthma and Allergy Friendly helps keep students and staff healthy

Carbon Reduction

- We design to reduce or eliminate the carbon footprint of construction and operations
- Through energy modeling and daylight studies, we will design the most energy efficient building possible
- Photovoltaic solar panels help to further reduce reliance on the energy grid
- Embodied carbon calculations determine the amount of carbon stored in materials and throughout their lifecycle. Reduction of embodied carbon is a consideration throughout the design and material selection process to further lessen environmental impact

A Building that Teaches

- Sustainably designed buildings have a story to tell, and how they function directly impacts our planet and young creative minds can learn a lot from how they are put together.
- Building systems can be monitored with real time data for science classes to analyze. Students can experiment with energy collected from solar panels and water that is cleaned on site. They can see directly how weather impacts light levels and energy storage.
- Information about sustainable building systems will educate on how they work
- Connection to the outdoors makes nature an accessible lab. Expanded outdoor space will make room for weather labs and botanical experiments. Wetland science will be easier to study with easily accessible trails.

Anchor the bluff edge with a **Beacon** for Learning (version b)

Vision Opportunities

A vision that places value in a clear identity for the new primary school from the west and allows it to define a place on campus for younger students which is distinct from the MS and HS. Understand that areas of relatively flat land on campus are critically important for needed outdoor activities and site functionality. Anchor the primary school to this key place in the valley by engaging the bluff/slope and create an academic beacon for those approaching across the valley. Integrate the willow grove at the bottom of the bluff as an experience of place as one enters campus or moves from the primary focused south campus to the secondary focused north campus.

Vision Drivers

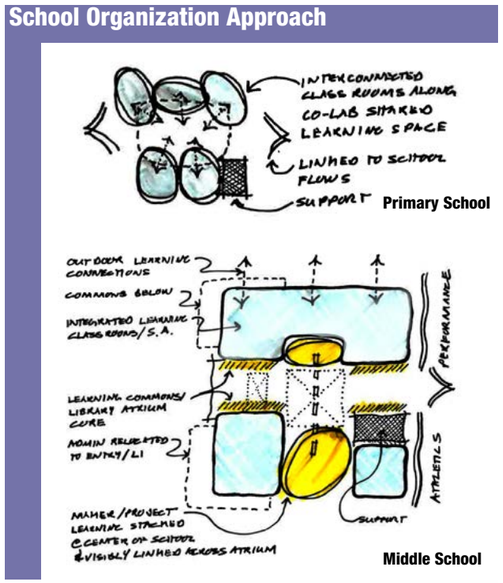
- Distinct primary school focus and identity defining the south half of campus.
- Integrate the primary school into the bluff slope and the grove of Willows to maintain as much of the playfield use as possible.
- Engage the Willow Grove in such a way to have it be a key experience of place both from within the primary school and as one moves through campus.
- Place the Library and key collaboration spaces at the inflection point of the school and the bluff to act as a framed beacon for learning.
- Balance the age groups across the site -

  HS - access to ecology/science focused landscape

  MS - center hub of resources, gathering, and nourishment.

  PS - access to active play focused landscape.
- Link study and student activity to an accessible restored valley ecology in the NE campus quadrant.
- Create separate vehicular flows for Primary and Secondary students to reduce congestion.

School Organization Approach



Neighborhood Flows
Connect neighborhood path around campus academic core

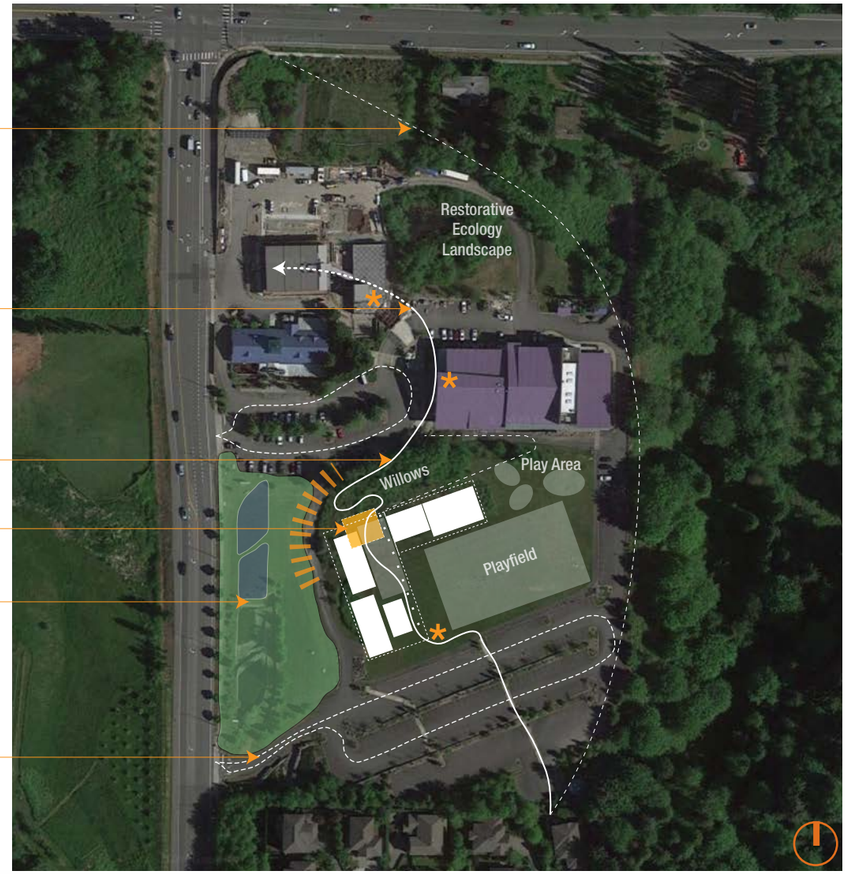
Student Flows
HS & MS flow Centered on MS (re)envisioned entry

Student Flows
ES flow experienced along willow/bluff path

Beacon
Library & Learning Spaces Define West View

Stromwater Flows
Continue/Expand existing storm water capcity as buffer to Redmond-Woodenville Rd

Split Traffic Flows
Provides distinct HS/MS and ES drop off flows



design vision

Our initial observations and understanding of your project desires, along with our series of key questions bring forward the following three potential design Visions. We are excited to continue to elaborate upon these during our session together next week.

Anchor the bluff edge with a **Beacon** for Learning (version a)

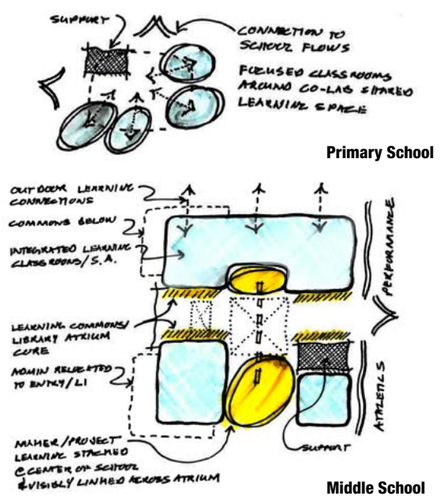
Vision Opportunities

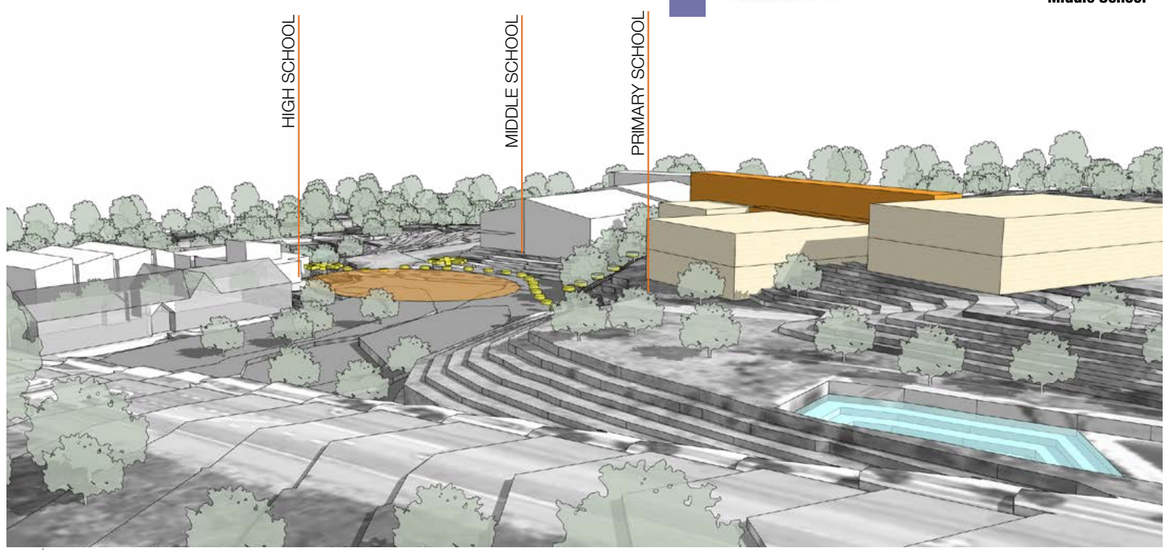
A vision that places value in a clear identity for the new primary school from the west and allowing it to define a place on campus for younger students which is distinct from the MS and HS areas. Understand that areas of relatively flat land on campus are critically important for needed outdoor activities and site functionality. Anchor the primary school to this key place in the valley by engaging the bluff/slope and create an academic beacon for those approaching across the valley.

Vision Drivers

- Distinct primary school focus and identity defining the south half of campus.
- Integrate the primary school into the bluff slope to maintain as much of the playfield use as possible.
- Flexible and adaptable learning spaces around focused shared actively spaces.
- Balance the age groups across the site -
  - HS - access to ecology/science focused landscape
  - MS - Center hub of resources, gathering, and nourishment.
  - PS - access to active play focused landscape.
- Link study and student activity to an accessible restored valley ecology in the NE campus quadrant.
- Create separate vehicular flows for Primary and Secondary students to reduce congestion.

School Organization Approach





Neighborhood Flows
Connect neighborhood path around campus academic core

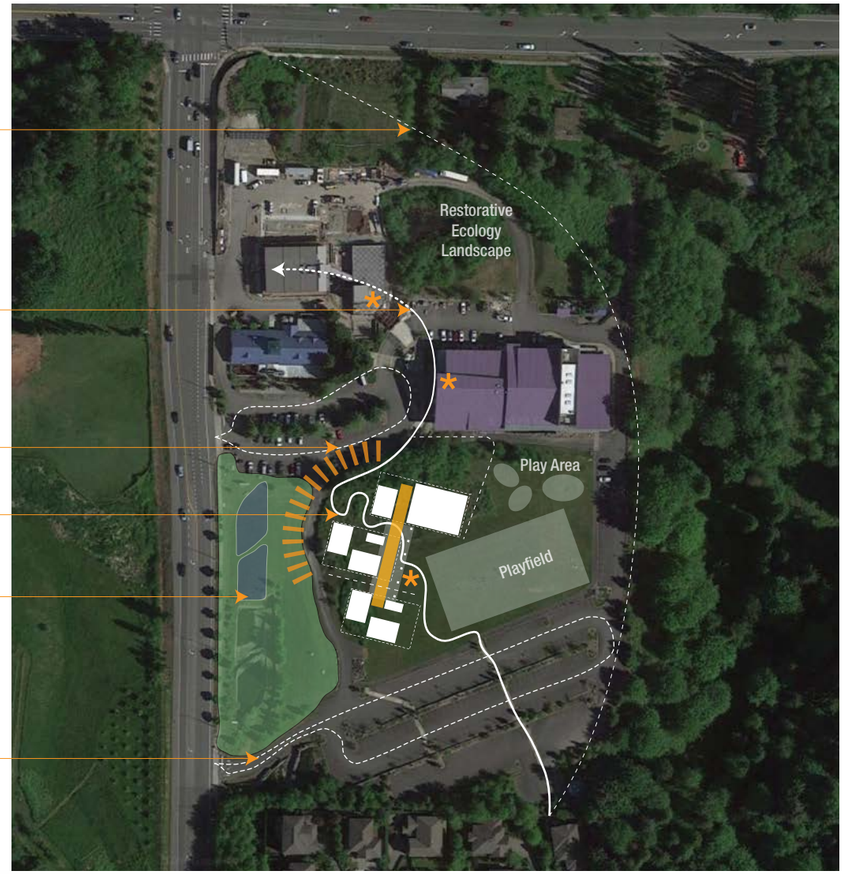
Student Flows
HS & MS flow Centered on MS (re)envisioned entry

Beacon
Learning Spaces Define West View

Student Flows
ES flow experienced along willow/bluff path

Stromwater Flows
Continue/Expand existing storm water capcity as buffer to Redmond-Woodenville Rd

Split Traffic Flows
Provides distinct HS/MS and ES drop off flows



Northward Vision for Learning

Vision Opportunities

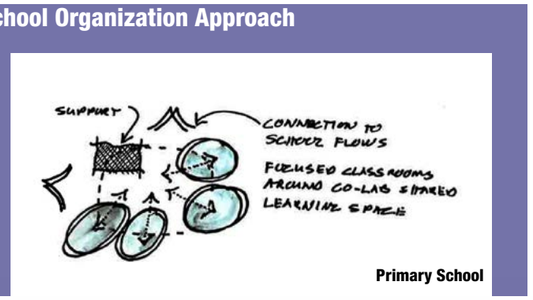
A vision that places value in working through and resolving the complex land, land-use, and water management questions on the north end of campus provides compelling academic opportunities and fully resolves any growth and land-use constraints now so school and proceed with a long term Campus Vision with regulatory Confidence.

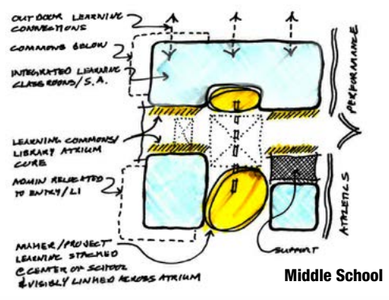
The second way to look at this Northward Vision is that this is the way forward with regards to secondary education growth on campus as your HS and MS populations grow. A strong phase 2 growth vision.

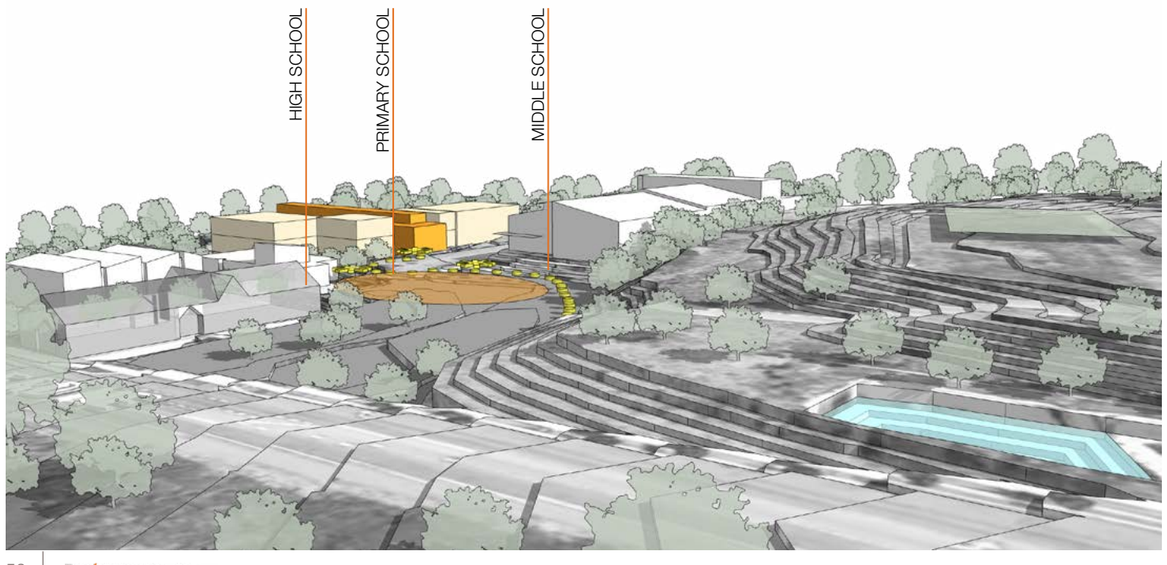
Vision Drivers

- Compact campus to support strong interdisciplinary learning and mentoring across the three schools.
- Integrate outdoor learning opportunities for both existing and new buildings.
- Develop a clear school identity and presence along 124th Street distinct from the church.
- Link study and student activity to an accessible restored valley ecology in the NE campus quadrant.
- Maintain south campus playfield.
- Create a unified entry sequence for all students and eliminate student/vehicular conflicts to create open and cohesive pedestrian core to campus.

School Organization Approach







Stormwater Flows
Develop a long term stormwater solution for north campus

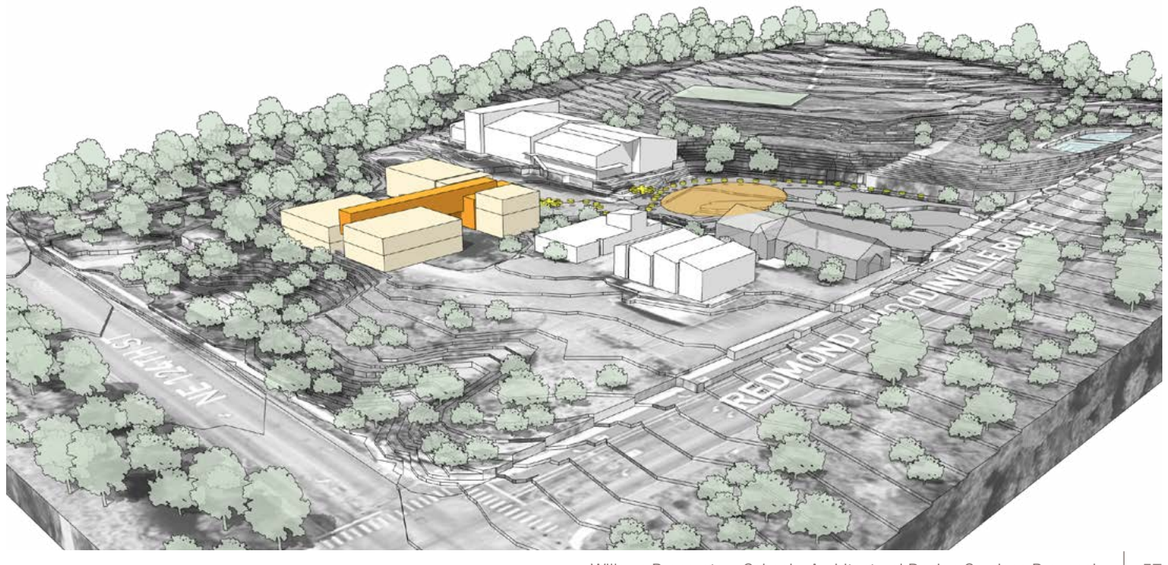
124th Identity
Develop a clear school identity from 124th Street NE

Academic Flows
Interconnected outdoor learning areas that integrate students and landscape

Entry Flows
Central Mixing/Entry Zone inclusive to all students

Shift Traffic Flows
Reroute/expand vehicular route to south of MS to remove vehicles from academic campus area

Neighborhood Flows
Connect neighborhood path around campus academic core and engage restored landscape



next steps - together

We look forward to the opportunity to share more details regarding these steps toward a shared vision at our upcoming meeting and potential futures together.