

2024 James D. MacConnell Award

OLYMPIC VIEW K-8

Federal Way, WA



01. EXECUTIVE SUMMARY

School Design for Equity:

What role can school design play in fostering equity and build community?

How can architecture cultivate meaningful learning through an equity lens?

What are the elements of place that instill a sense of belonging and celebrate the diverse identities of scholars?

These essential questions, developed in collaboration with the school community, guided the design of the new Olympic View K-8.

The design team worked with the school community and district leaders in a participatory pre-design process. We asked searching questions that facilitated dialogue between district committees, school staff, scholars (students), and their families. Simultaneously, we compiled information concerning the existing conditions of the site and scope parameters for the project. Community engagement was conducted during

the pandemic and stakeholders participated in virtual interactive processes where they used the district's guiding principles as a framework to discuss and set goals for a representative Olympic View K-8 school design.

Grounded by an early inquiry into equity, stakeholder input helped align the project scope, budget, and schedule for a successful design process. The intent for the new Olympic View K-8 was to create a place that is both inspiring and integral to the existing community. The resulting design reflects the values and cultures of those who live, learn, play, and work there.



DESIGN GOALS —————> INTENDED OUTCOMES

- | | |
|---|--|
| <ul style="list-style-type: none">▪ NEIGHBORHOOD ASSET▪ MULTICULTURAL HUB▪ EQUITABLE ACCESS▪ PERSONALIZED LEARNING▪ HEALTH AND WELLNESS | <ul style="list-style-type: none">▪ A SCHOOL IN A PARK▪ STRONGER RELATIONSHIPS AND A SENSE OF BELONGING▪ IMPROVE ACCESS TO SPACES, AMENITIES AND PEOPLE▪ GIVE SCHOLARS AGE-APPROPRIATE PLACES TO LEARN▪ SUSTAINABLE DESIGN WITH LEARNING OPPORTUNITIES |
|---|--|

An aerial photograph of a school campus. The central focus is a large, modern school building with a white roof and grey walls. To the left of the building is a large parking lot filled with cars. In front of the building is a paved area with several orange school buses parked. To the right of the building is a large green field where a group of people is playing a sport. Further to the right is a basketball court. The campus is surrounded by dense evergreen trees. In the background, there is a residential area with houses and a large body of water under a clear blue sky with distant mountains.

MISSION: TO ELIMINATE OPPORTUNITY GAPS THAT KEEP SCHOLARS FROM ACHIEVING THEIR HIGHEST POTENTIAL.

02.
Scope of Work and Budget

02. SCOPE OF WORK AND BUDGET

The existing Olympic View school was built in 1962 in southeast Federal Way, Washington. The building was identified for replacement under a 2017 capital program to resolve inadequate conditions and provide new enrollment capacity. The existing site had become a neighborhood park for the community, which drove outdoor learning and gathering during and after school, to become an essential scope element and an important driver in positioning the school building during design.

The project provided capacity for enrollment growth to meet the needs for future generations. The school's program expanded from an elementary school to add a 90-student middle school for scholars who will benefit from the stability of continuing their education at Olympic View within a small-scale learning community. The school retained all of its special education programs and beloved community garden.



Before



After

KEY STATS

600	64,182	6.6	2023	2.55	63%	36M
Student Capacity Grades K-8	Square Feet New Construction	Acres of Site Development	Completion Date	Acres of Preserved Vegetation	Reduced Energy Use	Project Cost



- | | | | |
|-----------------------|---------------------|-------------------|--------------------------|
| 1. Utility Yard | 5. Entry Courtyard | 9. Seating Area | 13. Covered Play |
| 2. Drop-off / Pick-up | 6. Community Garden | 10. Rain Garden | 14. Grass Play Field |
| 3. Bus Loading | 7. Compost | 11. Native Garden | 15. Soft Surface Play |
| 4. Parking | 8. Amphitheater | 12. Playground | 16. Rainwater Collection |



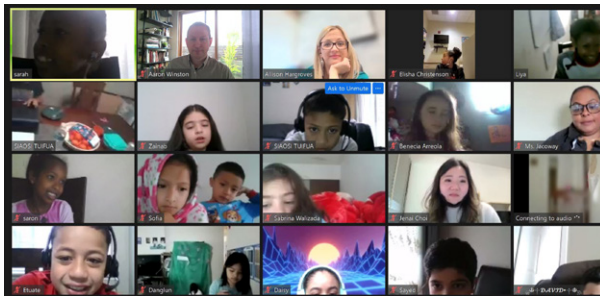
03.

School & Community Research and Engagement

03. SCHOOL & COMMUNITY ENGAGEMENT

A Diversity of Voices in a Collaborative Process

Federal Way Public Schools is the most diverse school district in Washington State, and the 5th most diverse in the nation. Olympic View has a rich diversity of cultures and ethnicities. 86% are scholars of color, including 47% Hispanic. Nearly half of all scholars are English language learners. Many scholars have special needs. All scholars receive free and reduced lunch and over 3% of them report experiencing homelessness. Data shows that attendance, academic outcomes, and a sense of safety are falling short of district goals. This presented a clear challenge to the design team to understand and address inequities that affect sense of belonging, health, wellbeing, and learning progress.



Olympic View Scholars & SOAR (Scholars Organized Against Racism)

Stakeholders

The design team worked with students, parents, staff, and district leaders in a participatory design process that included the group SOAR (Students Organized Against Racism) and the office of Equity for Scholar and Family Success. We heard that school buildings can often feel like big institutions that create an invisible barrier, which limit access to available resources and hamper relationships between staff, scholars, and families in the community. To reverse this effect, the concept of ‘drawing-in and connecting out’ became a guiding idea throughout the design process.

Framework: We based our communication framework, used to share ideas while managing expectations, on principles of inclusivity and transparency. Three advisory groups participated to ensure everyone’s voice was heard and ensure the design maintained equity throughout the district. These groups included the school staff and families (Design Review Committee-DRC), district leaders (Design Oversight Committee-DOC) and an executive cabinet (Superintendent Cabinet Review Committee-SCRC).

Meetings: Three meetings were held with each committee during pre-design. We discussed and confirmed survey results, asked questions, worked in small virtual break-out rooms and shared information about past projects and district standards. We consistently reported back what we heard along with options for moving forward to the SCRC. We also interviewed the Principal and Vice Principal of Nautilus K-8 to provide insights into the unique attributes, challenges, and opportunities of operating a K-8 school.

Surveys: Two online surveys were sent out to the DRC and DOC. The first focused on the characteristics of the site, scholars, families, staff and learning culture. The second focused on project goals from multiple viewpoints, specifically asking about spaces and amenities that might support those goals.



Equity was a central issue for the design of Olympic View

Scholar Challenges:

- 35% do not often feel safe at school
- 87% qualify for free and reduced lunch
- 25% missed attendance target
- 64% entering kindergarten are developmentally behind
- 70% are not meeting academic targets
- 17% scholars have disabilities
- 3.3% experiencing homelessness

Essential Questions:

- What are the special qualities of the Olympic View scholars and families?
- Where do injustices, inequities or barriers manifest themselves for the Olympic View Community?
- What should the learning culture look and feel like in the new school?
- What are the challenges currently being faced?
- What spaces and amenities will make a difference?

“CULTURAL AFFIRMATION MATTERS FOR LEARNING. IT MEANS THAT I’M SEEN, I BELONG, I’M CONNECTING HERE... AND THAT CERTAINLY STRENGTHENS LEARNING.”

- Dr. Tammy Campbell, Former Superintendent

Available Assets - Playground as “The Park”

Olympic View is located the middle of a quiet residential neighborhood hemmed in by driveway-lined streets that house blue collar workers in split level homes that were primarily constructed in the 1950’s to 1970’s on a relatively flat site, except for a steep grade change midway along the east property edge. When we began our site explorations we quickly saw that the adjacent golf course is hidden by a dense grove of trees that stand sentinel between the school and the affluent sport. Beautiful mature trees, a mixture of coniferous and deciduous, cover approximately 60% of the perimeter of the site on the east, north and west edges. The community quickly pointed out the existing community garden on the east hillside that had been used for science projects and growing food to share with local food banks. The community referred to the playground as ‘the park,’ a term the design team embraced and pushed ourselves and our consultant teams to replicate on site.

Available Assets - Cultural Traditions

We asked the community, ‘What are the unique/special qualities of the students and their families who come to Olympic View?’ Their responses, summarized below, highlighted diversity and expressed a desire for our team to represent their community in our final design.

Family lunch and Recess: This well-loved tradition invites family members to join their scholar(s) once per month to eat lunch and play together at recess. Specific tables are reserved in the cafeteria for this event.

Activities: Performances are at the forefront of many school events. Multi-cultural night, a school wide celebration, occurs in October during Hispanic Heritage Month. The school also holds an annual field day, talent show, spring carnival, outdoor movie nights, and performances in partnership with Seattle Opera. Large open spaces for celebration are coupled with adjacent rooms supporting events and family social interaction.

Morning Meetings: At the start of each day scholars gather with their class for 30 minutes to eat breakfast, play games, read, listen or socialize. According to one committee member, **“Morning meetings are one of our absolute favorite times of the day! It’s a great way for the school to come together as a community and get ready for the day! Awards, announcements, and acknowledgements are made at morning meetings as well as a schoolwide pledge of allegiance.”**

Sharing Food: Food is central to a variety of diverse cultural traditions. Olympic View kicks off the year with a BBQ, holds various potlucks throughout the year, a traditional Thanksgiving feast, and wraps up with a BBQ for 5th grade graduation.

Clubs: Our team was able to engage with many of the school’s clubs including student council, green team, choir, dance club, focused on cultural music and dance, and ‘girls on the run’ club focused on social emotional learning and confidence building through fitness.



The design of the school had to recognize and design for these cultural practices.

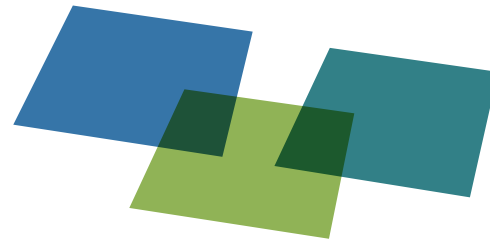
“THE SCHOOL SHOULD BE A CULTURAL CORNERSTONE FOR OUR NEIGHBORHOOD.”

- Design Review Committee



“THE DIVERSE COMMUNITY COULD SEE THEIR FINGERPRINTS IN THE DESIGN BECAUSE THEY WERE SO INVOLVED ALL ALONG THE WAY.”

-Dr. Tammy Campbell, Former Superintendent



Creating Access Where It Did Not Exist

Our design team asked stakeholders searching questions to center our understanding of ‘improving equity’ and to understand the school’s current challenges from their points of view. The resulting design approach focused on creating access where it did not previously exist, or where it was presently compromised. Our thinking around access evolved from spaces and amenities to include access to people; leading to thoughtful space planning and inclusion of new space types not traditionally found in school. These included a family connection center, a community partnership office, a resource pantry, and a discovery lab. A full list can be found in the diagram to the right.

Health and Wellness

Mental health remains disproportionately lower in low income and migrant communities. While architecture cannot solve this issue alone, it can make a difference. Research into biophilic design principles shows how biophilic interventions can have a positive impact on mental health and well-being, reduce stress, and enhance creativity and clarity of thought. Biophilic design principles incorporated into Olympic View include visual connections with nature, connection to natural materials, presence of water, dynamic and diffused light, and awareness of natural processes.

Amenities

Community Garden
 Kitchenette
 Shower
 Washer/ Dryer
 Resource Pantry
 Student Display
 Community Kiosk
 Quality Daylight
 Display Galleries
 Self Expression Walls
 Safety Features

Spaces

Outdoor Learning
 Social Bridge
 Discovery lab
 Family Center
 Reading Nooks
 Shared Learning
 Resource Pantry
 Stage/ Event Space
 Specialty Storage
 Native Garden

People

Principal
 Assoc. Principal
 Community Partners
 Counselor
 Family Liaison
 Psychologist
 Teachers
 Specialists
 PTA

The Desire for a More Equitable World

We developed tools to use in our virtual meetings, and deployed surveys that approached our essential questions from different viewpoints in relation to the district’s guiding principles. The community responses created thoughtful, rich, and inspiring design goals and ideas. Overall, the theme we heard through these dialogues reflected the national conversation around a desire for a more equitable world. Olympic View presented an opportunity to concretize the theme and make a positive impact for this community in a deeply significant way.

Guiding Principles:

These are the district’s Guiding Principles created in partnership with a citizen advisory committee. They define success for all district capital projects including Olympic View K-8.

- Continue advancing strategic goals for the development of young scholars
- Incorporate a student-centered learning model thoroughly into the design
- Promote a sense of equity and unity to foster a strong sense of belonging for scholar groups
- Develop diverse personalized environments that support needs of multiple learning styles
- Create sustainable environments to instill awareness and responsibility for scholars
- Provide a safe, accessible, and welcoming environment for scholars, staff, and community to support academic excellence

Project Goals:

These are the 5 specific goals that emerged as common threads in the responses we heard. In partnership with the Guiding Principles, they define the unique elements of success for Olympic View.

- Improve ‘the park’ as a neighborhood asset to be a welcoming place for the community
- Create a multicultural learning hub to foster strong relationships between staff and families
- Provide equitable access to people, spaces and amenities to improve learning outcomes
- Give scholars age-appropriate places to learn in a continuously evolving environment that’s adaptable to enrollment growth and changes in the types of spaces needed for education
- Produce a high-performing building that encourages sustainability through learning opportunities



welcome to
OLYMPICVIEW

04.

Physical Environment

04. PHYSICAL ENVIRONMENT

PHYSICAL ATTRIBUTES

Park

A person is drawn-in to the site through a park-like neighborhood space for after-hours community use with artistic features for self-expression and cultural representation. The location of the school along the west edge improves access, safety and visibility while providing healthy and personalized learning activities during the day.

Pavilion

A person is drawn-in to the school by an enticing single-story pavilion to welcome and serve both school and community in. Improved access and transparency help to build stronger relationships and connects users out to activities on all sides. A central light monitor brings in the morning sun and acts as a beacon of belonging and inclusion to the neighborhood.

Commons

Once inside, a person is drawn-in to the heart of the school through a two-story volume. A bridge between middle school and elementary provides a social hub, and large windows connect the space to the existing trees and materials for self-expression and representation connect students to each other.

“WE CAN’T OVERLOOK THE ROLE THAT A BUILDING PLAYS IN COMMUNICATING HOPE AND BELIEF IN OUR CHILDREN.”

-Dr. Tammy Campbell, Former Superintendent





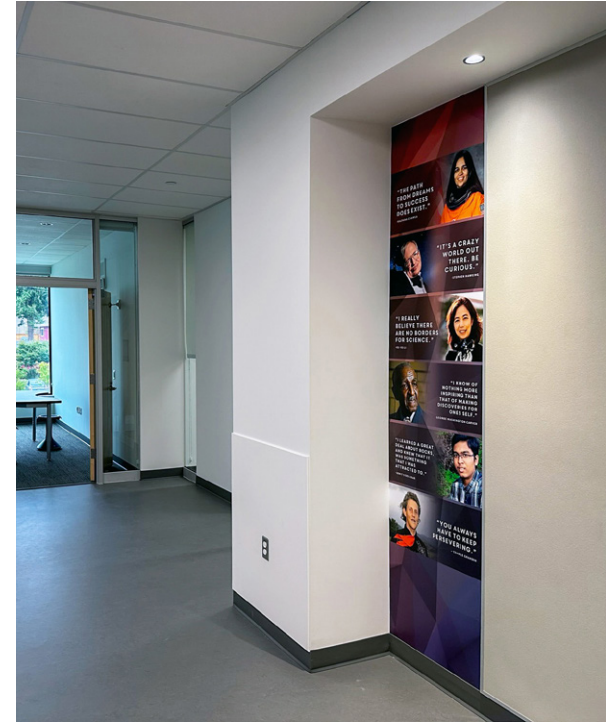


Inspirational Learning Environments

Federal Way Public Schools' Olympic View K-8 embraces color! Studies show bright, vibrant colors in schools can increase student engagement and motivation and promotes creativity and imagination. With these benefits in mind the design team used color to recognize diversity, create identity, and foster a sense of community and belonging. The new school building incorporates colorful wall graphics, bright exterior materials, and chromatic glass; dynamically enhancing the vibrancy of the learners' experiences.

Role Model Graphics

The design team asked the school staff and scholars to identify inspirational leaders, artists, scientists, and social activists from a wide range of cultural backgrounds who's quotes would motivate scholars. These led to "role model graphics" crafted by the design team and integrated throughout the school in communal areas where scholars work collaboratively. Each of the environmental graphics, chosen by the community, celebrate the diversity and potential of the youth of the community.



**BELONGING MEANS I'M SEEN, I'M
SAFE, I MATTER, AND FACILITIES
CAN CONVEY THAT MESSAGE.**

-Dr. Tammy Campbell, Former Superintendent



Environmental Responsibility: High Performing Environments and Learning Opportunities

A strong connection to the natural environment fosters curiosity, discovery, and stewardship. These characteristics are key to encourage students, staff, and community to value natural resources. The outdoor learning courtyard includes opportunities to learn about food, water, habitat, and ecology. It supports independent, small group and large group activities and provides views from the facing

classrooms while sustaining a sense of discovery for all students as the landscape changes throughout the year.

The Discovery Lab is designed as a teaching tool. An energy dashboard shows energy use data from the school and helps scholars connect their decisions directly to environmental impacts. An interior window provides views to the mechanical system with educational graphics to explain how the color-coded elements work. Ductwork is painted to be a colorful accent and structural bracing is exposed. A fish tank

connects learning about rainwater collection, filtration and use reduction directly to the quality of habitat for fish in the northwest.

The project was designed to meet the 2018 Washington Sustainable Schools Protocol (WSSP). Decisions made to incorporate sustainable elements provided benefits to users, community, and the region, including long-term operational savings and reduced negative impacts on human health and the environment.



SITE

- Public Transportation
- Bike + Walk to School
- Electric Vehicle Charging (future)
- Light Pollution Reduction
- Community Gardens

EDUCATION

- Outdoor Learning
- Energy Use Metering Display
- Green Building Learning
- Garden Compost + Rain Harvesting
- Biophilic Design

ENERGY

- Superior Energy Performance
- High Performing Air Barrier Design
- Demand Control Ventilation
- Exterior Lighting Motion Detect
- Solar Ready

INDOOR ENVIRONMENTAL QUALITY

- Outdoor View Windows
- Light Dimming
- Low Emitting Finishes + Furniture
- Pollutant Control + Filtration
- Enhanced Acoustical Performance

MATERIALS + WASTE

- Recycled Content
- Regional/ Local Materials
- Env. Preferable Products
- Env. Product Declaration
- Building Materials HPD

WATER

- 30% Water Use Reduction
- On Site Infiltration
- Stormwater Treatment
- Roof Water Collection



05. EDUCATIONAL ENVIRONMENT

Educational Vision and Goals of the School

The design team shared a singular vision with the District, community, staff, students, and families of Olympic View; to design a more equitable and inclusive school. With each conversation we heard the message louder; reflect the richness of our community and support each scholar in their learning, with their unique assets and challenges in mind.

Goals that addressed Neighborhood, Culture, Access, Personalization, and Health were developed in support of the overarching vision. The design team arrived with questions, curiosity, and a sense that answers would come as we examined our design through an equity lens against each of these goals.

Response to the Neighborhood and Culture are evident with the placement of outdoor learning and play in front of the school for family and community use after hours. Culture and Access are addressed with the inclusion of a family connection center to meet with the family liaison or counselors and receive help with meals or clothing. Community gathering space and hands-on learning space are available for scholars and their families to join during breakfast or after school activities. These spaces form a distinct “pavilion” at the front of the school that visitors experience as they approach the front door.

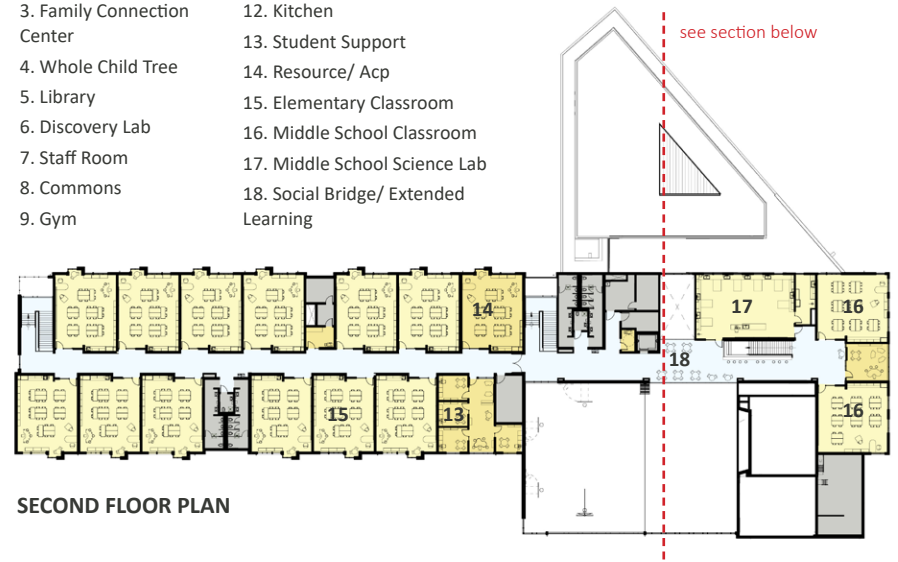
Personalization is manifest in the design through choice and the variety of ways scholars can express themselves or find a favorite setting within the classroom or communal spaces. Health is present in the biophilic design elements and the way the design brings in daylight and offers multiple views outdoors from nearly anywhere. Visual connections between spaces bring a sense of community, and a calming effect of understanding one’s surroundings. A Whole Child Tree that grows in the family connection center brings nature inside. Healthy materials and systems are employed throughout the project.





FIRST FLOOR PLAN

- | | |
|-----------------------------|--------------------------------------|
| 1. Entry | 10. Music/ Stage |
| 2. Administration | 11. Custodial/ Mechanical |
| 3. Family Connection Center | 12. Kitchen |
| 4. Whole Child Tree | 13. Student Support |
| 5. Library | 14. Resource/ Acp |
| 6. Discovery Lab | 15. Elementary Classroom |
| 7. Staff Room | 16. Middle School Classroom |
| 8. Commons | 17. Middle School Science Lab |
| 9. Gym | 18. Social Bridge/ Extended Learning |



SECOND FLOOR PLAN



DISCOVERY LAB

Makerspace to support STEM projects and curriculum. Flexible furniture, power from the ceiling, sinks and storage for long term projects. A garage door opens the space for a direct connection to outdoor learning and community garden. Accommodates staff and community group meeting and presentation needs.

COUNSELORS

Located directly in front of the east facing light monitor and whole child tree, these offices draw for families and scholars. Interior windows and tackable surfaces provide space for self-expression. They accommodate small groups of 3-4 with shades for privacy.

FAMILY CONNECTION CENTER

A casual café inspired space provides a dedicated area for welcoming families and creating a sense of belonging. Located with visibility from the entry, it's strategically adjacent to counselors, the front office and the staff break room for creating spontaneous social encounters. An interactive map reflects the school's diversity. A kitchenette provides food and drinks for scholars and families and a resource pantry and non-gendered restroom provide supporting amenities.

ADMINISTRATION

A warm welcoming lobby is accessed through a secure entry vestibule and includes seating, tables, a conference room and school graphics. Each office has a second door from the hallway for direct access for students to improve relationship building and remove negative stigmas.

SOCIAL BRIDGE

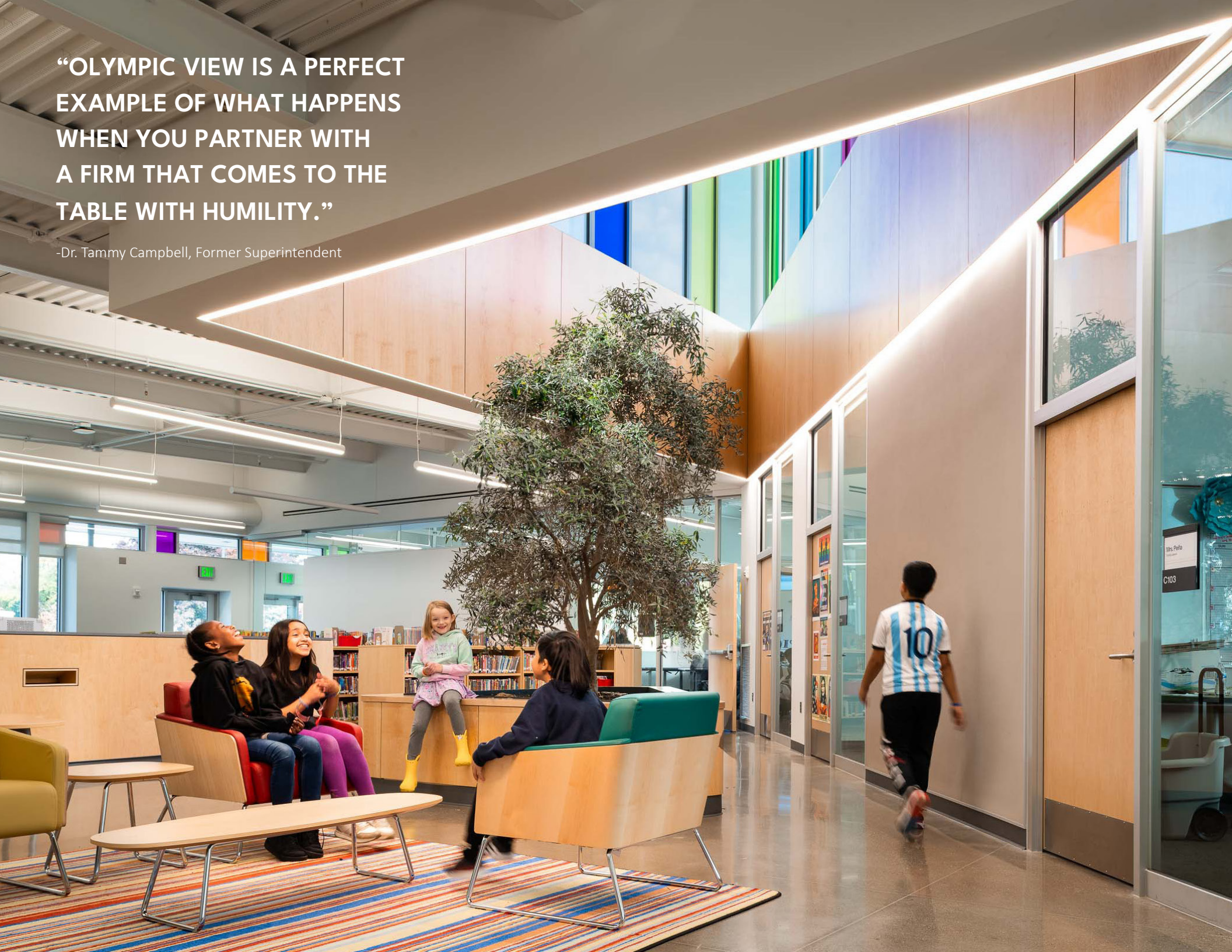
A flexible space for extended learning opportunities and socializing is placed between the middle school and elementary school zones. Open on both sides, the bridge fills with light from morning through evening. It accommodates independent study, small, and large group activities. A writable wall serves as a message board and gallery walls showcase the creative thinking of students. Each gallery highlights a multicultural role model to combine scholar voice with cultural competence and goal setting.

COMMONS

The entire school starts each day gathering in this space during a morning meeting. It serves as the social heart during lunch and accommodates cultural celebrations and performances after hours by opening to the gym. Floor to ceiling windows provide dramatic views to the existing trees and fill the space with quality daylight.

**“OLYMPIC VIEW IS A PERFECT
EXAMPLE OF WHAT HAPPENS
WHEN YOU PARTNER WITH
A FIRM THAT COMES TO THE
TABLE WITH HUMILITY.”**

-Dr. Tammy Campbell, Former Superintendent



Personalized Learning: Give Scholars Age-Appropriate Places to Learn

The research study “Clever Classrooms,” led by Professor Peter Barrett at the University of Salford, found that creating a Sense of Ownership in learning environments can improve student outcome. Olympic View K-8 presents scholars with diverse settings to choose from, the ability to adapt their setting to their learning style, and to have their work (their identity) on display in the setting. The design of the school appropriately adjusts between elementary and middle school settings.

The elementary level is classroom centered with furniture that allows scholars to work individually and in groups, with writable wall surfaces that support brainstorming ideas. A quiet alcove is provided for scholars that need some time for introspection.

Middle school students have a bistro bar for a more collaborative mode of learning and tables on the social bridge overlooking the commons.





06. RESULTS OF THE PROCESS & PROJECT

INTERVIEW WITH DR. CAMPBELL

The following is a transcript of a conversation with former superintendent Tammy Campbell, who led the district during the design of Olympic View K-8. The following has been edited for readability.

Please describe the conflict at the heart of the project.

It started for me when I first became superintendent, recognizing that we had significant learning gaps for many of our students. And as the most diverse district in the state of Washington and the fifth most diverse district in the nation, we had graduation gaps, gaps in performance in multiple dimensions that you'd measure. I wanted to take a systems approach to improvement, meaning not just a one-off, but in everything we did we thought about, "What was our filter for equity?"

We wanted to remove barriers for our scholars. **We wanted to ensure that our community and our students and our staff understood our belief in our children, and our belief that facilities played a role in that.** And it's why we were very, comprehensive, strategic, inclusive, and confident in our ability to create a message around that. When we received approval from our community for capital funding, **we knew we had to treat all our buildings systemically in terms of how they were going to be designed and fundamentally how were they going to be positioning us to remove barriers and close gaps for students.** We thought about the data that illustrated the gaps. And we also knew our student populations, that there was need across our district. And **we saw facilities as a strategic lever in closing some of those gaps. So that was the context.**

Describe why equitable access matters for learning.

When I think about the connection between equitable access and learning, I think of a few things. The first is that our students typically have belief in themselves. But one of the strongest things that students pick up on is our belief of them, what do we believe of them, and then that translates to this sense of self-efficacy. **And we can't overlook the role that a building plays in communicating hope and belief in our children. When they walk down the halls and they see the investment, when they are occupying spaces that contribute to dynamic group work, when the facilities are there to facilitate learning, I believe we convey this sense that they**

matter. And when students feel like they matter, they will give us more effort, they're more motivated, they're part of a community, which research shows are contributors to learning. So, I think about my early career and when I was a school supervisor, and you'd go into buildings where the lighting was not very good. Students really had to strain to see. Bathrooms weren't very conducive. We were signaling and sending messages that I believe maybe for some students conveyed you might not be as important as students who are in those other schools. And in Federal Way, we wanted to signal the absolute importance of every single scholar in the district. And so, when we thought about facilities, we saw that as an important ingredient in conveying belief and hope for our children. And we knew when we did that, we were setting them up to achieve at their highest potential. And this isn't just me saying it. **There's just so much more research now about the connection between belonging, and belonging means I'm seen, I'm safe, I matter, and facilities can convey that message.**

Describe why cultural affirmation matters for learning.

Well, it's a continuation on my earlier comment about belonging. But first and foremost, **it means that school can be a home game for me, not an away game. It means that I'm seen, I belong, I'm connecting here and that certainly strengthens learning.** What it meant for this project was we were a district that was doing a lot around scholar voice, and we were doing it systemically and structurally. We also have systems and structures for community and family voice. It just so happened we were partnering with an Architect, which I will say in my career, never had I seen a firm so open to this. Who would listen not once, but all throughout the project and that shaped the actual design that we ended up with. **It wasn't about a cookie cutter, it was about listening to, valuing, learning about the assets and the areas of need in the community, and then designing for that. So, the very things that our diverse community said informed and shaped the design and there's nothing more culturally affirming than that.**

Then to go beyond the design, the design itself created this sort of reinforcing cycle where once the staff were there, they could do things in different locations that were in and of themselves culturally affirming. So long story short, it really positioned us to have a facility that would last for decades, that would lift and shine a light on the diverse community that it served. **The diverse community could see their fingerprints in the design because they were so involved all along the way.**

What can people take away from this project to bring to their school communities?

There's a lot as I think about it. One topic that has resonated is this notion around equitable access. And often when we think about equitable access, we think about it in a narrow term of what are we doing, for example, in a classroom. And what we tried to do in Federal Way was to think about it system wide from the moment the child got on a bus to the time they left, which brought in facilities. And we wanted every system, every process to be touched by it. And so, I challenge anyone to think about what are the processes you build in your facilities plan that ensures equitable access? And so, facilities are a part of the conversation.

The second thing, do you have systems for listening to students? And we call them scholars in Federal Way, and their families, and **if you're listening to them, it's not enough to just listen you must respond. And Olympic View is a perfect example of what happens when you partner with a firm that comes to the table with humility.** And although they had all their degrees and all the schools behind them, **they entered with this sense of leading with questions and not with answers. And they let the community, most importantly, our students, inform the design.** That in and of itself says a lot to the community about our value for them. And more importantly, it allows them to have hope that the schools are truly going to serve their children. **And so, I say firms show up with questions, not with certainty, because for too long we have built and designed schools based on probably some narrow sets of views, and we've got to broaden it and we've got to listen to our children.**

Third component of this is that facilities can inform learning. They fundamentally can shape how I feel about myself, how I feel about peers, and does the learning environment in and of itself, support learning? All those things came together beautifully. Although I won't be there when Olympic View opens, to know that I was a part of setting the stage for what our students, their parents, and the students for decades to come will experience is a real pride point. And I just want to give a big shout out. I don't necessarily do a lot of what I would call stamps of approval, **but the way that the Architect really approached this project was unique, and it's a partnership that I will have pride about for the rest of my career.**