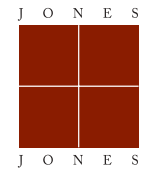


# **The Jack Hunter O'Dell Reflection and Education Center**

***A Vision and Feasibility Report for  
The Institute for Community Leadership  
July 2004***







*The road to permanent and lasting change begins with  
our ability to change our conduct.*

—The Institute for Community Leadership

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*We are people! We are human beings capable of growth and development and a wonderful life! We are capable of a wonderful life of, not acquiring wealth, but a wonderful life of living with neighbors and of learning, participating, and changing for the purpose of a better world.*

—Jack Hunter O’Dell



## Table of Contents

Introduction	2
Vision	2
Project Goals	3
The Mission: Reflection Through Action	3
Understanding the Landscape	4
Site and Place	6
Site Analysis	8
Site Uses	10
Site Programming	11
The Concept: Landscape of Reflection	12
Buildings of the Place	13
Building Program	14
Options	15
Design Principles	16
Concept Plan	18
Programming	19
Elevations	20
Vignettes	24
Green Building	26
Budget	28

## Introduction

Since 1995 the Institute for Community Leadership (ICL) has continually developed successful life-transforming leadership and nonviolence education in public schools around the United States. With a focus on public education based on a conviction that truly public, democratic schools provide the only universally available mechanism by which younger generations can receive the true values, principles, world-views, cultures, and citizenship necessary for the security and sustainability of the nation. Public education must cease being a dividing mechanism that segregates our children based on race and economic status. ICL can and must transform public education as the primary process by which the nation prepares all of us to be proactive problem-solvers capable of directing the nation's economy, politics, and military in ways that promote global neighborliness, mutual respect, interdependence and peace.

ICL's primary area of work takes place in school districts around the nation. During the first eight years they maintained a home office in the Beacon Hill neighborhood of Seattle. In 2002 their offices moved to Kent, about 15 miles south of Seattle. This Vision Report illustrates the next phase of life for ICL, a training facility for students, teachers, parents, and administrators outside the classroom. Humbly paying tribute to ICL's principal mentor, Jack O'Dell, who has guided, coached, and pulled them along on this wonderful march, the facility is named the Jack Hunter O'Dell Reflection and Education Center.

*Reflection and action are two elements of a single, well-lived personality.*

## Vision

The Institute for Community Leadership—a multi-racial, diverse, mobilized organization—inspires personal character transformation and social change, creating positive models of human relationships.

*Action without reflection is disempowering and arrogant.*



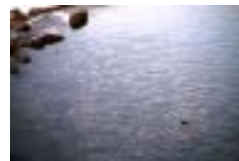
## Project Goals

The Jack Hunter O'Dell Reflection & Education Center

- Prepares {preparing} individuals in the development of self-control.
  - Prepares individuals for a commitment to constant and life-long learning.
  - Enables individuals to integrate into their own reality in ways that permit proactive participation in solving community problems
- Provides intensive, life-transforming nonviolence training based on the work and successes of Dr. King, Cesar Chavez, and M. Gandhi.
  - Teaches sustainable stewardship of land and natural resources.
  - Prepares individuals and families to integrate into the necessity of transforming public education to serve all as the primary vehicle by which culture, tradition, and purpose pass from one generation to the next.

*Reflection without action is weak and anemic.*

*Reflection does not prove our action,  
but rather our action proves our reflection.*



## The Mission: Reflection Through Action

ICL belongs to that group of citizens who feel deeply that our nation continues to “miss the boat,” indeed, to miss opportunities to function as democratic leaders and good neighbors. This failure puts the nation and all of humanity at grave risk because the United States is the world’s only singular, uni-polar super power. Survival demands that we learn how to develop democratic citizen-power to direct and manage the nation’s economy, domestic and foreign policies, and military might.

One of the weaknesses confronting most programs involved with youth, families, education, the environment, culture, and community stems from over-reliance on action as the only way to get things done. In short, administrators are so busy being busy that they don’t make time to really be of use and solve problems. As a modest effort to change this condition, ICL puts forth the concept and practice of effective reflection. Reflection is not opposed to action. Action without reflection is weak and anemic. Reflection without action is self-centered. Reflection and action are actually two parts of the same process. Effective reflection informs and strengthens action. Effective action informs and strengthens reflection.

# Understanding the Landscape



## The Region

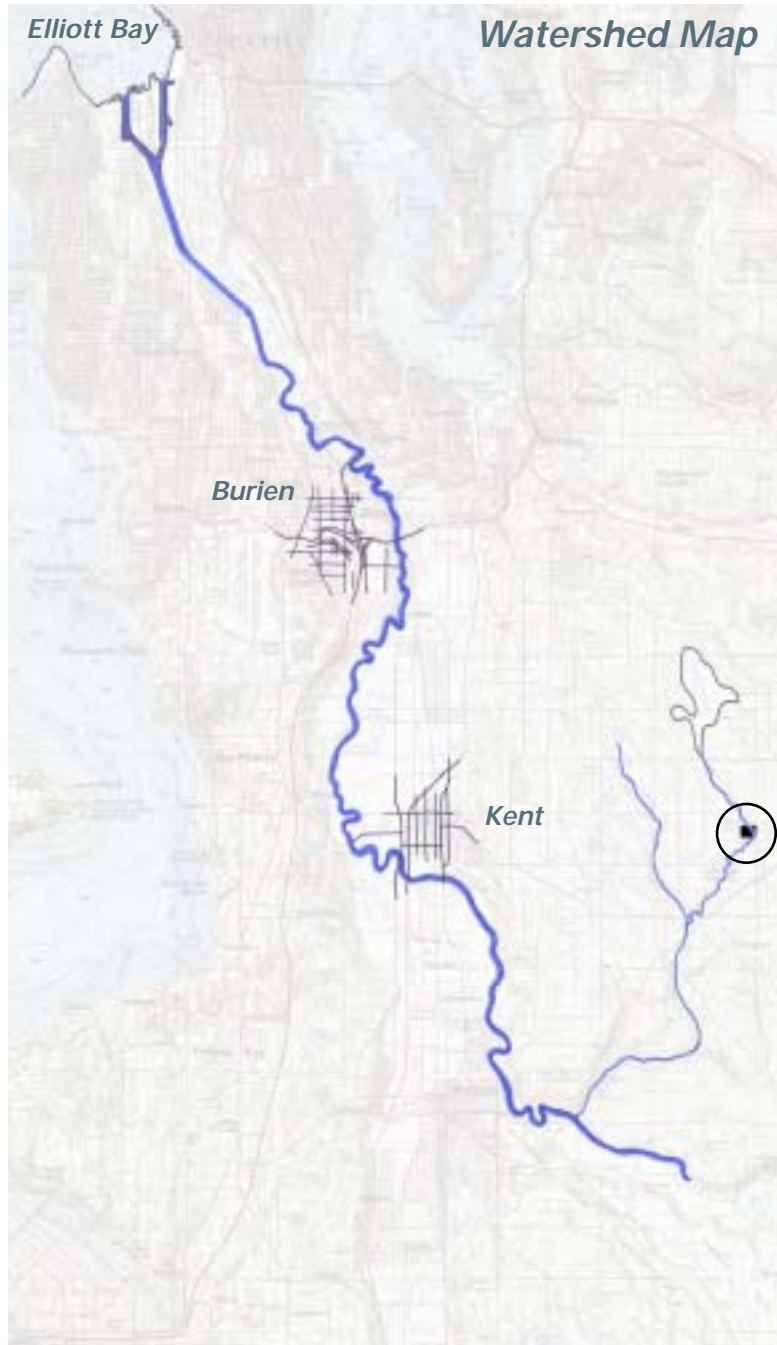
The metropolitan areas of Seattle and Tacoma, along with a number of smaller communities, have grown to occupy the central portion of a low, accessible region in western King County known as the Puget Lowland. Connected both geographically and commercially to these hubs, the city of Kent is in a unique position that helps identify the interface of these metropolitan areas with the surrounding landscape.

This physiographic region, physically defined by the Olympic Mountains and Willapa Hills to the west and the Cascade Range to the east, is a gently rolling landscape characterized by dominant fir and hemlock tree species formed atop a coastal plain. The formation of this natural landscape is the result of a large-scale glacial process that

occurred through thousands of years. As generations of predominantly volcanic sediment were washed down and deposited by westward flowing rivers, the Lowland was slowly covered, and layers of sedimentary rock were formed. During the last period of glaciation, roughly 14,000 years ago, the 3,000-foot-thick Fraser ice sheet covered the region, bringing with it the most recently deposited glacial sediment. As this ice sheet then receded, it left behind a landscape sculpted by glacial erosion. It is this process of erosion, deposition, and glaciation that is responsible for the present-day phyiography seen in the Puget Lowland, as well as the course of waterways and drainages that flow across the landscape.





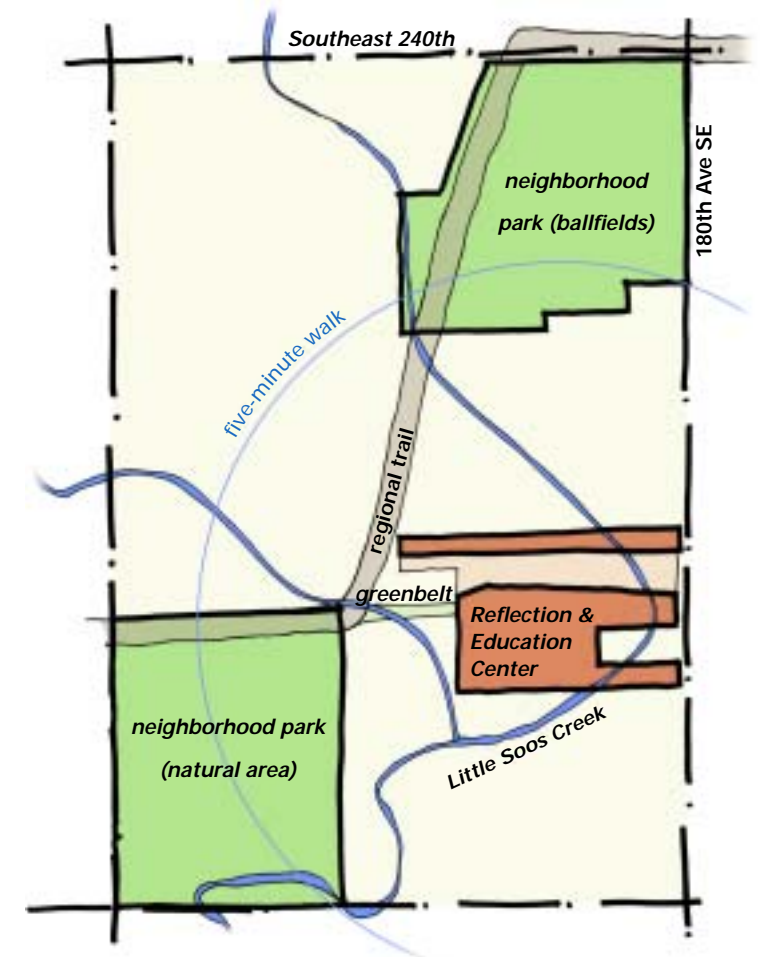


**Community Development:** the Center is a catalyst.

The Reflection and Education Center adds a dynamic component to the growing park network in Kent. Situated on the salmon-bearing Little Soos Creek, the Reflection and Education Center is between a proposed community playfield with ballparks and a naturalized community park. Within the radius of a five-minute walk, the Center is adjacent to a regional trail connector that ties the two proposed parks together.

Adding to the quality of open space, and treating the land with reverence, the Reflection and Education Center can be used as an example in the rural environment of how community groups, municipalities, and ecological groups can work together to better serve the education of our youth while protecting the environment and leading low-impact community development.

### Open Spaces and Natural Connections



## Site and Place

### “The Site”

The Institute for Community Leadership’s Youth Leadership Academy and Training Center is located on a 12.5-acre parcel directly east of Kent, Washington, on Southeast 180<sup>th</sup> Street about 15 miles from downtown Kent. The semi-rural property is comprised of two separated parcels, which are connected at the east end by a salmon-bearing stream.

The south, north, and west edges of each parcel are bordered by large, second-growth Douglas fir stands, while the eastern edge is defined by Southeast 180<sup>th</sup> Street. Other natural elements on site include several large Western red cedar trees, a cedar bog, cultivated gardens, and other native and non-native vegetation.

The predominantly open site is comprised of several varied open spaces, or “rooms,” that are defined and punctuated by a number of large trees. Water moves across the subtle, varying topography to either of the two streams that carry away run-off to the south of the property. In general, the existing structures—the existing primary residence, workshop building, and barn—occupy the higher ground and define the current orientation of the developed site. An asphalt driveway from 180<sup>th</sup> Street provides vehicular access to the site and these structures.

### The Place

As you enter “the site,” several hands reach out in welcome: a grove of large fir trees as you enter, the sound of the stream as you cross over, the vegetation and birds that sing from its branches. . . .

As your experience expands to recognize these things, “the site” begins to manifest itself less as a location and more as a **place**. Then, once you find yourself within it, many connections become possible—connections with the landscape, with the people that occupy it, and ultimately with yourself. The ICL Reflection and Education Center, and the place it is a part of, is a living, working story of connection.



***You can connect with the landscape...***

The land is alive. Cultivated aesthetic gardens offer an opportunity to physically study the shape of the immediate landscape, gathering vegetables for a meal makes a connection to its health, and listening to the wind in the trees informs that there are more subtle forces to observe. One of the largest and still most direct connections is with the larger stream at the east end of the property, Little Coos Creek. This flow of water is a living stream connected to the larger watershed that eventually reaches Puget Sound. Seeing salmon make their annual journey is a constant reminder that there are larger processes at work all around and that life in this place has a direct connection to them.

***You can connect with the people...***

People inhabit this place and work to make it what it is. Either through working with others to plant a tree or by participating in one of ICL's programs or workshops, many hands connect. Such opportunities are the focus of activity at the Reflection and Education Center, and the ICL will enhance their ability to welcome them through the construction of new structures that facilitate education, learning, work, and play.

***You can (re)connect with yourself...***

You are a part of this place. Ultimately, the living, breathing, working landscape of the Reflection and Education Center extends an invitation to participate. Learning about the place and how you and your actions are a part of it is possible.

*...it's like a breath of fresh air you can take...*

—Tiffany Radebaugh



## Site Analysis

### How do we know our place?

- **Listening** to the land
- **Respecting** the history —the land and the people
- **Understanding** the flow of water
- **Embracing** the climate
- **Welcoming** the animal world
- **Beginning** the conversation

### Site Summary

The Reflection and Education Center property is a composition. Layered atop an appreciation for context and history, site characteristics such as hydrology, vegetation, wildlife, and views combine to create the physical and experiential nature of the place. At the Reflection and Education Center, subtle variations within these characteristics yield a diversity that is not readily apparent in a seemingly contiguous landscape.

### Hydrology

Water on the Reflection and Education Center property generally moves from the higher, northwest corner of the site to the lower, eastern side, ending up at south-flowing Little Coos Creek. Some stormwater travels to the streambed at the western end of the property, but the predominant amount of drainage is associated with the larger creek. A good portion of the lower, east end of the property functions as flood basin, and the cedar bog on the north edge of the property is tied to this piece of the site's hydrology. The bog, the existing pond in the southeast corner, and the creek act as the low-point collection points for water on site.



## Vegetation

Second- and third-growth Douglas fir forest, with a mixture of deciduous and evergreen trees and shrubs, borders the Reflection and Education Center property on the south, west, and north sides. Large fir and cedar trees are the most significant vegetation on the site, with other species such as spruce, black cottonwood, big leaf maple, Western hemlock, and red alder also present. Indian plum, cascara, hazelnut, red elderberry, salmonberry, snowberry, salal, vine maple, and several species of fern are found on the property, along with a variety of ornamental and non-native species associated with the ornamental gardens. Rushes, sedges, and ferns are found along the stream edges as well as near the bogs, while fescue, crabgrass, and other grasses dominate the open areas. Within the slight variation of topography and drainage at the Reflection and Education Center, a number of micro-ecosystems afford quite a variety of vegetation families.



## Wildlife

There is evidence that many animals move through the Reflection and Education Center property. Chinook, coho, cutthroat, and steelhead salmon swim the streams. Many different species of birds can be heard from every point. Pileated woodpeckers, great blue herons, and bald eagles, as well as deer, coyotes, squirrels, rabbits, insects, and frogs, have been seen, or heard, on site. The more you listen, the more you hear and the more it becomes apparent that this is a place to share. Due to its rural context and the patches of adjacent habitat to the west and north, the Reflection and Education Center offers an interface with the natural world that can be enhanced and learned from.



## Views

Visual access to the property from off site is somewhat limited due to the parcels that buffer it from the road. Likewise, once on the property, views beyond the tall trees that surround it are broken. Instead of a place to look out for long distances, the Reflection and Education Center site is about having many short views across spaces to other points on the property. The existing structures are an important part of most of these views, and the overall composition of landscape and structures is essential to the experience of the place.

*Until we understand what the land is, we are at odds with everything we touch.*

—Wendell Berry

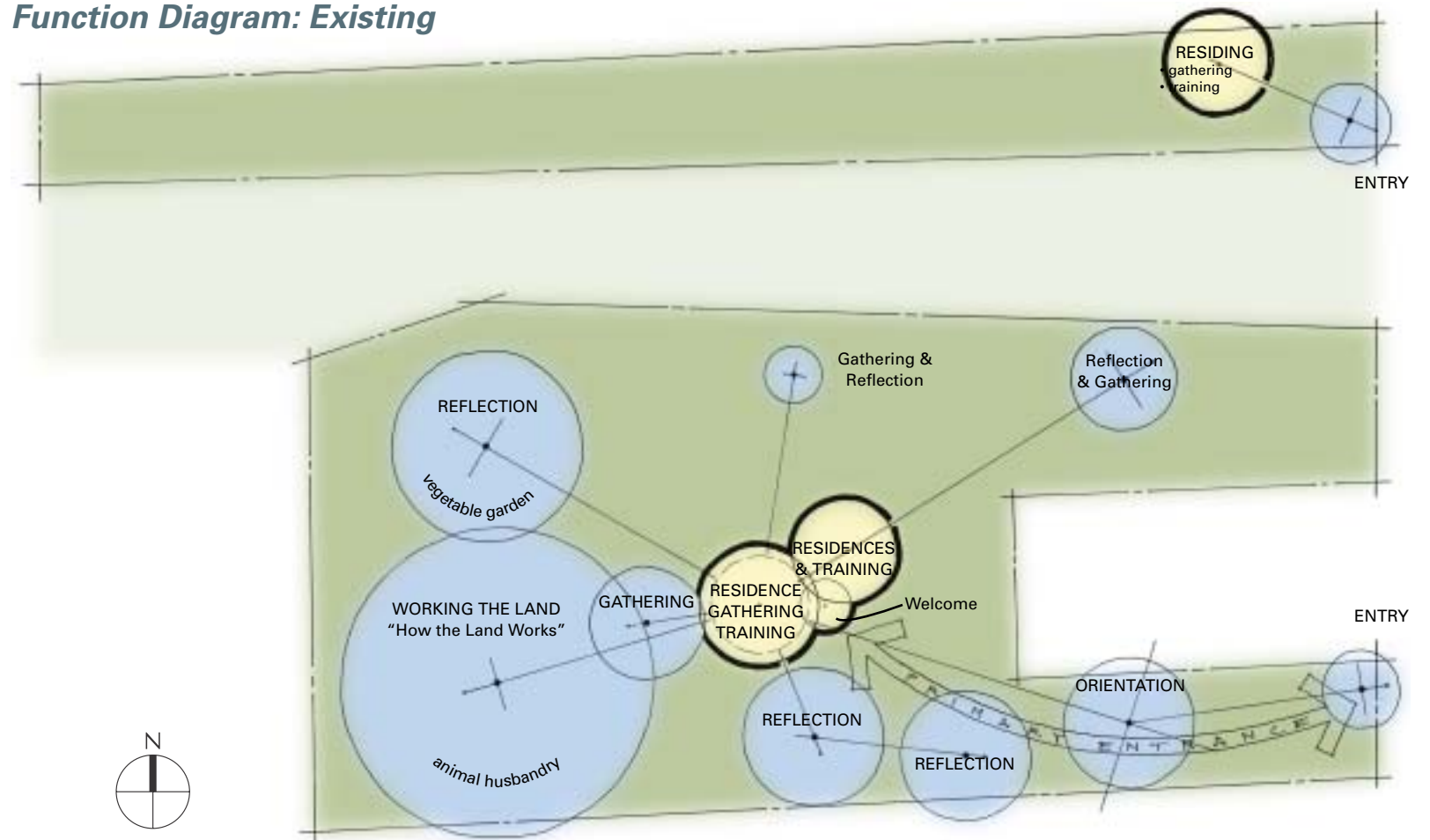


## Site Uses

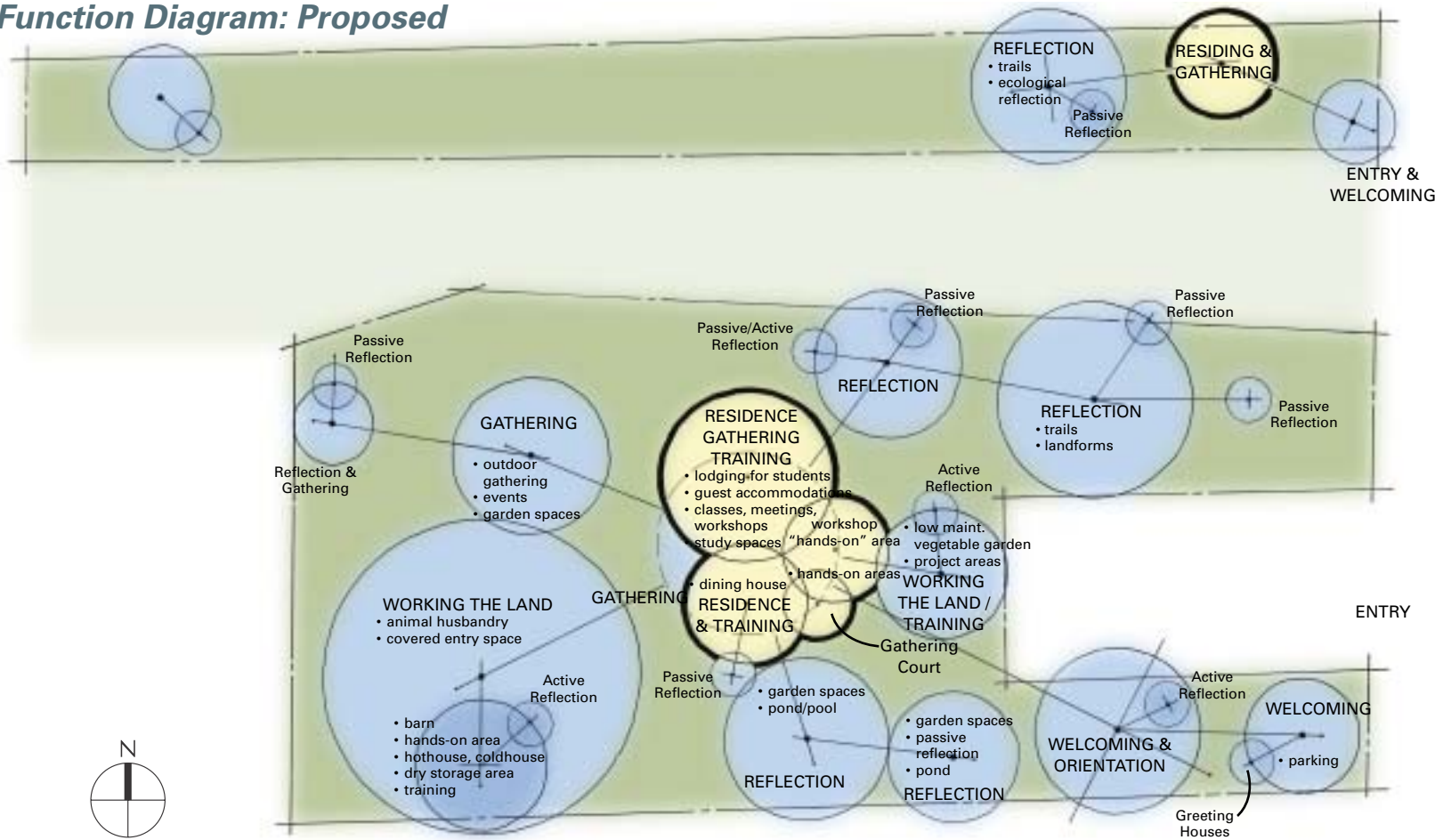
The current site uses are focused around the two existing buildings at the heart of the property used for gathering, creative expression, training, and manual work, with various forms of active and passive reflection opportunities surrounding this central node. Reflective gardens, along the south side of the property, and gathering places, near the existing residence and elsewhere on site, exist for reflection and creating community.

A large vegetable garden and space dedicated to animal husbandry, both located at the back of the property, are set up for active reflection, as is the existing barn at the rear of the property. Other smaller structures for reflection, both active and passive, are located within the reflection gardens along the south side as well as near the current garage building.

**Function Diagram: Existing**



## Function Diagram: Proposed



## Site Programming

The goal of this visioning process is not a newly formed idea for what functions and uses could happen at the Reflection and Education Center, but a vision for how the current uses can grow to accommodate activities already in place, while also making more opportunities for education and reflection possible. The improvements proposed here begin with a new structure near the existing buildings to expand this central area and develop its relationship to the rest of the site.

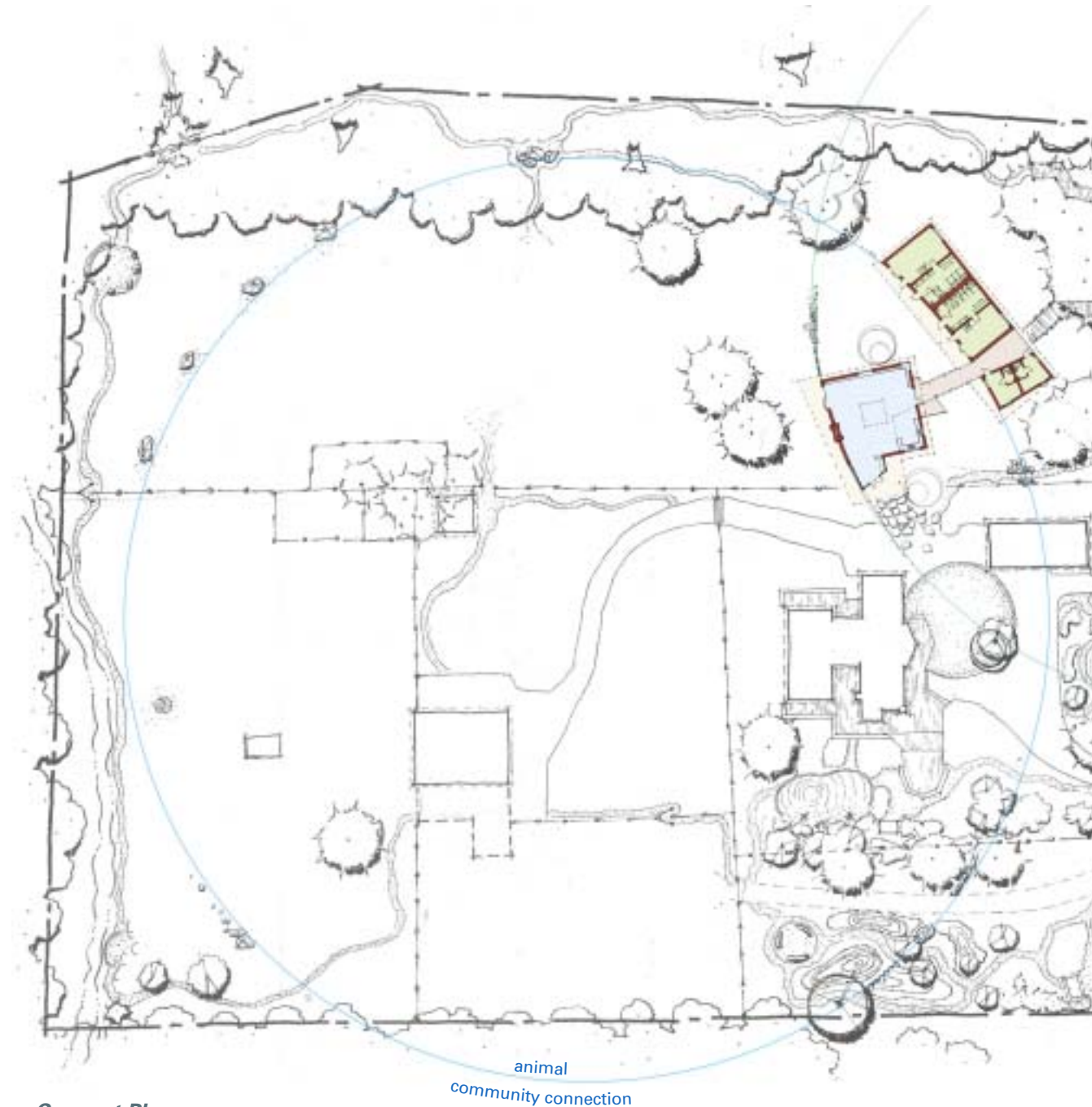
An enhanced entry will formalize visitors' introduction to the Reflection and Education Center and provide an orientation to the place. Shaping new ways to experience other more naturalized spaces on the property will add to the reflective opportunities and expand the diversity of experiences at the Center. At each of these existing and newly developed spaces, specific reflection points along a network of gardens, paths, and trails will reinforce those experiences.

Reorganization of current site uses will improve and enhance the functions of the Reflection and Education Center. Decreasing the size of the food gardens and moving them closer to the main gathering/training area will make those resources more manageable. Further developing the area for animal husbandry and adding additional interior workspace in the barn will increase the opportunities for associated education and workshops.

## The Concept: Landscape of Reflection

The design and interplay of the primary structures and surrounding landscape at the Reflection and Education Center is based on the overall purpose of effective reflection and action. The energy created by the interconnection of Little Soos Creek, mature fir and cedar trees, and the process of recapturing salmon and forest habitat, combines with the energy created by individuals of all ages, races, and economic status combining together to change themselves to help change the world.

Through their participation with the place visitors to the Reflection and Education Center can reflect on their connections—social, ecological, and personal—to the land and how the land is likewise connected to them. Two things are of primary importance in the development of this place. First, the process—of who and how and what—is based on a vision of creating justice, dialog, flexibility, patience, and learning in everything we see. In equal portion, we want to make sure that a spirit is built into the Center so that this process will not only be seen but also felt.



*Concept Plan*





## Buildings of the Place

The site is a living laboratory. Nurse cedar trees abound, and salmon frequent the property. Trees are constantly planted. This is a living place.

The Learning Center and Workshop Studios will be part of the living organism of the Reflection and Education Center. Natural materials of the region will give the buildings a rooted feeling—that they are of this land, and that they are warm to the touch.



## Building Program

### Workshop, Studios, and Reflection

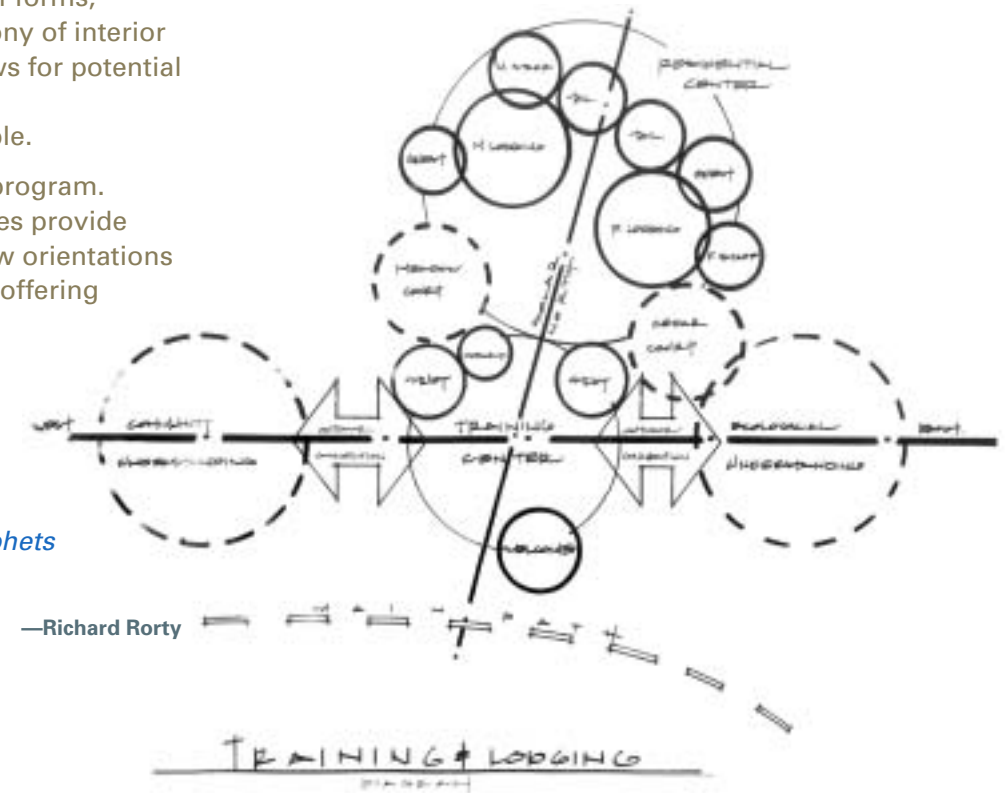
The program of the Learning Center and Workshop Studios is based in immersion. Connection to the outdoors and accessibility to learning form the basis of the program by creating two “hubs” that are connected by exterior spaces.



The two main components of the program, **Learning** and **Lodging**, can be separated by an interstitial outdoor space, allowing the building to be broken into two roof forms, reducing scale on the site and creating a harmony of interior and exterior spaces. Separating the forms allows for potential phasing of the project, permitting ICL to build half of the building as funding becomes available.

Points of reflection are present in the building program. Spaces such as nooks or covered outdoor spaces provide a programmed area for reflection, while window orientations and sitting places focus on landscape features, offering a quiet place to reflect.

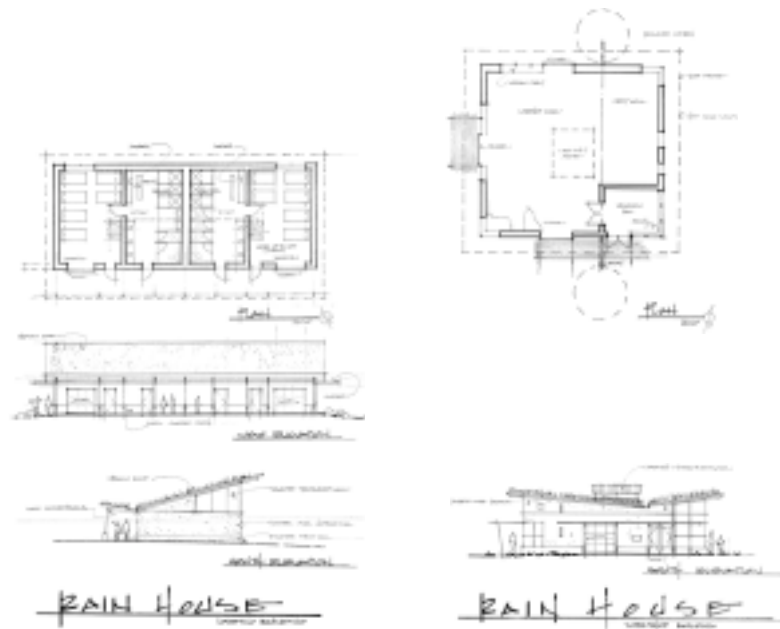
*Inspirational value is typically not produced by the operations of a method, a science, a discipline, or a profession. It is produced by individual brush strokes of unprofessional prophets and demiurges.*



# Options

## Rain House

About capturing rainwater, the **Rain House** reaches up to the sky to gather rainwater for future use in irrigation and toilets. A meadow roof and above-ground cisterns celebrate the wet Northwest climate. From the interior, the uplifted roof appears to float above the space, with a daylight monitor providing natural light to the center of the space.



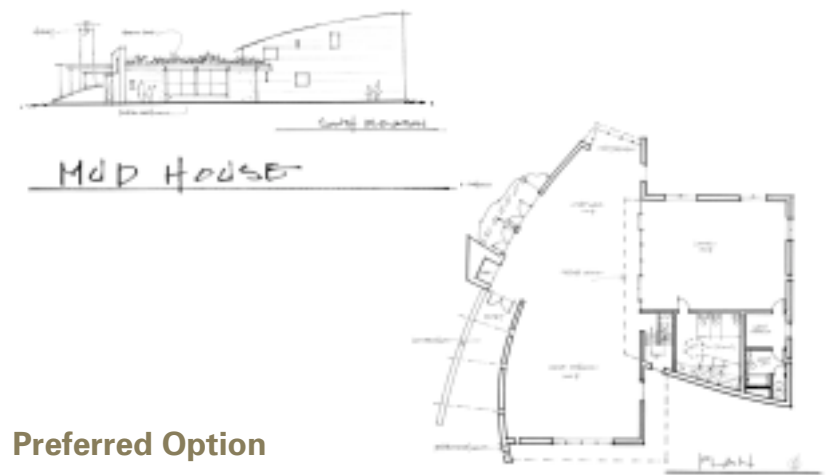
## Sun House

Programmed by rays or panels that make the space, the **Sun House** captures daylight and is oriented for solar capture. A large gathering place is adjacent to smaller, focused study and reflection alcoves. Lodging is adjacent to the workshop space.



## Mud House

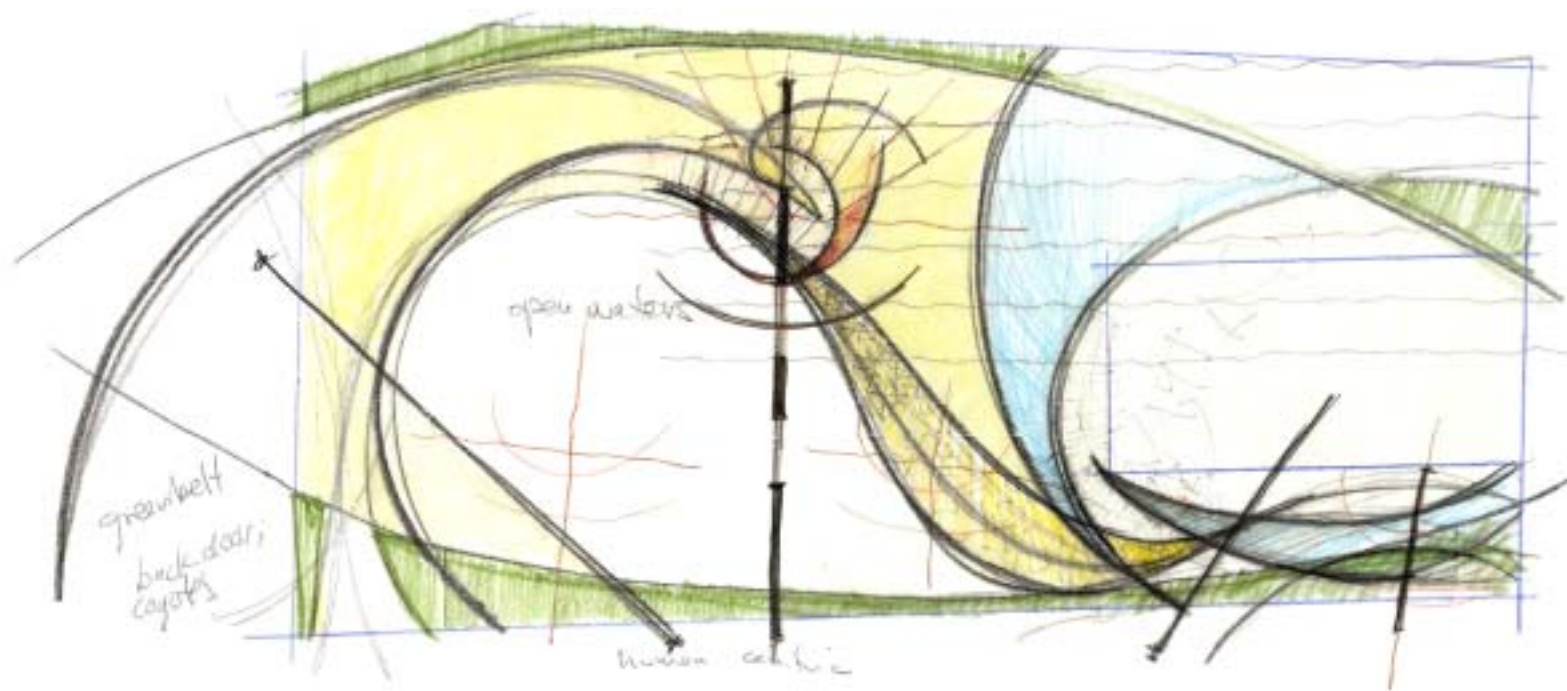
Formed as a building made by many hands, the **Mud House** is a structure born of the material it sits on: the soil. Rammed-earth construction is a method of building the structure one "lift" at a time through packing soil and cement into forms, similar to adobe brick-making. The form is organic, allowing the site energy to flow into the building.



## Preferred Option

The **Mud House** will serve as the basis for developing the final concept. Aspects from the three options are compiled and incorporated into the preferred option to illustrate the goals for the new building.

## Design Principles



### The Site Forces

The design of the buildings must be rooted in the context of the place. By context, we mean the inhabitants and their needs which drive the program, the climate that informs the building skin, and the scale that creates continuity with existing site features, buildings, views, and uses. The basis of context is the fit of the buildings with the place.

Through exploration of the site, understanding of the Reflection and Education Center, the Institute for Community Leadership, and the goals set for this place, the mission for the design team was to root the buildings deeply in the place, drawing from physical, functional, and spiritual forces that occur, change, and grow with each passing session of classes.

Two major forces and goals that drive the building diagram are **Ecological Connection**, or links to the outdoor environment, and **Community Connection**, linking the students to gathering and interaction at all scales: cultural, civic, and demonstrative.

The design team identified these forces as two large rings on the site that overlap at the edge of the cedar bog and meadow. A powerful place on the site, this is where wet becomes dry, cool turns warm, shade gives way to sunshine, and vegetation changes from cedars and ferns to native grasses.

## Ecological Connection: Human

The Ecological Connection encompasses the east side of the site. The entry access to the site identifies this with the human component of the place. We enter the site through the second-growth firs, across the salmon stream, and past the Story Tree. The west wall of the Learning Center follows the curve of the Ecological Connection ring, overlapping with the Community Connection ring to create a gathering place for the Story Poles.

## Community Connection: Animal

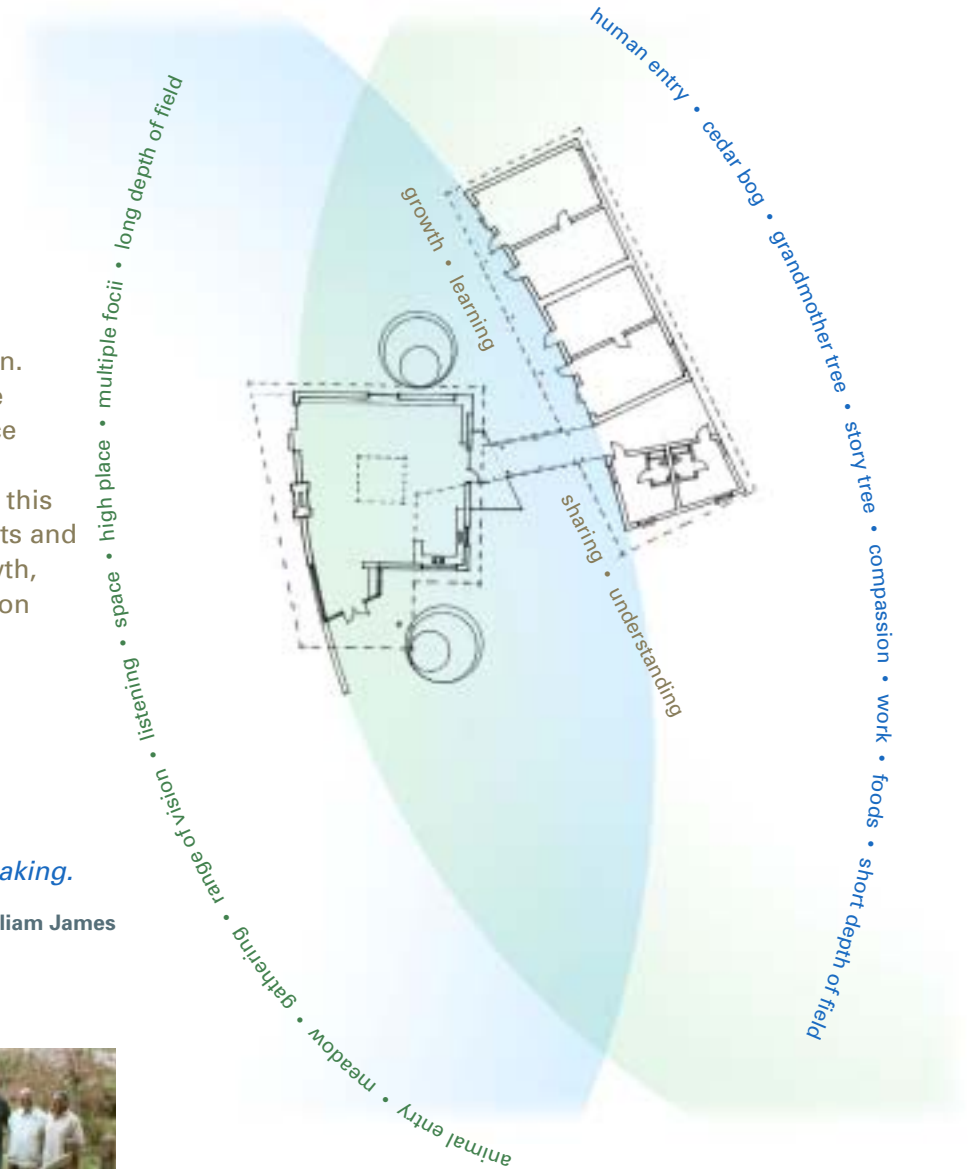
The Community Connection surrounds the meadow from the main house to the barn, edging on the winter salmon stream. Chinook and coho salmon enter the site from this direction, as do coyote and red fox. Adjacent greenbelts provide habitat for great blue heron, woodpeckers, deer, and frogs. The east wall of the Workshop Studio follows the curve of the Community Connection ring, creating an overlap space between the buildings that captures the energy of the Human and Animal worlds.

## The Overlap: Between the Buildings

Where the rings overlap, learning and growth happen. Forest edge plantings such as ferns, salal, and native grasses flow between the buildings, with the fireplace and trailhead serving as openings out into the site. Story Poles, or generational markers, are installed in this overlap of the rings each year. Marked by the students and raised together, they symbolize the age, hands, growth, sharing, and continuity of the Reflection and Education Center.

*What really exists are not things, but things in the making.*

—William James

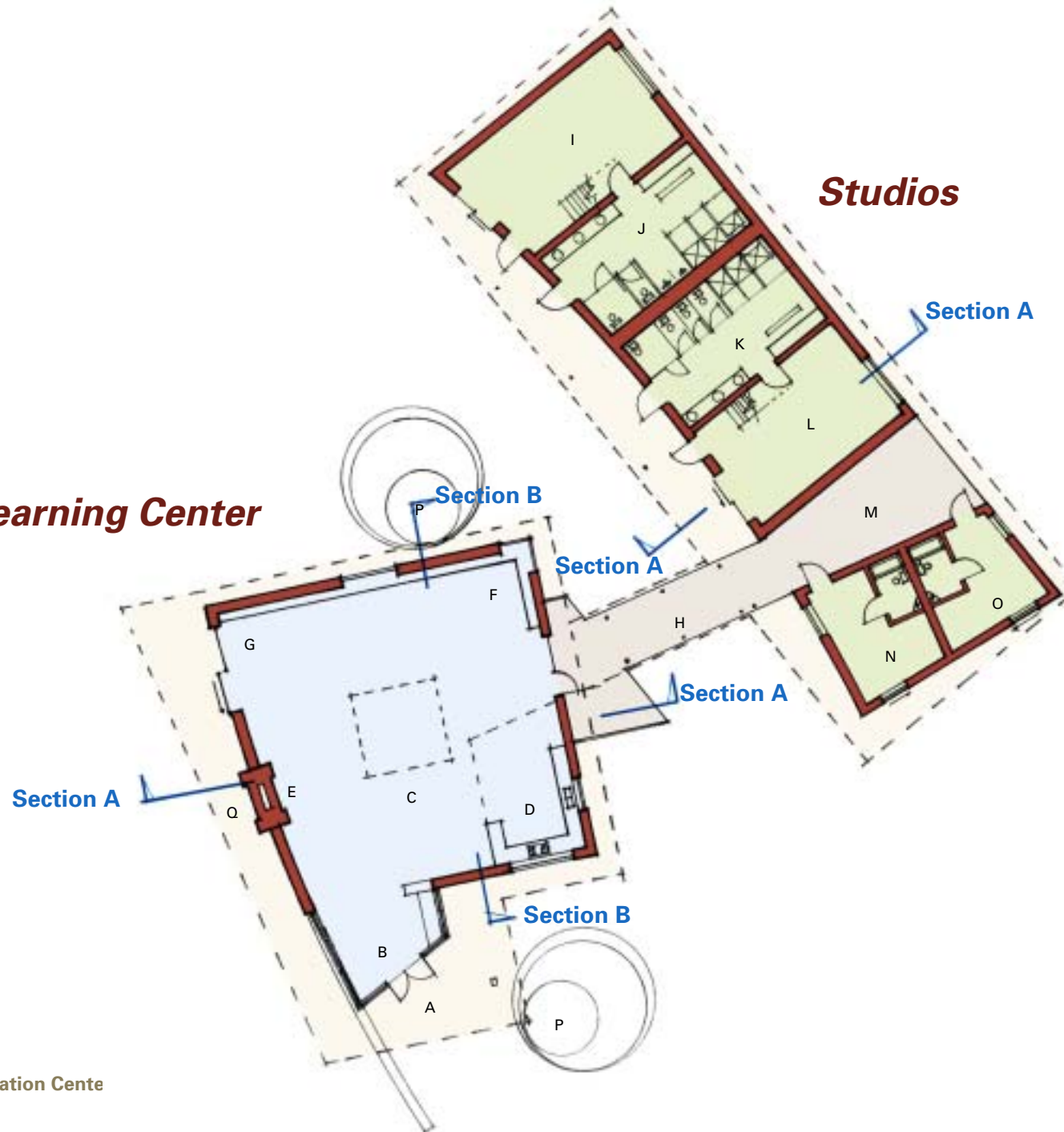


## Concept Plan

- A. Entry  
Covered gathering area  
Seat wall
- B. Welcoming  
Benches
- C. Learning Center  
Large gathering space  
Daylight monitor above  
Open area  
Work counters and storage along walls
- D. Kitchenette
- E. Fireplace  
Indoor / outdoor
- F. Study area  
Window seat
- G. Study area  
Slider door access to exterior
- H. Covered walkway  
Connection to lodging
- I. Studio  
Reading loft, natural light
- J. Male restroom  
Showers w/ ADA shower  
Toilets w/ ADA stall  
Storage cubbies  
Wash sinks

### Learning Center

### Studios



- K. Female restroom  
Showers with ADA shower  
Toilets with ADA stall  
Storage cubbies  
Wash sinks
- L. Studio  
Reading loft, natural light
- M. Covered vestibule  
Trail head  
Covered gathering  
Water feature
- N. Guest studio  
Natural light, slider door  
Bathroom  
Work / writing desk
- O. Guest studio  
Natural light, slider door  
Bathroom  
Work / writing desk
- P. Cistern  
Bench  
Moss garden  
Above or below ground
- Q. Outdoor fireplace  
Outdoor gathering / reflection

## Programming (Interior Spaces)

### Learning Center

Kitchenette	
· Preparation/storage	150 sq. ft.
Welcoming (Learning Center)	100 sq. ft.
Workshop Area (Learning Center)	
· Main space	1,000 sq. ft.
· Study Area	600 sq. ft.
Subtotal	1,600 sq. ft.
Storage (existing building)	100 sq. ft.
Total	1,950 sq. ft.

### Studios

Studio	600 sq. ft.
· Reading Loft	250 sq. ft.
Subtotal	850 sq. ft.
Studio	600 sq. ft.
· Reading Loft	250 sq. ft.
Subtotal	850 sq. ft.
Restrooms—female	400 sq. ft.
Restrooms—male	400 sq. ft.
Guest Studio	150 sq. ft.
· Bathroom	80 sq. ft.
Guest Studio	150 sq. ft.
· Bathroom	80 sq. ft.
Total	2,460 sq. ft.
Building Total	4,410 sq. ft.

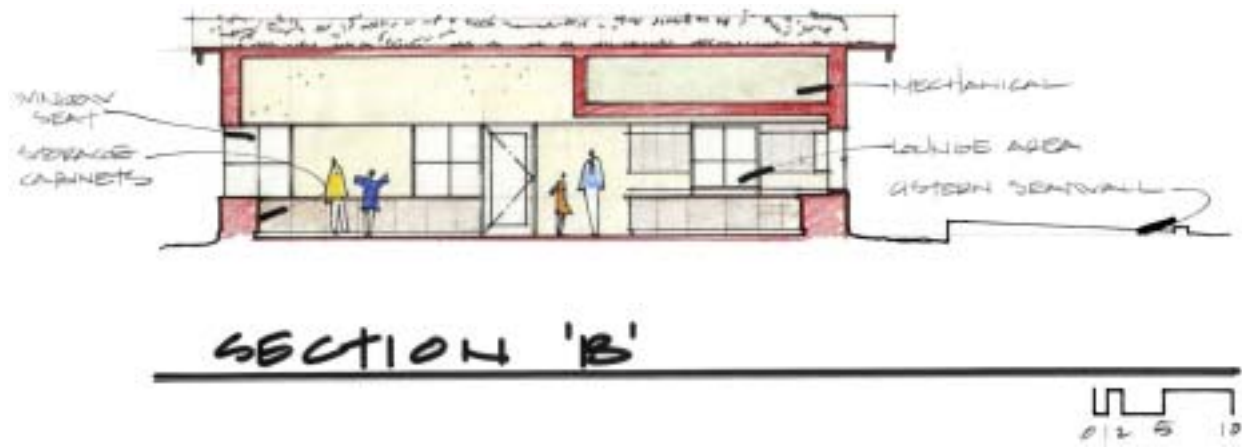
*When you have people together who believe something strongly, things happen.*

—Cesar E. Chavez

## Elevations



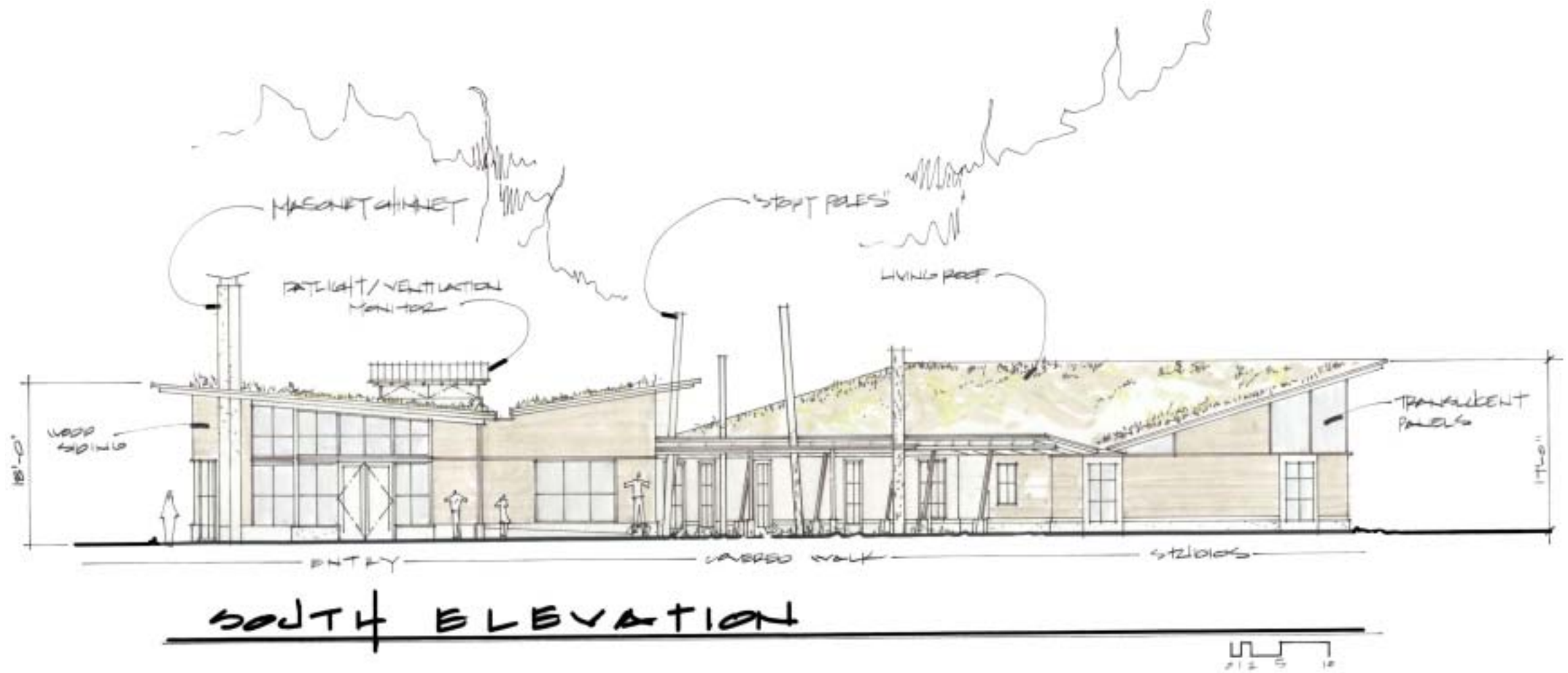




**SECTION 'B'**



**NORTH ELEVATION**



Inside the Welcoming Space







*view north of the Learning Center and workshop studios*

# Green Building

The new buildings will be designed as an integral part of the land and place. Understanding climate characteristics, such as winds, sun exposure, use, and materials, is paramount to the making of a holistic, ecologically balanced building. By developing a green toolbox for the project, the design team and steering committee are able to set goals for the sustainability of the building.

## High Performance Architectural Design Concepts

### Create a Building That Will Last

- Employ simple, durable systems
- Understand the life cycle capacity of materials and construction systems
- Durable, natural materials age well and retain beauty without excessive maintenance
  - Stone masonry
  - Naturally insect- and rot-resistant woods
- Design the building so that it can serve as a “teaching tool,” empowering the visitors’ role as ecological stewards after they leave the camp.

### Create a Building That Uses Minimal Energy to Operate

- Design an energy-efficient, integrated mechanical system
- Natural ventilation, passive heating and cooling
- Design with climate
- Utilize energy-efficient lighting
- Consider LEED certification (Leadership in Energy and Environmental Design)



### Create a Zero-Emissions Building

- Utilize an energy-efficient mechanical system, or bypass the energy system with passive ventilation
- Exceed standard Indoor Air Quality (IAQ)
  - Employ materials that occur in nature
  - Limit use of materials that rely heavily on synthetics, polymers, and plastics
  - Specify Low VOC (Volume of Organic Compounds) finishes and paints

### Protect Water and Habitat

- Design the building and site so that the natural ecosystems can continue to sustain themselves
  - “Green” roof—a living roof establishes a foundation for native vegetation and ground-level life on the roof of the building
  - Pervious paving allows rainwater to migrate directly back into the soil, reduces catch basins, and potentially reduces “heat island” effect caused by asphalt parking lots
  - Native planting
- Utilize high-efficiency plumbing fixtures
  - Explore greywater systems—catch rainwater to flush toilets, to wash hands, for janitorial

### Use Durable Materials

- Choose materials and construction processes that minimize resource depletion, habitat destruction, and wasteful consumption, and which affect indoor air quality
  - Choose materials that are reused, recycled, or recyclable—avoid “eternal trash”
  - Choose materials found in nature from certified, sustainably harvested supplies
- FSC Certified forest products
  - Salvaged materials
  - Fly-ash concrete
  - Construction waste recycling
- Prioritize material based on origin and creation



## Budget

### Construction Budget

Learning Center Total	1,950 sq.ft.
@ \$200.00/sq. ft.	= \$ 390,000
Studios Total	2,460 sq. ft.
@ \$200.00/sq. ft.	= \$492,000
Building Total	4,410 sq.ft.
@ \$200.00/sq. ft.	= \$ 882,000
Sitework/Utilities	
Finish Grading/Water/Sewer	\$ 50,000
Soft Costs	
Design/Engineering	\$ 150,000
Permitting	\$ 25,000
<b>Conceptual Cost Opinion</b>	<b>\$ 1,107,000</b>

### Operating Budget

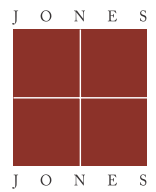
Revenue	
Donations	\$12,000
Tenant Rentals	\$42,000
Government	\$ 6,500
Total	\$60,500
Expenses	
Salary*	\$ 0
Communication	\$ 1,840
Professional Services	
Legal	\$ 1,800
Accounting	\$ 2,750
Mortgage Payments **	\$30,600
Utilities	
Gas and Electric	\$ 4,200
Waste	\$ 780
Maintenance Costs	\$ 1,200
Supplies	\$ 5,300
Equipment Rental	\$ 2,700
Insurance	\$ 8,200
Total	\$59,370

\* Rental units on grounds create revenue. Tenants carry out maintenance and upkeep work in-kind.

\*\* Mortgage payments are projected only through January 2006, at which time funding from the land acquisition will be completed.







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