



July 29, 2025

Bonney Lake High School Expansion

EDUCATIONAL SPECIFICATIONS



Table of Contents

3 Introduction

- Background
- Schedule & Participants
- Information Gathering

15 Programming

- Program Space List
- Administration
- Student Services
- Career Center
- Learning Community - New
- Learning Community - Renovation
- Support for Students
- Specialized Instruction
- Career and Technical Education Areas
- Support Areas

79 Supporting Documents

- Meeting Minutes
- Build the Hill



we've got you covered

Introduction





1.

Background

In late 2021, Sumner-Bonney Lake School District Administration presented the 2021 – 2027 Capital Facility Plan to the School Board, asked the Board to approve retaining the services of a third party project management firm for future site planning and additional research and to approve the organization of a Capital Facilities Advisory Committee to study the capital facility plan, review needs, review data, and develop a recommendation to the board for a bond to fund capital facilities projects.

The District had asked voters to pass a bond in 2020 to fund \$205 million in capital projects to address capacity and aging facility needs. The bond failed to receive voter approval. As a result the District determined to learn from the community what the best way to address the capital facility needs was and how it should be funded. The District convened a Capital Facility Advisory Committee (CFAC) in 2023 to fully explore the District's facilities needs and issues, to consider various ways to address the issues and provide advice on a preferred path forward to fund and build facilities that would provide the quality facilities that all students deserved. The CFAC members included people from the design and construction industry, people with financial expertise, school principals and educators from around the district, as well as parents with children in schools at different grade levels and locations around the district. CFAC decided to recommend that the District present a single bond package, with a cost of approximately \$732 million, to the school board, addressing all urgent needs within the District. These needs include capacity improvements across all grade levels, optimizing existing investments, resolving significant traffic congestion and queuing issues, expanding turf fields to enhance both quality and quantity of year-round athletic facilities, and

ensuring compliance with the American with Disabilities Act and the new Washington State energy efficiency standards throughout the District.

The committee also identified key discussion points and rationale for the recommendation:

- Unites the District, with investments touching all corners of the district
- Constructs facilities to meet current needs and allows flexibility for the future
- Aligns with the District's Future Ready goals
- Upholds and maintains high standards across the District and ensures quality
- Acknowledges that a great district requires supportive facilities for all stakeholders
- Provides the District with the opportunity to improve facilities in the proper sequence allowing room for flexibility

This recommendation was subsequently presented to the School Board for review. The School Board authorized the administration to run a bond issue for the full package of school construction and improvements in November 2024. The bond would address the following needs:

PROJECT OVERVIEW

Bonney Lake High School was originally constructed in 2005 as a two story, 173,000 sf building. By 2011, the school was already experiencing overcrowding. A two-story classroom addition was added to both the 300 and 400 classroom wings which opened in 2012. This addition totaled 13,000 square feet (6,500 square feet to each wing). In 2019, a 15,500 square foot performing arts center (PAC) was added to the campus. The PAC is a separate building connected to the main high school with a covered walkway.

The Capital Facility Advisory Committee (CFAC) identified Bonney Lake High School as a candidate for expansion due to the severe overcrowding within the building. The design capacity of the school is 1,260 students. The current enrollment is well over 1,600 students. Because of the overcrowded situation, the District has added three portable classrooms to the parking lot and is holding classes in the hallway flex areas. The building is over capacity by 29% which translates into the need for 12 additional classrooms.

The project scope includes:

1. Building addition (3-story, approximately 44,000 square feet) with a minimum of 10 classrooms that is physically connected to the existing high school.
2. New main entrance and reconfiguration of the administration area.
3. Relocate the JROTC program from two portables into the main building.
4. New building signage with a logo on the exterior of the building and improved wayfinding on site.
5. Field upgrades; installation of new artificial turf and lighting on the existing baseball and fast pitch fields.
6. Improved site circulation, student walkways, parking, and queuing.
7. Removal of three portables from the parking lot.
8. New piping in the 500 building.

The Bonney Lake High School project total budget is \$76.8M, with \$70.4M designated for the high school site and building and \$6.4M for the off-site improvements. The Maximum Allowable Construction Cost (MACC) for the building is \$46,930,000. Off-site improvements will include a new, round-about-style intersection at 199th Avenue Court East, between Mountain View Middle School and Bonney Lake High School. The off site improvements are part of the overall project budget but will be under separate contract.

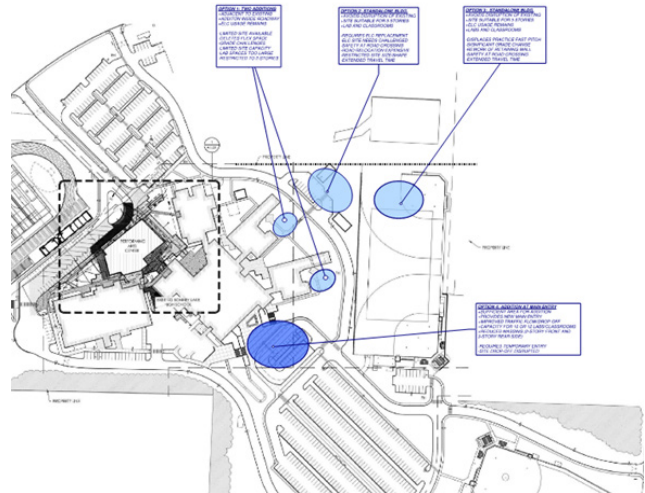
The project is receiving state matching funding through the Office of the Superintendent of Public Instruction (OSPI) and will therefore follow the D-Form process. This process includes Washington State Sustainable Schools Protocol (WSSP) compliance, Energy Life Cycle Cost Analysis (ELCCA), third party value engineering, and constructibility review.

Construction is anticipated to start in the summer of 2026 and will be phased with an occupied site. The project will use Design-Bid-Build delivery method.

SITE ANALYSIS

As part of the planning done for the bond, the District hired BLRB Architects do a feasibility study of the site and review the best location for the new addition. Four options for the proposed addition location were reviewed and discussed. The District ultimately chose the location

directly adjacent to the existing main entrance to the building, see Option 4 in the diagram below.



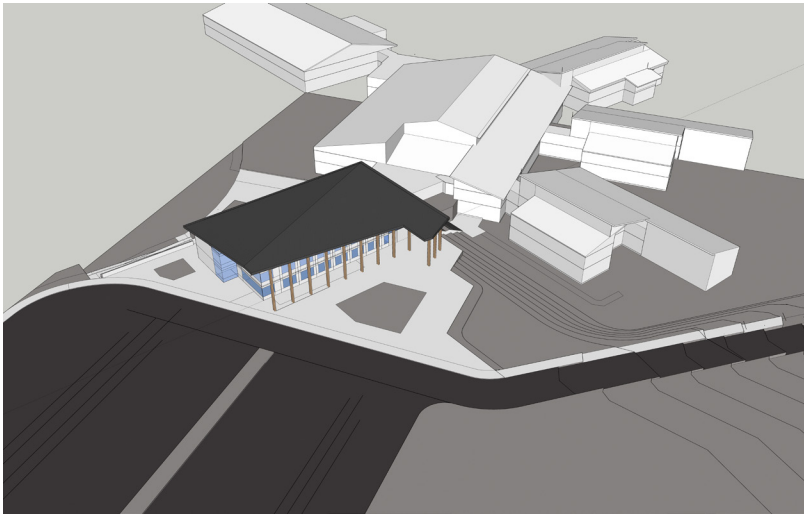
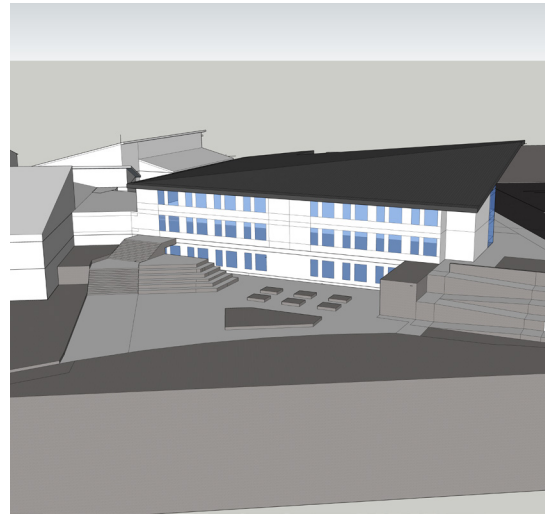
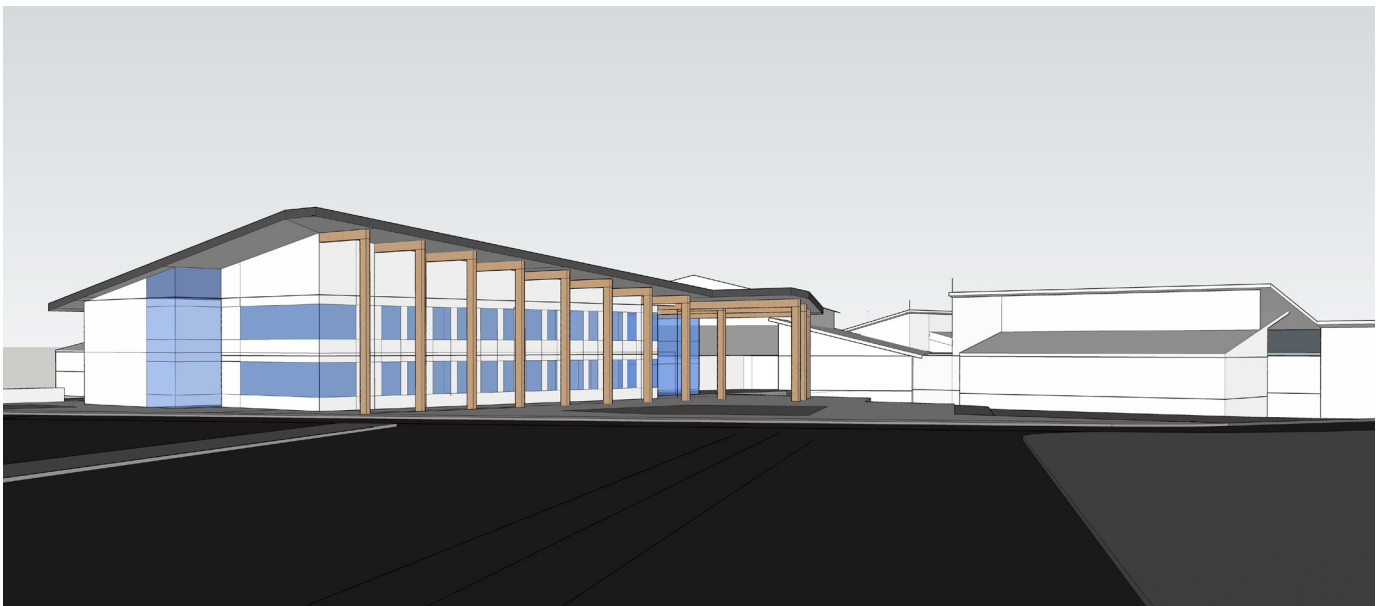
BLRB then worked with FORA Landscape Architects to generate the site plan below that was used to help describe the project to the voters during the bond process. This same site plan was also the basis of the discussions with the Educational Specifications Committee.



SITE ANALYSIS CONTINUED

The overall goals for the site that are exemplified by this site plan include:

- Improved traffic flow on 199th Avenue Court East by the installation of a new intersection. This addition will also improve traffic flow between Bonney Lake High School and Mountainview Middle School.
- A new queuing lane at the main entry driveway. Currently cars block the entry road into the site as the stage in the right hand lane, waiting to pick up students after school. The new lane will allow for a queuing lane and a bypass lane.
- Revised pick up and drop off area to accommodate the building addition.
- Revised parking areas to replace the parking that is lost when the building expands into the existing parking lot.
- Improvements to the baseball and fast pitch field.
- A separate drop off, pick up area for the DLC program that is separate from the main pick up area.



2.



Schedule and Participants

Meetings

2/11/25

Workshop #1: Kick-Off Meeting

- Project Introduction
- School Tour
- Introduce Vision / Guiding Principles
- Prioritize Goals

2/18/25

Workshop #2: Classroom Focus

- Continue Project Vision / Guiding Principles
- General Classrooms
- Specialty Classrooms (DLC, Science and JROTC)

2/25/25

Workshop #3: Entry Area Focus

- Finalize Project Vision / Guiding Principles
- Administration
- Security
- Entrance Visioning

3/18/25

Workshop #4: Support Functions

- Technology
- Maintenance
- Building Materials
- Custodial
- Restrooms

3/25/25

Workshop #5: Site Focus

- Fields
- Parking
- Site Circulation
- Intersection
- Signage

4/22/25

Workshop #6: Wrap-up Meeting

- General review of previous workshops and directions given.
- Planning concepts for the addition and renovation areas

Participants

Sumner-Bonney Lake School District

Marina Tanay	Capital Projects, Director
Matt Guilanians	Falcon & Fern, LLC
John Boatman	Capital Projects, CP/Facilities Manager
Tony Clarke	Principal
Jeanette Morse	Assistant Principal
Emily Wojo	Teachers, Building Specific
Amanada Ross	Teachers, Building Specific
Heather Kellington	Teachers, Building Specific
Mike Olson	Teachers, Gen Ed Teacher
Brenda Kuehthau	Teachers, PE
Breanna Naccarato	Admin Support
David Coutts	District Administrator, Maintenance
Charlotte Marrison	District Administrator, Nutrition
Brian Kaelin	District Administrator, Athletics
Steve Sjolund	District Administrator, Elementary/ Secondary
Brian Scheerer	District Administrator, Safety/Security
Aaron Tomy	CTE, Director
Jace Kellington	CTE, Building Specific
Patrick Bradley	CTE, Building Specific
Shaniah Andal	Students, CTE
Izumi Taijeron	Students, Leadership
Randy Kroum	Community Member, Parent
Kerri Hubler	Community Member, Volunteer
Scott Nall	Community Member, Volunteer
James Anderson	Safety & Security, CSO
Jess Workman	Intern
Cheryl Roper	Intern
Jason Silbaugh	Intern Applicant

BCRA Architecture Team

Lori Robbin	Principal in Charge
Christopher Spadafore	Project Manager
Wade Jensen	Project Architect
Ross Parker	Design Lead/School Planner
Sue Roulinski	Interior Design Lead
Jenni Denison	Interior Designer

FORA

Andy Rasmussen	Landscape Architect
-----------------------	----------------------------



3.

Information Gathering

MEETINGS, WORKSHOPS AND SCHOOL TOURS

All workshops were held in person in the school library with the Educational Specifications Committee and representatives from the BCRA design team.

Workshop 1

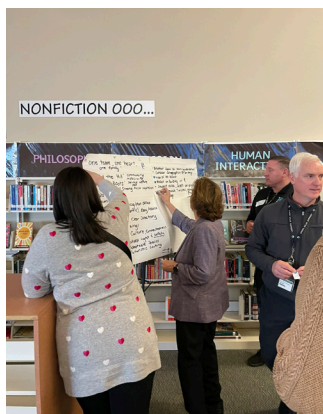
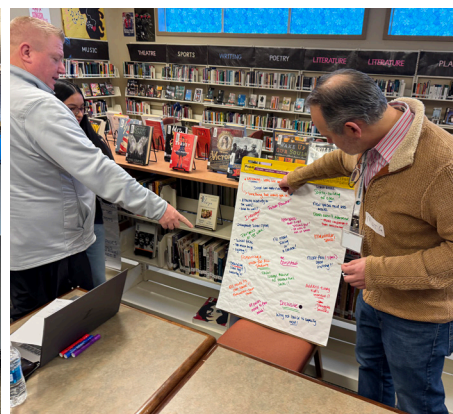
This kickoff meeting was where the team was able to tour the school and review the following:

- Project scope using materials from the bond package
- Outline of the schedule for the Educational Specifications (Ed Specs) process
- Committee roles and responsibilities
- Project vision and guiding principles
- Goals and next steps

BCRA facilitated an interactive vision and guiding principles exercise to engage committee members in shaping the project's direction. Participants were divided into four groups to brainstorm ideas for the project's vision and core principles. Their input was written on posters and displayed around the room, creating a collaborative environment where diverse

perspectives could be shared and viewed by all. This activity aimed to align the project's goals with the community's values and aspirations.

To further refine priorities, each attendee received three blue dots to mark the statements they strongly supported and three purple dots to indicate elements they felt should not be part of the project. This visual voting process helped highlight the most and least favored ideas. Each group then presented the key takeaways from their discussions. BCRA will compile and analyze this input to guide the next meeting's discussions. To keep the momentum going, attendees were given a homework assignment and access to a shared Google Doc to contribute additional ideas between sessions.



School Tours

The team toured different parts of the building. This included the administration area, a few typical classrooms, the teacher workrooms in the classroom wings, a flex area, a science room, the DLC suite, the robotics room, and viewed the portables (from the outside) where the JROTC is currently housed.

Touring these spaces provided valuable comments and observations made by the Educational Specifications Committee members. The SBLSD and BCRA team members also toured the new portions of Sumner High School.



School Tours

Project Drivers

BCRA reviewed the Sumner-Bonney Lake School District's bond vision, emphasizing the commitment to being Future Ready for ALL Students. This vision centers on the district's promise to know, value, and support every student, ensuring they graduate prepared to pursue a meaningful and successful future. In support of this vision, BCRA also presented four of the district's five established goals for high school students, along with the key traits that define a future-ready graduate, as identified by the district.

To further engage the committee, members were invited to share their hopes, dreams, and fears related to the project. This exercise encouraged reflection on how the bond vision and student goals could be translated into the



Project Drivers

Workshop 2

The primary focus of this workshop was to explore typical classrooms, specialty classrooms, and the JROTC program. BCRA began by revisiting the project vision, highlighting key themes from the previous meeting's visioning exercises and polling results that reflected the committee's collective hopes, dreams, and concerns. A refined set of guiding principles based on earlier input was presented and the top ideas from the prior session's brainstorming activity were reviewed. During a live vote, two concepts—"Build the Hill" and "Modern, Flexible"—tied as the most favored project themes, each receiving eight votes. These will be incorporated into a draft vision statement.

Flex Areas as originally designed work well and are desired to be returned to their original function. The SHS model is also considered desirable for the new addition. The new learning communities are to be designed to accommodate the current educational model to include several Gen Ed Classrooms, a Science Lab, Teacher Support all accessed from a central Flex Area. The restrooms should be nearby but located to not disrupt the Flex Areas.

The Robotics Lab requires more space. It was suggested that the existing double doors into the adjacent Physics Lab be removed and the Robotics Lab be extended into the closet 2/3 of the Physics Lab space. The remainder of the Physics Lab is to be converted into a storage room for the Drama department.

The DLC is currently located on the 2nd floor but needs to be on the ground level with access to the DLC buses. They require 3 general DLC classrooms, one Common Classroom for life skills-type instruction, teacher office and a meeting room for parent conferences, storage, and a staff restroom. The classrooms should have connecting doors to allow staff to monitor adjacent spaces when teachers need to step away.

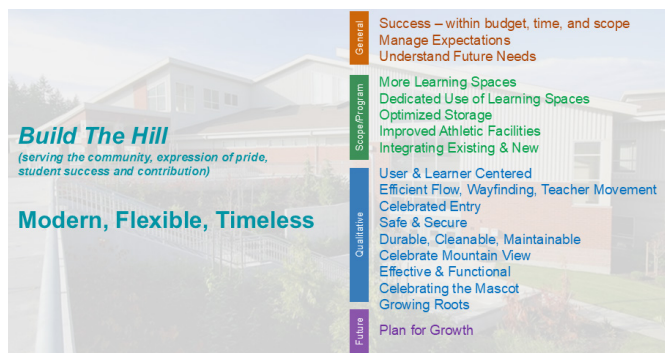
Leadership classes are currently held in the Stage and



Top Choice for Story Theme

adjacent classroom. SBLSD and the BLHS directed that this function be moved into the existing Career Center, the Career Center be relocated into or adjacent to the Student Center, and the Stage and Classroom be used for JROTC. Most of the raised stage is to be removed to provide a smaller presentation platform for the Commons as the main stage functions are now held in the PAC.

The meeting then shifted to programming, where typical design elements were examined for Typical Classrooms, the DLC, JROTC, Science Classrooms, and Flex Areas / Teacher Workrooms. The Committee members expressed concern over the addition's capacity to accommodate future growth in the district but per SBLSD research, there are plans for additional growth within the school district.



Workshop 3

The focus of this workshop was to address the administration area, security features and main entry.

Administration Area

The administration area discussion focused on improving functionality, privacy, and flow. While the main reception area is appropriately sized, more seating is needed. The staff lounge is too small and congested, and paras, and itinerants who currently share the space, would benefit from a designated area. The nurse's office functions well but should be closer to the main corridor for better student access and to reduce use of staff restrooms.

The team highlighted the need for more flexible and private conference rooms, better placement of the principal's office and meeting rooms for the and vice principals', and a centralized, accessible student services hub. Strategic locations for the bookkeeper, registrar, and speech therapist were also discussed, along with the need for improved records storage and space for the athletic director and itinerant staff. It was noted that the bookkeeper's office is well located to accommodate long queues and the athletic director's office is also suitably located

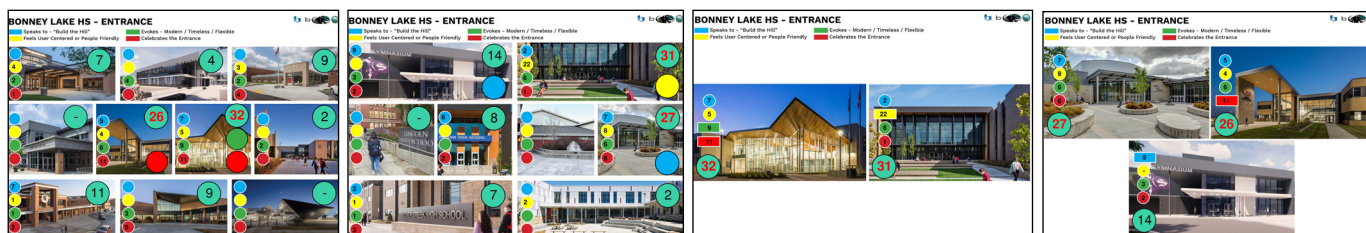
Security

BCRA reviewed the building's current security features, including controlled entry doors to each wing that close automatically during fire alarms and remain open for safe egress. These systems will be used in the new addition to maintain consistency. The main vestibule includes lock down buttons in the principal's and main offices, and the intercom will move to the new entry. All features align with district safety standards.

Additional concerns included the need for lockable restrooms to address maintenance issues and prevent disruptive behavior. Campus security offices are located in each classroom wing, which provides coverage but lacks private space for sensitive conversations.

Main Entry

Two boards featuring various images of building entrances were presented and the team was asked to evaluate them using color-coded stickers, each representing a specific design trait. Below are some of those results with the



Top Choice for Story Theme

Workshop 4

This workshop focused on support functions, technology, maintenance, and custodial spaces.

Entry

The entry imagery was reviewed first and the team favored designs similar to the new PAC building's glass lobby. While grass and plants look inviting, they pose maintenance and visibility challenges. To create a welcoming yet low-maintenance entrance, it was suggested to use colored hard surfaces or pavers. Artificial turf with sand infill was also considered a cleaner alternative. Minimal landscaping will be used to meet code requirements.

Custodial and Maintenance

BCRA reviewed the current custodial and maintenance areas. SBLSD and school staff noted that the existing layout and room sizes work well. Additional open shelving has been added for storage, and under-stair storage is important for holding extra supplies, especially paper products. The custodial space near the receiving area is functioning effectively. For the new wing, BCRA will include a custodial room on each floor, centrally located and similar in size to existing ones, with one room designed slightly larger to accommodate a custodial office and desk space. Each new custodial room should include a mixing machine, mop holder, and mop sink.

Exterior Materials

SBLSD and the committee prefer durable, low-maintenance exterior materials that blend well with the existing building while allowing for creativity and a unique look. Neolith, used at Sumner High School, was favored for its appearance and graffiti resistance. A concrete maintenance strip around the building and storefront-style windows like those at the PAC were also preferred, though thermal performance of glass is a concern. Roofing materials should be long-lasting and compatible with solar panels, moving away from asphalt shingles. While wood soffits are less desirable due to maintenance issues, metal panels with a wood appearance could be a suitable alternative.

Interior Finish Materials

The team prioritized durable, low-maintenance interior materials. Rubber (Mondo) flooring was preferred for upper levels and polished concrete at slabs on grade. Plastic laminate wainscot and tackable wall surfaces, like those at SHS, were well received. Light wood grain casework and metal corner guards were favored for their longevity. Accent colors using BLHS branding were encouraged in moderation, avoiding outdated existing colors. Integral color glazing and elevated placement were recommended for easier upkeep. For classroom door relights, roller shades or sliding tack boards were preferred for security during lock downs.

Systems and Technology

The team reviewed current technology and systems, identifying opportunities for improvement in the new addition. Key concerns included HVAC limitations in the existing MDF room, electrical and telecom rooms being used for storage, and the need to evaluate boiler capacity. Classroom tech will prioritize mobile video monitors for flexibility, with wall mounts considered where appropriate. Technology standards should remain consistent across the district, and while Wi-Fi capacity is strong, cell service varies by location. The addition must also meet updated energy code requirements.

Restrooms

The team reviewed restroom design standards from Sumner High School, focusing on secure, easy-to-maintain features. Preferred materials include ceramic tile walls (7 ft high) with dark grout and coved bases for durability and graffiti resistance. Neolith is also being considered. Ceramic tile is the top flooring choice; rubber is not recommended due to discoloration; and polished concrete is not recommended due to cracking.

After reviewing SHS, there was a considerable discussion about the district's desired approach to restroom design. Outside of the workshop, the district provided the following direction.

- Typical restrooms are to be traditional sec-segregated, multi-stall type with sinks and mirrors in the restroom with a common water fountain/bottle fill station in the vestibule outside the restrooms. SHS Phase 1 is a good example.
- Provide out-swing doors that have magnetic hold-opens so that the restrooms remain open during the day for supervision, cannot be barricaded, and can be locked after school.
- Provide enhanced privacy stalls that come down lower to the floor and end higher up than standard. Supervision should still be able to see how many occupants' feet are in the stall but occupants should not be able to view under or easily view over the top of the stalls.
- Provide a single occupant unisex restroom (one per floor typically, but can be more if it makes sense). This room is to have a key-card access that the district will manage. Preferred location is to have it off a hallway instead of between the multi-stall restrooms.



Workshop 5

This workshop focused on fields, transportation, parking and signage.

Fields

The field improvements included in the bond focus on enhancing drainage and installing synthetic turf on the existing baseball and softball fields, with minor adjustments to field layouts. The team is still reviewing the type of fill for the turf, considering options like cork and nut shells for their cushioning properties. The new fields will have improved durability, with warranties for at least 10 years. Drainage will be improved, though fields will not be regraded due to budget constraints.

Fencing, including netting at the baseball field, and full lighting will be provided. While there are no plans to add restrooms, the team discussed the need for additional bleachers, especially for the softball field. Storage for teams is currently limited, and the fields will be accessible for community use. The baseball field will feature full turf, including around the mound, and the design will minimize excessive court lines. Finally, flag football and other sports may be accommodated, with provisions for future use in the field's layout.

Transportation and Parking

The site plan for the bond project includes improvements to circulation and parking. The main entrance drop-off area will be redesigned to accommodate the shape of the new building, with additional parking stalls to replace those lost due to expansion. A third lane for car queuing will be added, and bus traffic will be separated from car traffic by moving the DLC buses to a new pickup location close to the new DLC spaces. The queuing area will be expanded to accommodate up to 100 cars, addressing

current congestion issues. Bus traffic will remain separate from parent traffic to avoid conflicts, and pedestrian pathways will be improved with clearer markings, possibly including elevated crosswalks to slow down traffic.

Intersection

Plans for a traffic circle were presented to improve flow at the school intersection, impacting existing signage. Pedestrian safety concerns were raised, but the roundabout will slow traffic, with added safety features like flashing beacons. Some suggested adjusting school dismissal times for the high school and / or the adjacent Mountain View Middle School to reduce congestion. The intersection work will begin in 2027, and the new Tehaleh Middle School opening in 2029 is expected to ease traffic to MVMS.

Signage

Participants reviewed photos of a wide variety of site signage examples and indicated preferences by placing stickers on the images. For monument signs, the group favored a reader board with a masonry base, but disliked a laser-cut sign for the Prairie Line Trail. Wayfinding and informational signs were discussed, with the team showing a preference for fewer informational signs, favoring wayfinding that is clear and prominent. A map for event attendees and larger, more visible signage were suggested. The group also recommended updating existing offsite road signs for better alignment with on-site signage, although these are city-owned.



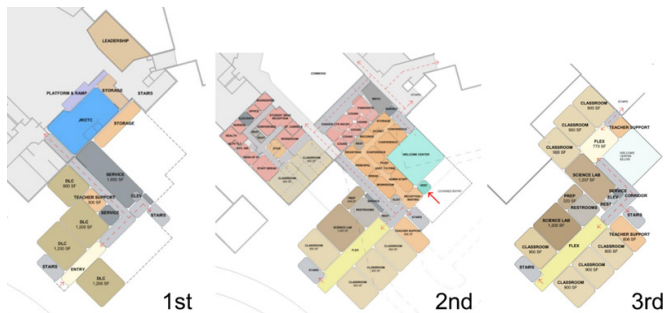
Workshop #5

Workshop 6

This workshop concludes the Educational Specifications process. The team reviewed the work done thus far in the process and presented the schematic site and building layout.

Proposed Site Plan

BCRA reviewed the proposed site plan with the new addition overlaid on top of the existing site plan. The proposed addition is rotated so that the front of the classroom wing is parallel to the revised drop-off area in the front of the building. Turning the wing allows for the new main entrance to be the first element that people see when they drive into the site. The proposed addition is more compact than the one shown in the bond planning information. A compact building footprint allows for more space for parking. The proposed site plan shows wider lanes for queuing on the path into the site from the future roundabout as well as from the entrance by the field. The DLC classrooms are located on the lower level of the addition with space for four DLC buses directly adjacent to the classroom wing. The new entry plaza has a large overhang, shown by the dashed line, to allow students a larger, covered space to wait during pick up and drop off.



New Learning Spaces - Addition

BCRA shared the proposed color-coded floor plans for the addition. Each color represents a different space type. These are not finalized floor plans; they represent the different types of spaces that will be included and their general relationships to each other. The plan shows nineteen additional learning spaces with eighteen in the addition and two in the existing administration area. In the existing building, the robotics lab expansion reduces the number of existing classrooms, so we end up with nineteen total net add for the project. The final classroom number will be dependent on the budget.

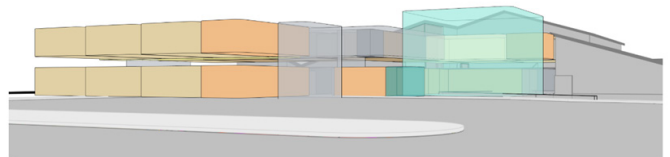
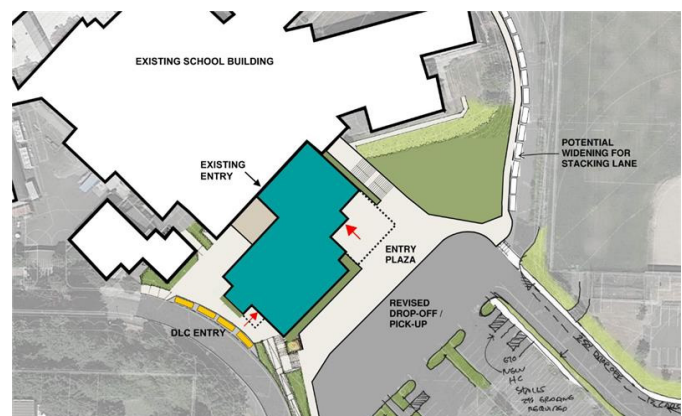
New Learning Spaces – Remodeled

When new classrooms are added, some of the existing interior spaces will be remodeled to accommodate programmatic needs. When the DLC program moves into the addition, their existing spaces will be remodeled back into typical classrooms. The DLC life skills room can become a science lab with the addition of a new floor plate that would expand the room to the exterior wall. The JROTC program will take over the existing stage

area and the adjacent drama classroom. The student leadership program will move into the existing career center when the career center moves upstairs to a new floor plate constructed above the stage that is closer to the main administration area. The robotics classroom will expand into the existing adjacent science room. Half of that space will be used for storage. The items currently stored in the loft above the stage will be relocated to the new storage area. There are two classrooms that will be added into the existing administration area so that they can take advantage of daylight on the window wall.

Building Massing and Entry

BCRA showed the proposed addition and how it connects to the existing building in three dimensions. The program areas are blocks right now and the massing of the building will be developed as the design progresses. The views do show the double height welcome center that was inspired by the entry imagery that was preferred by the Educational Specifications Committee.



we've got you covered

Programming



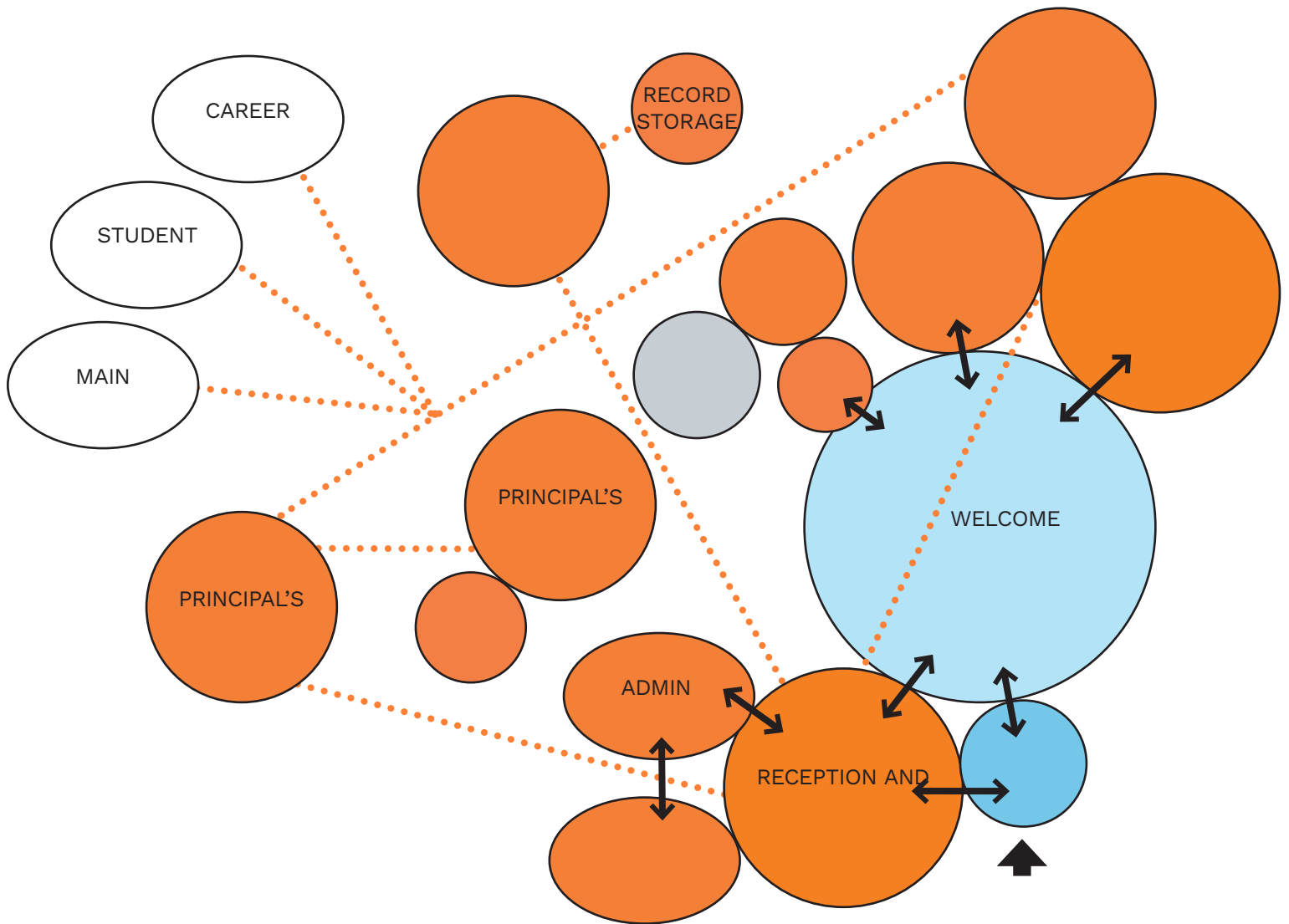
Bonney Lake High School Expansion Program Space List						
Function /Room Name	Qty	Area Type: New (N) or Renovated (R)	Existing Net Area	Proposed Net Area	Subtotal Net Area	Notes
A. ADMINISTRATION						
Entry Vestibule	1	N	120	267	267	
Welcome Center/ Lobby Waiting	1	N	280	1300	1,300	
Inner Reception/ Waiting	1	N	250	259	259	
Front Desk/ Administration Staff	1	N	445	360	360	
Principal Office	1	N	225	300	300	
Assistant to Principal	1	N	195	195	195	Existing area includes circulation into Principal's Office with file storage'
Conference Room - Large	1	N	325	459	459	Interconnect 3 conference rooms. Or, locate 1 in Student Services and 2 in new main admin
Conference Room - Small	2	N	225	150	300	
Staff Lounge/ Break Room Counter	1	N	475	322	322	
Staff Workroom	1	N	375	250	250	
Office - Registrar	1	N	120	139	139	
Office - Speech	1	N	120	120	120	
Records Storage	1	N	150	200	200	
Staff Toilet	1	N	0	83	83	
Subtotal:					4,554	
B. STUDENT SERVICES						
Reception/ Waiting/ Front Desk	1	R	350	416	416	
Office - Bookkeeper	1	R	120	177	177	
Office - Athletic Director	1	R	120	120	120	No work in this space
Office - Vice Principal	1	R	120	125	125	
Office - Dean of Students	1	R	125	120	120	No work in this space
Office - Flex	1	R	120	173	173	
Conference Room	1	R	157	157	157	No work in this space
Staff Lounge / Break Room	1	R	475	375	375	
Workroom	1	R	0	234	234	
Health Office	1	R	126	126	126	No work in this space
Health Room	1	R	261	261	261	No work in this space
Health Toilet Room	1	R	45	45	45	No work in this space
Storage	1	R	221	221	221	
Electric / Data	1	R	130	126	126	No work in this space
Staff Toilet	2	R	60	48	96	No work in this space
Subtotal:					2,772	
C. CAREER CENTER						
Reception	1	N*	700	641	641	Includes area for student workstations
Office - Counselors	5	N*	120	130	650	
Shared Office (5-6 Itenerants)	0	N*	0	0	0	
Subtotal:					1,291	
D. LEARNING COMMUNITY - NEW						
General Classrooms	10	N	0	900	9,000	
Flex Area	3	N	0	800	2,400	
Science Lab Classrooms	3	N	0	1,200	3,600	

	Function /Room Name	Qty	Area Type: New (N) or Renovated (R)	Existing Net Area	Proposed Net Area	Subtotal Net Area	Notes
	Science Prep Room	1	N	0	238	238	
	Shared Teacher Office/ Workroom	3	N	0	492	1,476	One per floor, locate near flex area
	Campus Safety/ AP/ Itenerant Office	2	N	0	120	240	One per floor, locate near flex area
	Subtotal:	13				16,954	
D1.	LEARNING COMMUNITY - RENOVATION						
	General Classroom	2	R	1,080	1,080	2,160	Existing DLC Classroom Area
	Science Lab Classroom	1	R & N*	1,020	1,020	1,020	Existing DLC Classroom. Possible 360 sf of new floor area added.
	Student Leadership Classroom	1	R	1,600	1,600	1,600	Existing Career Center
	Subtotal:	4				4,780	
E.	STUDENT/ STAFF SUPPORT						
	Staff Restrooms	2	N	0	65	130	Quantity per code requirement
	Group Gendered Restroom	2	N	0	313	626	Quantity per code requirement
	Single Universal Restroom	2	N	0	50	100	Quantity per code requirement
	Subtotal:					856	
F.	SPECIALIZED INSTRUCTION						
	DLC Specialized Education Classroom	3	N	0	980	2,940	Existing DLC area is listed
	Life Skills Classroom	1	N	0	598	598	
	DLC Restroom w/ Shower	3	N	0	85	255	
	DLC Restroom ADA	0	N	0	0	0	
	DLC Teacher Office/ Meeting Room	1	N	100	388	388	
	Staff Restroom	1	N	0	65	65	
	Storage	1	N	0	150	150	
	Subtotal:	4				4,396	
G.	CAREER AND TECHNICAL ED AREAS						
	Robotics Lab Expansion	1	R	950	924	924	Expand into existing Physics Lab.
	PAC Storage	1	R	712	371	371	Existing PAC storage is in the stage loft
	JROTC Classroom	1	R	2,300	1,260	1,260	JROTC will move from two portable classrooms to the existing stage. Existing area listed for the program is the stage area.
	JROTC Storage (Logistics)	1	R		824	824	
	JROTC Office	1	R		194	194	
	JROTC Toilet	1	R		45	45	
	JROTC Changing Room (M/F)	2	R		60	120	
	Subtotal:					3,738	
H.	SUPPORT AREAS						
	Custodian Closet	3	N	0	100	300	One per floor
	Custodial Office	1	N	0	200	200	
	Elevator and Machine Room	1	N	0	160	160	
	Electrical Room	1	N	0	450	450	
	Mechanical room	1	N		900	900	
	MDF/ IDF room	1	N	0	200	200	
	Electrical Closet	3	N	0	25	75	One per floor
	Subtotal:					2,285	
J.	NET BUILDING SQUARE FOOTAGE - NEW					30,336	
K.	TOTAL GROSS AREA OF BUILDING - NEW					40,954	35% Estimated grossing factor
L.	NET BUILDING SQUARE FOOTAGE - RENOVATED					11,290	

Bonney Lake High School Addition
 Sumner Bonney Lake School District
 BCRA Project #24143

	Function /Room Name	Qty	Area Type: New (N) or Renovated (R)	Existing Net Area	Proposed Net Area	Subtotal Net Area	Notes
M.	TOTAL PROJECT AREA					52,244	
Note: N* is new floor area constructed above the existing stage (within the footprint of the existing building)							





KEY



DIRECT CONNECTION



VISUAL CONNECTION



BUILDING ENTRY

Bonney Lake High School - Educational Specification

Space ID Name:	Department/Functional Unit:
----------------	-----------------------------

VESTIBULE

ADMINISTRATION

Space Requirements:

Net Area (SF): 267 SF
 No. of Spaces: 1
 Total Size: 267 SF
 Ceiling Height: N/A
 No. of Student/Visitor Occupants: 0
 No. of Staff Occupants: 0

Hours of Occupancy: Before, during, and after school

Purpose/Function:

Welcoming foyer to the building. Required by energy code.

Activities:

- Non-Instructional - entrance vestibule to the building

Adjacencies:

- Directly connected to main entrance

Built-in Casework Requirements:

- None

Equipment Requirements:

- None

Finishes:

- Flooring - Walk-off mat with logo of school mascot
- Walls - Glass to exterior, office, and hallway
 - Durable wall surfacing, plastic laminate wainscot
- Ceilings - Open to Structure or Wood Ceiling

Utility Requirements:

- N/A

Security Requirements:

- Controlled door to main reception area

Environmental Provisions/Requirements:

- Other system requirements: HVAC appropriate for an exterior vestibule

Furniture:

- None

Other Special Considerations:

- Check-in window with direct connection to reception staff.
- Space to support check-in of multiple visitors at one time.
- Automatic door openers to exterior.
- Security keypad and sign-in sheet for after-hours should be inside vestibule.
- Graphic map
- Alarm Panel

Future Needs:

- None

Bonney Lake High School - Educational Specification

Space ID Name:	Department/Functional Unit:
----------------	-----------------------------

WELCOME CENTER

ADMINISTRATION

Space Requirements:

Net Area (SF): 1300 SF
 No. of Spaces: 1
 Total Size: 1300 SF
 Ceiling Height: N/A

No. of Student/Visitor Occupants: Up to 40
 No. of Staff Occupants: 1

Hours of Occupancy: Before, during, and after school

Purpose/Function:

Welcoming area that provides a new image for the building. A place to showcase student work.

Activities:

- Reception of students, parents, and visitors to school
- After hours event space
- Small group meeting space
- Indoor staging area for students waiting to be picked up or who are dropped off before school starts.

Adjacencies:

- Vestibule, Main Reception

Built-in Casework Requirements:

- None

Equipment Requirements:

- Power and data convenience outlets

Finishes:

- Flooring – Resilient or hard surface flooring
- Walls - Rubber base; Painted finish, semi-gloss
- Ceilings - Acoustical ceiling in suspended grid/exposed structure

Utility Requirements:

- Digital intercom and clock system
- (6) Data
- Wireless data coverage, throughout room
- Data for display screens, screen height
- Access to water

Security Requirements:

- Surveillance camera and surveillance camera access
- Capable of emergency lockdown (verify with Owner)

Environmental Provisions/Requirements:

- MECHANICAL-Wall mounted temperature display and individual room controls
- AUDIO/VISUAL - Display screen, See Owner Furnished Equipment
- School Intercom System Access

Furniture:

- Computer Kiosk: 1
- Soft seating with some small tables and chairs

Other Special Considerations:

- Display area for student work
- Graphics showing school spirit
- Storage for furniture

Future Needs:

- None

Bonney Lake High School - Educational Specification

Space ID Name:	Department/Functional Unit:
RECEPTION/WAITING/FRONT DESK STAFF	ADMINISTRATION

Space Requirements:

Net Area (SF):	619 SF
No. of Spaces:	1
Total Size:	619 SF
Ceiling Height:	N/A
No. of Student/Visitor Occupants:	6-8
No. of Staff Occupants:	3

Hours of Occupancy: Before, during, and after school

Purpose/Function:

Serves as the information hub of the school

Activities:

- Reception of students, parents, and visitors to school
- Help desk services for students and families

Adjacencies:

- Vestibule, Welcome Center

Built-in Casework Requirements:

- Built-in Supply Storage (Locking)
- Built-in Reception Desk

Equipment Requirements:

- Printer

Finishes:

- Flooring - Carpet throughout
- Walls - Rubber base; Painted finish, semi-gloss
- Ceilings - Acoustical ceiling in suspended grid/exposed structure

Utility Requirements:

- Digital intercom and clock system
- (6) Data
- Wireless data coverage, throughout room
- (1) Data for display screens, screen height

Security Requirements:

- Surveillance camera and surveillance camera access
- Capable of emergency lockdown
- Security push button for lockdown
- Monitor showing surveillance footage
- Lockable drawer for keys and cash boxes

Environmental Provisions/Requirements:

- MECHANICAL-Wall mounted temperature display and individual room controls
- AUDIO/VISUAL - Display screen, See Owner Furnished Equipment
- School Intercom System Access

Furniture:

- Desk, workstation: 3
- Chair, office: 3
- Coat closet or lockable wardrobe unit.
- Storage cabinets, verify number
- File Cabinets: verify number
- Computer Kiosk: 1

Other Special Considerations:

- Space should have good visual observation with the main entry and waiting area.

Future Needs:

- None

Bonney Lake High School - Educational Specification

Space ID Name:	Department/Functional Unit:
----------------	-----------------------------

PRINCIPAL OFFICE

ADMINISTRATION

Space Requirements:

Net Area (SF):	300 SF
No. of Spaces:	1
Total Size:	300 SF
Ceiling Height:	N/A
No. of Student/Visitor Occupants:	2 to 5
No. of Staff Occupants:	1

Hours of Occupancy: Before, during, and after school

Purpose/Function:

- Training and developing staff and students
- Meeting with students and families

Activities:

- Non-instructional - run day-to-day school operations, meet with staff, students, parents, and visitors

Adjacencies:

- Assistant to the Principal

Built-in Casework Requirements:

- None

Equipment Requirements:

- 1 Computer
- 1 Telephone
- 1 Flatscreen monitor
- Owner furnished display screen
- Marker board, verify size
- Tackboard or tackable wall surface

Finishes:

- Flooring - Carpet throughout
- Walls - Rubber base; Painted finish, semi-gloss
- Ceilings - Acoustical ceiling in suspended grid

Utility Requirements:

- Digital intercom and clock system
- Power, data & phone lines required for equipment
- Wireless data coverage, throughout room
- Data for display screens, screen height

Security Requirements:

- Surveillance camera system access
- Capable of emergency lockdown

Environmental Provisions/Requirements:

- MECHANICAL-Wall mounted temperature display and individual room controls
- EQUIPMENT MOUNTS - wall mounted bracket with in-wall support backing for display screens
- ACOUSTICS - This office deals with sensitive issues and requires some privacy for conversations with students, parents, and staff.

Furniture:

- Desk, workstation : 1
- Chair, office: 1
- Chair, side: 4
- Storage cabinets, pedestal, mobile: 2
- Storage cabinets, tall: 1
- Table (seating 4-5): 1
- Bookcase, mobile, (2)
- Shelf: 2

Other Special Considerations:

- This office deals with sensitive issues and requires some privacy for conversations with students, parents, and staff.
- Acoustical needs for confidential interviews and/or meetings.
- Visibility to the assistant to the principal

Future Needs:

- None

Bonney Lake High School - Educational Specification

Space ID Name:	Department/Functional Unit:
----------------	-----------------------------

ASSISTANT TO PRINCIPAL

ADMINISTRATION

Space Requirements:

Net Area (SF):	195 SF
No. of Spaces:	1
Total Size:	195 SF
Ceiling Height:	N/A
No. of Student/Visitor Occupants:	0
No. of Staff Occupants:	1

Hours of Occupancy: Before, during, and after school

Purpose/Function:

- Serves as the gatekeeper for the principal

Activities:

- Office staff workspace
- Interface with public, staff and students who visit the principal.

Adjacencies:

- Does not need to be directly adjacent to the main reception area

Built-in Casework Requirements:

- Built-in Supply Storage (Locking)

Equipment Requirements:

- 1 Computer
- 1 Telephone
- 1 Markerboard
- Tackboard or tackable wall surface

Finishes:

- Flooring - Carpet throughout
- Walls - Rubber base; Painted finish, semi-gloss
- Ceilings - Acoustical ceiling in suspended grid/exposed structure

Utility Requirements:

- Digital intercom and clock system
- Wireless data coverage, throughout room
- Power, data & phone lines as required for equipment

Security Requirements:

- Keyed drawer for securing items.

Environmental Provisions/Requirements:

- School Intercom System Access

Furniture:

- Desk, workstation: Built-in/Furniture combination
- Chair, office: 1
- Chair, side: 1
- Wardrobe cabinets: 1
- File Cabinets, verify number (3 minimum)

Other Special Considerations:

- Set back from main reception area.
- Ample storage for employee files: Built-ins are preferred.
- Ample storage for employee files, built-ins are preferred. ACOUSTICS – This office deals with sensitive issues and requires some privacy for conversations with students, parents, and staff.
- Visibility to reception area
- Visibility to principal

Future Needs:

- None

Bonney Lake High School - Educational Specification

Space ID Name:	Department/Functional Unit:
----------------	-----------------------------

CONFERENCE ROOM - LARGE

ADMINISTRATION

Space Requirements:

Net Area (SF):	459 SF
No. of Spaces:	1
Total Size:	459 SF
Ceiling Height:	N/A
No. of Student/Visitor Occupants:	0
No. of Staff Occupants:	1 to 16

Hours of Occupancy: During Instructional Hours

Purpose/Function:

Meeting area for group meetings and discussions

Activities:

- Conference room is utilized for staff group meetings and discussions.

Adjacencies:

- Reception, Welcome Center
- Small conference rooms.

Built-in Casework Requirements:

- None

Equipment Requirements:

- Owner furnished display screen
- 1 Marker board, sized to fit the space

Finishes:

- Flooring - Carpet throughout
- Walls - Rubber base; Painted finish, semi-gloss
 - Tackable wall surface
- Ceilings - Acoustical ceiling in suspended grid / open to structure
- Tackable wall surface on one wall

Utility Requirements:

- Digital intercom and clock system
- (3) Data, walls
- (2) Data drops, ceiling
- Data for display screens, screen height
- Floor box per Washington State Energy Code
- Wireless data coverage, throughout room

Security Requirements:

- None

Environmental Provisions/Requirements:

- MECHANICAL-Wall mounted temperature display and individual room controls
- EQUIPMENT MOUNTS - wall mounted bracket with in-wall support backing for display screens
- AUDIO/VISUAL: Confirm requirements with Owner

Furniture:

- Chair, side: 16
- Tables, rolling: 4

Other Special Considerations:

- Operable wall connection to small conference rooms.

Future Needs:

- None

Bonney Lake High School - Educational Specification

Space ID Name:	Department/Functional Unit:
----------------	-----------------------------

CONFERENCE ROOM - SMALL

ADMINISTRATION

Space Requirements:

Net Area (SF): 150 SF
 No. of Spaces: 1
 Total Size: 150 SF
 Ceiling Height: N/A
 No. of Student/Visitor Occupants: 1 to 4
 No. of Staff Occupants: 1 to 8

Hours of Occupancy: During Instructional Hours

Purpose/Function:

Meeting area for group meetings and discussions

Activities:

- Conference room is utilized for staff group meetings and discussions

Adjacencies:

- Reception, Welcome Center

Built-in Casework Requirements:

- None

Equipment Requirements:

- Owner furnished display screen
- Marker board, sized to fit the space

Finishes:

- Flooring - Carpet throughout
- Walls - Rubber base; Painted finish, semi-gloss
 - Tackable wall surface
- Ceilings - Acoustical ceiling in suspended grid / open to structure
- Tackable wall surface on one wall

Utility Requirements:

- Digital intercom and clock system
- (3) Data, walls
- (2) Data drops, ceiling
- (1) Data drop for digital display, at display height
- Floor box per Washington State Energy Code
- Wireless data coverage, throughout room

Security Requirements:

- None

Environmental Provisions/Requirements:

- MECHANICAL-Wall mounted temperature display and individual room controls
- EQUIPMENT MOUNTS - wall mounted bracket with in-wall support backing for display screens
- AUDIO/VISUAL: Confirm requirements with Owner
- ACOUSTIC – This office deals with sensitive issues and requires some privacy for conversations with students, parents, and staff.

Furniture:

- Chair, side: 8
- Tables, rolling: 2

Other Special Considerations:

- None

Future Needs:

- None

Bonney Lake High School - Educational Specification

Space ID Name:	Department/Functional Unit:
----------------	-----------------------------

STAFF WORKROOM/KITCHENETTE

ADMINISTRATION

Space Requirements:

Net Area (SF):	322 SF
No. of Spaces:	1
Total Size:	322 SF
Ceiling Height:	N/A
No. of Student/Visitor Occupants:	0
No. of Staff Occupants:	1 to 4

Hours of Occupancy: During Instructional Hours

Purpose/Function:

- Multi-purpose workroom central to administration
- Small kitchenette central to administration

Activities:

- Storage for general office and teacher supplies
- Layout areas for working on projects
- Mail sorting for staff pick up, verify

Adjacencies:

- Reception

Built-in Casework Requirements:

- Built-in upper cabinets, lockable in work area
- Built-in lower casework
- Built-in combination of work counter, countertop

Equipment Requirements:

- Tackboard or tackable wall surface
- Markerboard, sized to fit the area
- Copier/ printer/ fax machine
- Sink for kitchenette area
- Small refrigerator

Finishes:

- Flooring - Resilient sheet flooring throughout
- Walls - Rubber Base, Painted finish, semi-gloss
- Ceilings - Acoustical ceiling in suspended grid

Utility Requirements:

- Digital intercom and clock systems
- (3) Data, walls
- (2) Data drops, ceiling
- Wireless data coverage, throughout room
- Plumbing as required for equipment

Security Requirements:

- None

Environmental Provisions/Requirements:

- MECHANICAL - Wall mounted temperature display and individual room controls
- Positively ventilate, copier machine fumes and laminator
- EQUIPMENT MOUNTS - None

Furniture:

- Telephone/VoIP
- Paper cutter
- Recycling bins

Other Special Considerations:

- Possible location for safe, bolted to floor in casework (verify)

Future Needs:

- None

Bonney Lake High School - Educational Specification

Space ID Name:	Department/Functional Unit:
----------------	-----------------------------

OFFICE - REGISTRAR

ADMINISTRATION

Space Requirements:

Net Area (SF): 139 SF
 No. of Spaces: 1
 Total Size: 139 SF

Ceiling Height: 9'-6" Min.

No. of Student/Visitor Occupants: 1-2
 No. of Staff Occupants: 1

Hours of Occupancy: Before, during and after school

Purpose/Function:

Supporting students by maintaining student records, schedule students for classes, keeping academic records and corresponding with students and parents

Activities: Non-Instructional – run day-to-day school operations, meet w/ staff, students, parents and visitors

Adjacencies:

- Reception/Waiting
- Other general administration areas

Built-in Casework Requirements:

- Not desired

Equipment Requirements:

- 1 Computer
- 1 Telephone
- Access to shared copier/printer in central location
- Markerboard, verify size
- Tackboard or tackable wall surface

Finishes:

- Flooring – Carpet
- Walls – GWB
- Ceilings – ACT

Utility Requirements:

- Power, data & phone lines required for equipment
- Plumbing is not required for this space

Security Requirements:

- None

Environmental Provisions / Requirements:

- Acoustic privacy
- Daylight is not required
- User control of thermostat – Open Hours: 68-72 Degrees, Off-hours: 55 Degrees

Furniture:

- 1 Height Adjustable Desk w/ Task Chair
- 1 Mobile Pedestal File
- 4 Lateral File Cabinets, locking
- Locking Overhead storage cabinets
- Credenza
- Wardrobe unit (lockable)
- 1 Small Meeting Table
- 2 Guest Chairs

Other Special Considerations:

- Space should have good visual observation with the main entry, student/visitor access
- No student access behind desk

Future Needs:

- None

Bonney Lake High School - Educational Specification

Space ID Name:	Department/Functional Unit:
OFFICE - SPEECH	ADMINISTRATION

Space Requirements:

Net Area (SF):	120 SF
No. of Spaces:	1
Total Size:	120 SF

Ceiling Height: 9'-6" Min.

No. of Student/Visitor Occupants:	1-2
No. of Staff Occupants:	1

Hours of Occupancy: During school hours

Purpose/Function:

- Offices for speech therapist

Activities:

- Office staff workspace
- One on one work with students
- Small meeting area for students and visitors

Adjacencies:

- Near other main administration spaces.

Built-in Casework Requirements:

- No built-in casework

Equipment Requirements:

- 1 Computer
- 1 Telephone
- Markerboard, verify size
- Tackboard or tackable wall surface

Finishes:

- Flooring - Carpet
- Walls – GWB
- Ceilings – ACT

Utility Requirements:

- Power, data & phone lines required for equipment
- Plumbing is not required for this space

Security Requirements:

- None

Environmental Provisions / Requirements:

- Acoustic privacy
- User control of thermostat – Open Hours: 68-72 Degrees, Off-hours: 55 Degrees

Furniture:

- 1 Desk w/ Task Chairs
- 1 Mobile Pedestal File
- 1 Wardrobe Unit, lockable

Other Special Considerations:

- None

Future Needs:

- None

Bonney Lake High School - Educational Specification

Space ID Name:	Department/Functional Unit:
-----------------------	------------------------------------

RECORDS STORAGE

ADMINISTRATION



Space Requirements:

Net Area (SF): 200 SF
 No. of Spaces: 1
 Total Size: 200 SF

Ceiling Height: 8'-6" Min.

No. of Student/Visitor Occupants: 1
 No. of Staff Occupants: 1

Hours of Occupancy: Intermittent

Purpose/Function:

- Administrative support space

Activities:

- Secure storage of materials

Adjacencies:

- Can be located in the administration area, but not required. Records are accessed infrequently.

Built-in Casework Requirements:

- Open shelving 24" deep
- File cabinets as required
- High density file storage system

Equipment Requirements:

- None

Finishes:

- Flooring – Sealed Concrete or Resilient Flooring
- Walls – GWB
- Ceilings – GWB

Utility Requirements:

- Convenience outlets
- No plumbing requirements

Security Requirements:

- Security door leading into school's interior

Environmental Provisions / Requirements:

- None

Furniture:

- None

Other Special Considerations:

- Secure room with limited staff access

Future Needs:

- None

Bonney Lake High School - Educational Specification

Space ID Name:	Department/Functional Unit:
----------------	-----------------------------

STAFF RESTROOM

ADMINISTRATION

Space Requirements:

Net Area (SF): 83 SF

No. of Spaces: 1

Total Size: 83 SF

Ceiling Height: 8'-6" Min.

No. of Occupants: 1

Hours of Occupancy: Periodically throughout day

Purpose/Function:

- Basic restroom and hygiene

Activities:

- Non-Instructional – Restroom to support staff.

Adjacencies:

- Main administration area

Built-in Casework Requirements:

- Not desired

Equipment Requirements:

- 1 Accessible toilet with grab bars, manual flush valves
- 1 Single lavatory with mirror
- 1 Soap dispenser, OFCI
- 1 Paper towel dispenser, OFCI
- 1 Toilet paper dispenser, OFCI
- 1 Seat-cover dispenser, CFCl
- 1 Trash receptacle (*not built in*), OFOI
- Occupancy indicator on door hardware

Finishes:

- Flooring – Ceramic tile or resilient flooring with coved base
- Walls – Cement backer board w/ ceramic tile wainscot or water resistant GWB with laminate wainscot
- Ceilings – Water Resistant GWB

Utility Requirements:

- Standard electrical/ power requirements
- Plumbing as required for fixtures listed

Security Requirements:

- None

Environmental Provisions / Requirements:

- Acoustic privacy
- Daylight is not needed
- This space should be thermally controlled separately from other spaces.

Furniture:

- None

Other Special Considerations:

- Serves as universal toilet room

Future Needs:

- None

Bonney Lake High School - Educational Specification

Space ID Name:	Department/Functional Unit:
----------------	-----------------------------

RECEPTION/WAITING/FRONT DESK STAFF

STUDENT SERVICES

Space Requirements:

Net Area (SF):	416 SF
No. of Spaces:	1
Total Size:	416 SF
Ceiling Height:	Existing
No. of Student/Visitor Occupants:	2-4
No. of Staff Occupants:	2

Hours of Occupancy: Before, during, and after school

Purpose/Function:

- Serves as the student services hub of the school

Activities:

- Reception of students, parents, and visitors to the student service area
- Help desk services for students and families

Adjacencies:

- Student services offices, health room

Built-in Casework Requirements:

- Built-in Supply Storage (Locking)
- Built-in Reception Desk (Existing)

Equipment Requirements:

- 1 Computer
- 1 Telephone
- Access to shared copier/printer in central location
- Markerboard, verify size
- Tackboard or tackable wall surface

Finishes:

- Flooring - Carpet
- Walls - GWB with painted finish, semi-gloss, rubber base
- Ceilings - Acoustical ceiling in suspended grid

Utility Requirements:

- Digital intercom and clock system
- Wireless data coverage, throughout room
- Power, data & phone lines required for equipment
- Plumbing is not required for this space
- (1)Data for display screens, screen height

Security Requirements:

- None

Environmental Provisions/Requirements:

- MECHANICAL- Wall mounted temperature display and individual room controls within district allocated range.
- School Intercom System Access

Furniture:

- Chair, office: 1
- Coat closet or lockable wardrobe unit.
- Storage cabinets, verify number
- File Cabinets: verify number

Other Special Considerations:

- Space should have good visual observation to the commons

Future Needs:

- None

Bonney Lake High School - Educational Specification

Space ID Name:	Department/Functional Unit:
----------------	-----------------------------

OFFICE - BOOKKEEPER

STUDENT SERVICES



Space Requirements:

Net Area (SF): 177 SF
No. of Spaces: 1
Total Size: 177 SF

Ceiling Height: 9'-6" Min.

No. of Student/Visitor Occupants: 1-2
No. of Staff Occupants: 1

Hours of Occupancy: Before, during and after school

Purpose/Function:

- Supporting students by maintaining the school finances.

Activities:

- Non-instructional. A space to collect payments for student services and general office work.

Adjacencies:

- Reception/ Waiting
- Other student services areas

Built-in Casework Requirements:

- Existing

Equipment Requirements:

- 1 Computer
- 1 Telephone
- Access to shared copier/printer in central location
- Markerboard, verify size
- Tackboard or tackable wall surface

Finishes:

- Flooring - Carpet
- Walls - GWB with painted finish, semi-gloss, rubber base
- Ceilings - Acoustical ceiling in suspended grid

Utility Requirements:

- Digital intercom and clock system
- Wireless data coverage, throughout room
- Power, data & phone lines required for equipment
- Plumbing is not required for this space

Security Requirements:

- None

Environmental Provisions / Requirements:

- Acoustic privacy
- Daylight is not required
- User control of thermostat

Furniture:

- Desk, workstation: 1
- Chair, office: 1
- Storage cabinets, verify size and location

Other Special Considerations:

- Space should have good visual observation with the commons.
- Pass through window into the hallway.

Future Needs:

- None

Bonney Lake High School - Educational Specification

Space ID Name:	Department/Functional Unit:
----------------	-----------------------------

OFFICE – ATHLETICS DIRECTOR

STUDENT SERVICES

Space Requirements:

Net Area (SF): 120 SF
No. of Spaces: 1
Total Size: 120 SF

Ceiling Height: 9'-0" Min.

No. of Student/Visitor Occupants: 1-2
No. of Staff Occupants: 1

Hours of Occupancy: During school hours

Purpose/Function:

- Office for athletic director

Activities:

- Office staff workspace
- One on one work with students
- Small meeting area for students and visitors

Adjacencies:

- Near other student services spaces.

Built-in Casework Requirements:

- No built-in casework

Equipment Requirements:

- 1 Computer
- 1 Telephone
- Markerboard, verify size
- Tackboard or tackable wall surface

Finishes:

- Flooring - Carpet throughout
- Walls - GWB with painted finish, semi-gloss, rubber base
- Ceilings - Acoustical ceiling in suspended grid

Utility Requirements:

- Digital intercom and clock system
- Wireless data coverage, throughout room
- Power, data & phone lines required for equipment
- Plumbing is not required for this space

Security Requirements:

- None

Environmental Provisions / Requirements:

- ACOUSTIC – This office deals with sensitive issues and requires some privacy for conversations with students, parents, and staff.
- MECHANICAL-Wall mounted temperature display and individual room controls within district allocated range.

Furniture:

- Desk/ workstation with task chair
- Visitor seating
- 1 Wardrobe Unit, lockable
- Storage, verify type and location

Other Special Considerations:

- None

Future Needs:

- None

Bonney Lake High School - Educational Specification

Space ID Name:	Department/Functional Unit:
----------------	-----------------------------

VICE PRINCIPAL OFFICE

ADMINISTRATION

Space Requirements:

Net Area (SF):	125 SF
No. of Spaces:	1
Total Size:	125 SF
Ceiling Height:	9'-0" Min.
No. of Student/Visitor Occupants:	1 to 4
No. of Staff Occupants:	1

Hours of Occupancy: Before, during, and after school

Purpose/Function:

- Office of the Assistant Principal

Activities:

- Training and developing staff and students
- Office staff workspace
- One on one work with students
- Small meeting area for students and visitors

Adjacencies:

- Reception/ Waiting
- Other student services areas

Built-in Casework Requirements:

- None

Equipment Requirements:

- 1 Computer
- 1 Telephone
- Access to shared copier/printer in central location
- Markerboard, verify size
- Tackboard or tackable wall surface

Finishes:

- Flooring - Carpet throughout
- Walls - GWS with painted finish, semi-gloss, rubber base
- Ceilings - Acoustical ceiling in suspended grid

Utility Requirements:

- Digital intercom and clock system
- Wireless data coverage, throughout room
- Power, data & phone lines required for equipment
- Plumbing is not required for this space

Security Requirements:

- Surveillance camera system access

Environmental Provisions/Requirements:

- ACOUSTIC – This office deals with sensitive issues and requires some privacy for conversations with students, parents, and staff.
- MECHANICAL-Wall mounted temperature display and individual room controls within district allocated range.
- EQUIPMENT MOUNTS - (2) wall mounted bracket with in-wall support backing for display screens

Furniture:

- Desk/ workstation with task chair
- 1 Wardrobe Unit, lockable
- Storage, verify type and location
- Table (seating 4): 1
- Chair, side: 4

Other Special Considerations:

- Acoustical needs for confidential interviews and/or meetings.

Future Needs:

- None

Bonney Lake High School - Educational Specification

Space ID Name:	Department/Functional Unit:
-----------------------	------------------------------------

OFFICE – DEAN OF STUDENTS

STUDENT SERVICES

Space Requirements:

Net Area (SF): 120 SF
No. of Spaces: 1
Total Size: 120 SF

Ceiling Height: 9'-0" Min.

No. of Student/Visitor Occupants: 1-2
No. of Staff Occupants: 1

Hours of Occupancy: During school hours

Purpose/Function:

- Office for the dean of students

Activities:

- Office staff workspace
- One on one work with students
- Small meeting area for students and visitors

Adjacencies:

- Near other student services spaces.

Built-in Casework Requirements:

- No built-in casework

Equipment Requirements:

- 1 Computer
- 1 Telephone
- Markerboard, verify size
- Tackboard or tackable wall surface

Finishes:

- Flooring - Carpet throughout
- Walls - GWB with painted finish, semi-gloss, rubber base
- Ceilings - Acoustical ceiling in suspended grid

Utility Requirements:

- Digital intercom and clock system
- Wireless data coverage throughout room

- Plumbing is not required for this space

Security Requirements:

- None

Environmental Provisions / Requirements:

- ACOUSTIC – This office deals with sensitive issues and requires some privacy for conversations with students, parents, and staff.
- MECHANICAL-Wall mounted temperature display and individual room controls within district allocated range.

Furniture:

- Desk/ workstation with task chair
- Visitor seating
- 1 Wardrobe Unit, lockable
- Storage, verify type and location

Other Special Considerations:

- None

Future Needs:

- None

Bonney Lake High School - Educational Specification

Space ID Name:	Department/Functional Unit:
----------------	-----------------------------

CONFERENCE ROOM

STUDENT SERVICES

Space Requirements:

Net Area (SF): 157 SF
 No. of Spaces: 1
 Total Size: 157 SF
 Ceiling Height: 9'-0" Min.
 No. of Student/Visitor Occupants: 0
 No. of Staff Occupants: 1 to 8

Hours of Occupancy: During Instructional Hours

Purpose/Function:

- Meeting area for group meetings and discussions

Activities:

- Conference room is utilized for staff group meetings and discussions

Adjacencies:

- Reception

Built-in Casework Requirements:

- None

Equipment Requirements:

- Markerboard, verify size
- Tackboard or tackable wall surface

Finishes:

- Flooring - Carpet throughout
- Walls - GWB with painted finish, semi-gloss, rubber base
- Ceilings - Acoustical ceiling in suspended grid / open to structure

Utility Requirements:

- Digital intercom and clock system
- Wireless data coverage, throughout room
- Power, data & phone lines required for equipment
- Plumbing is not required for this space
- (1)Data for display screens, screen height

Security Requirements:

- None

Environmental Provisions/Requirements:

- MECHANICAL-Wall mounted temperature display and individual room controls within district allocated range.

- EQUIPMENT MOUNTS - (2) wall mounted bracket with in-wall support backing for display screens
- AUDIO/VISUAL: Meet district standards

Furniture:

- Chair, side: 8
- Tables, rolling: 2

Other Special Considerations:

- This space deals with sensitive issues and requires some privacy for conversations with students, parents, and staff.

Future Needs:

- None

Bonney Lake High School - Educational Specification

Space ID Name:	Department/Functional Unit:
----------------	-----------------------------

STAFF LOUNGE / BREAK ROOM COUNTER

STUDENT SERVICES

Space Requirements:

Net Area (SF):	375 SF
No. of Spaces:	1
Total Size:	375 SF
Ceiling Height:	9'-0" Min
No. of Student/Visitor Occupants:	0
No. of Staff Occupants:	15 to 20

Hours of Occupancy: Before, during, and after school

Purpose/Function:

- Break room for administration and teachers

Activities:

- Food preparations
- Food storage
- Dining, sitting and socializing

Adjacencies:

- None

Built-in Casework Requirements:

- Built-in countertop, upper and lower cabinets

Equipment Requirements:

- Provide exhaust fan with manual timer
- 2 Vending machines (OFOI)
- 2 Refrigerator
- 2 Microwaves, one on the counter and one built into upper cabinet
- Double sink
- Insta-hot, verify
- Dishwasher
- Owner furnished display screen, verify
- Marker board, sized to fit the area
- Tackboard or tackable wall surface
- Lockers for itinerant staff storage

Finishes:

- Flooring - Resilient flooring
- Walls - Rubber Base; Painted finish, semi-gloss
- Acoustical wall treatment
- Ceilings - Acoustical ceiling treatment / exposed structure

Utility Requirements:

- Digital intercom and clock system
- Ample data outlets around perimeter of room
- Plumbing as required for equipment
- Wireless data coverage, throughout room
- Data for display screens, screen height

Security Requirements:

- None

Environmental Provisions/Requirements:

- MECHANICAL-Wall mounted temperature display and individual room controls
- EQUIPMENT MOUNTS - wall mounted bracket with in-wall support backing for display screens
- Daylight is desirable

Furniture:

- (4) Tables
- (20) Chairs
- Soft seating

Other Special Considerations:

- Provide display area for Safety and OSPI information
- Provide acoustical isolation for adjacent spaces

Future Needs:

- None

Bonney Lake High School - Educational Specification

Space ID Name:	Department/Functional Unit:
----------------	-----------------------------

STAFF WORKROOM

STUDENT SERVICES

Space Requirements:

Net Area (SF): 234 SF
 No. of Spaces: 1
 Total Size: 234 SF
 Ceiling Height: 9'-0" Min
 No. of Student/Visitor Occupants: 0
 No. of Staff Occupants: 1 to 4

Hours of Occupancy: During Instructional Hours

Purpose/Function:

- Multi-purpose workroom central to student services

Activities:

- Storage for general office and teacher supplies
- Layout areas for working on projects
- Mail sorting for staff pick up, verify

Adjacencies:

- Reception

Built-in Casework Requirements:

- Staff passthrough mailboxes, 130
- Built-in upper cabinets, lockable
- Built-in poster drawers
- Built-in lower casework
- Built-in combination of work counter, countertop

Equipment Requirements:

- Tackboard or tackable wall surface
- Markerboard, verify size
- Copier/ printer/ fax machine
- Rolling cart laminator

Finishes:

- Flooring - Resilient sheet flooring throughout
- Walls - GWB with painted finish, semi-gloss, rubber base
- Ceilings - Acoustical ceiling in suspended grid

Utility Requirements:

- Digital intercom and clock systems
- Wireless data coverage, throughout room
- Power, data & phone lines required for equipment

Security Requirements:

- None

Environmental Provisions/Requirements:

- MECHANICAL - Wall mounted temperature display and individual room controls within district allocated range.
- Positively ventilate, copier machine fumes and laminator
- EQUIPMENT MOUNTS - None

Furniture:

- Die cut system
- Paper roll carts
- Paper cutter
- Recycling bins

Other Special Considerations:

- Possible location for safe, bolted to floor in casework (verify)

Future Needs:

- None

Bonney Lake High School - Educational Specification

Space ID Name:	Department/Functional Unit:
----------------	-----------------------------

HEALTH OFFICE

STUDENT SERVICES

Space Requirements:

Net Area (SF): 126 SF

No. of Spaces: 1

Total Size: 126 SF

Ceiling Height: 9'-0" Min.

No. of Student/Visitor Occupants: 2

No. of Staff Occupants: 1

Hours of Occupancy: Before, during and after school

Purpose/Function:

- Support students, families, and staff.

Activities:

- Non-Instructional – Assist with student health issues, administrative work
- Sometimes used for student phone calls home or for confidential conversations

Adjacencies:

- Visual connection to Health Room

Built-in Casework Requirements:

- Built-in casework not needed

Equipment Requirements:

- 1 Computer
- 1 Telephone
- 1 Whiteboard
- 1 Tackboard or tackable wall surface
- Access to shared printer/copier
- 1 Hand sanitizer dispenser

Finishes:

- Flooring - Carpet throughout
- Walls - GWB with painted finish, semi-gloss, rubber base
- Ceilings - Acoustical ceiling in suspended grid

Utility Requirements:

- Digital intercom and clock system
- Wireless data coverage, throughout room

- Power, data & phone lines required for equipment
- Plumbing is not required for this space

Security Requirements:

- None

Environmental Provisions / Requirements:

- ACOUSTIC – This office deals with sensitive issues and requires some privacy for conversations with students, parents, and staff.
- MECHANICAL-Wall mounted temperature display and individual room controls within district allocated range.

Furniture:

- Desk/ workstation with task chair
- Visitor seating
- 1 Wardrobe Unit, lockable
- Storage, verify type and location
- Fire-proof File Cabinets

Other Special Considerations:

- None

Future Needs:

- None

Bonney Lake High School - Educational Specification

Space ID Name:	Department/Functional Unit:
----------------	-----------------------------

HEALTH ROOM

STUDENT SERVICES

Space Requirements:

Net Area (SF): 261 SF
 No. of Spaces: 1
 Total Size: 261 SF
 Ceiling Height: 9'-0" Min.

No. of Student/Visitor Occupants: 1-3
 No. of Staff Occupants: 1

Hours of Occupancy: Before, during and after school

Purpose/Function:

Support students, family and staff. Assist students with health needs

Activities: Non-Instructional - Attend to sick students, basic first aid, rest space for ill students (in cot area), check students in-out for school

Adjacencies:

- Health Office
- Health Toilet

Built-in Casework Requirements:

- Upper/Lower lockable storage
- General storage for extra student clothing/blanket
- (1) Full height locking cabinet (medicine)

Equipment Requirements:

- 1 Computers
- 1 Telephone
- Refrigerator for med storage (no water)
- Countertop Ice Maker
- Display racks for forms and pamphlets
- Tackboard
- Whiteboard
- Eye Chart
- Privacy Curtains
- 1 Soap dispenser
- 1 Paper towel dispenser
- 1 Glove dispenser
- 1 Sharps disposal
- 1 Hand sanitizer dispenser

Finishes:

- Flooring – Resilient flooring
- Walls – GWB w/ p-lam wainscot
- Ceilings – ACT

Utility Requirements:

- Power, data & phone lines required
- 1 Hand sink
- Plumbing as required for equipment

Security Requirements:

- None

Environmental Provisions / Requirements:

- ACOUSTIC – This office deals with sensitive issues and requires some privacy for conversations with students, parents, and staff.
- MECHANICAL-Wall mounted temperature display and individual room controls within district allocated range.

Furniture:

- 1 Guest Chair
- 3 Cots
- Storage, verify size and type

Other Special Considerations:

- Cubicle curtains between cots for privacy

Future Needs:

- None

Bonney Lake High School - Educational Specification

Space ID Name:	Department/Functional Unit:
----------------	-----------------------------

HEALTH TOILET ROOM

STUDENT SERVICES

Space Requirements:

Net Area (SF): 45 SF
No. of Spaces: 1
Total Size: 45 SF

Ceiling Height: 8'-6" Min.

No. of Occupants: 1

Hours of Occupancy: Before, during and after school

Purpose/Function:

- Basic restroom and hygiene

Activities:

- Non-Instructional – Restroom functions for health room.

Adjacencies:

- Health Room
- Health Office

Built-in Casework Requirements:

- Not desired

Equipment Requirements:

- 1 Accessible toilet with grab bars, manual flush valves
- 1 Single lavatory with mirror
- 1 Soap dispenser, existing
- 1 Paper towel dispenser, existing
- 1 Toilet paper dispenser, existing
- 1 Trash receptacle (*not built in*), existing
- Occupancy indicator on door hardware

Finishes:

- Flooring – Ceramic tile or resilient floor with coved base
- Walls – Cement backer board w/ ceramic tile wainscot or water resistant GWB with laminate wainscot
- Ceilings – GWB water resistant

Utility Requirements:

- Standard electrical/ power requirements
- Plumbing as required for fixtures listed

Security Requirements:

- None

Environmental Provisions / Requirements:

- Acoustic privacy
- Daylight is not needed
- This space should be thermally controlled separately from other spaces.

Furniture:

- Floor/Wall space for portable lockable storage for health-related items

Other Special Considerations:

- Serves as universal toilet room

Future Needs:

- None

Bonney Lake High School - Educational Specification

Space ID Name:	Department/Functional Unit:
----------------	-----------------------------

STORAGE

STUDENT SERVICES

--

Space Requirements:

Net Area (SF):	221 SF
No. of Spaces:	1
Total Size:	221 SF
Ceiling Height:	9'-0" Min.
No. of Student/Visitor Occupants:	1
No. of Staff Occupants:	1

Hours of Occupancy: Intermittent

Purpose/Function:

- Administrative support space

Activities:

- Secure storage of materials

Adjacencies:

- Near student services area.

Built-in Casework Requirements:

- Open shelving 24" deep
- File cabinets as required
- High density file storage system

Equipment Requirements:

- None

Finishes:

- Flooring – Sealed Concrete or Resilient Flooring
- Walls – GWB
- Ceilings – GWB

Utility Requirements:

- Convenience outlets
- No plumbing requirements

Security Requirements:

- Security door leading into the administration area or student services area.

Environmental Provisions / Requirements:

- None

Furniture:

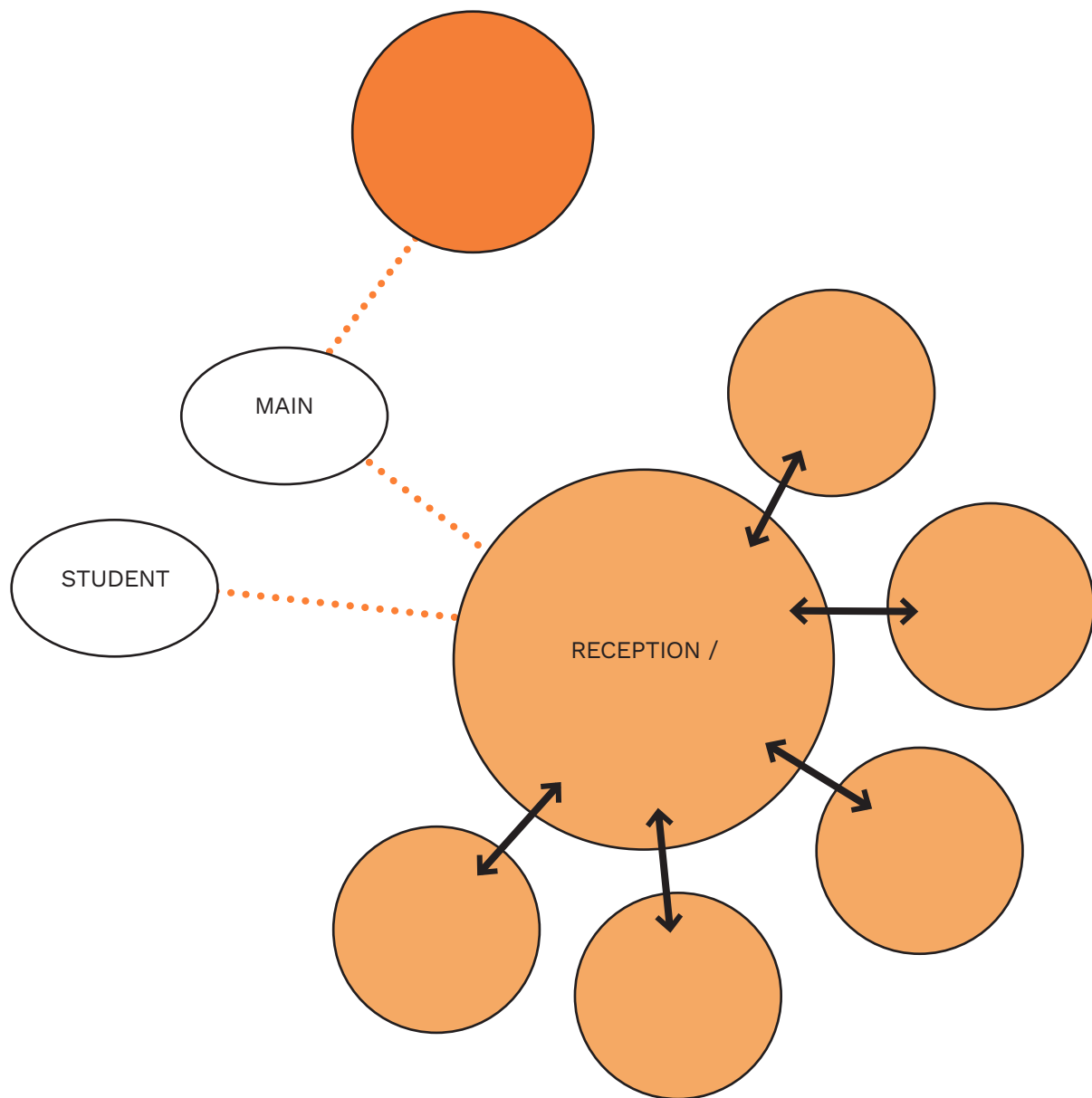
- None

Other Special Considerations:

- Secure room with limited staff access

Future Needs:

- None



KEY



DIRECT CONNECTION



VISUAL CONNECTION

Bonney Lake High School - Educational Specification

Space ID Name:	Department/Functional Unit:
----------------	-----------------------------

RECEPTION/ WAITING

CAREER CENTER

Space Requirements:

Net Area (SF):	641 SF
No. of Spaces:	1
Total Size:	641 SF
Ceiling Height:	9'-0" Min
No. of Student/Visitor Occupants:	3-4
No. of Staff Occupants:	2

Hours of Occupancy: Before, during, and after school

Purpose/Function:

- Serves as the information hub for the career center.

Activities:

- Reception of students, parents, and visitors to the career center/ counseling area.
- Help desk services for students and families

Adjacencies:

- Counselor offices
- Relatively close to the main entrance of the building.

Built-in Casework Requirements:

- Not desired

Equipment Requirements:

- 2 Computers
- 2 Telephones
- Markerboard, verify size
- Tackboard or tackable wall surface
- Access to shared copier/printer in central location

Finishes:

- Flooring - Carpet throughout
- Walls - GWB with painted finish, semi-gloss, rubber base
- Ceilings - Acoustical ceiling in suspended grid

Utility Requirements:

- Digital intercom and clock system
- Wireless data coverage, throughout room
- Power, data & phone lines required for equipment
- Plumbing is not required for this space
- (1)Data for display screens, screen height

Security Requirements:

- None

Environmental Provisions/Requirements:

- MECHANICAL-Wall mounted temperature display and individual room controls within district allocated range.
- AUDIO/VISUAL - Display screen

Furniture:

- Desk, workstation: 2
- Chair, office: 2
- Coat closet or lockable wardrobe unit.
- Storage cabinets, verify number
- File Cabinets: verify number
- Computer Kiosk: 1
- Visitor seating
- Student work area

Other Special Considerations:

- None

Future Needs:

- None

Bonney Lake High School - Educational Specification

Space ID Name:	Department/Functional Unit:
----------------	-----------------------------

OFFICE - COUNSELORS

CAREER CENTER

Space Requirements:

Net Area (SF): 130 SF
No. of Spaces: 5
Total Size: 650 SF

Ceiling Height: 9'-0" Min.

No. of Student/Visitor Occupants: 2
No. of Staff Occupants: 1

Hours of Occupancy: During school hours

Purpose/Function:

- Counseling students

Activities:

- Non-Instructional – planning workspace, office activities, small conference/meeting space

Adjacencies:

- Line of sight to student waiting areas at Reception
- Other general administration areas

Built-in Casework Requirements:

- Not desired

Equipment Requirements:

- 1 Computer
- 1 Telephone
- Markerboard, verify size
- Tackboard or tackable wall surface
- Access to shared copier/printer in central location

Finishes:

- Flooring - Carpet throughout
- Walls - GWB with painted finish, semi-gloss, rubber base
- Ceilings - Acoustical ceiling in suspended grid

Utility Requirements:

- Digital intercom and clock system
- Wireless data coverage, throughout room
- Power, data & phone lines required for equipment
- Plumbing is not required for this space

Security Requirements:

- None

Environmental Provisions / Requirements:

- ACOUSTIC – This office deals with sensitive issues and requires some privacy for conversations with students, parents, and staff.
- MECHANICAL-Wall mounted temperature display and individual room controls within district allocated range.

Furniture:

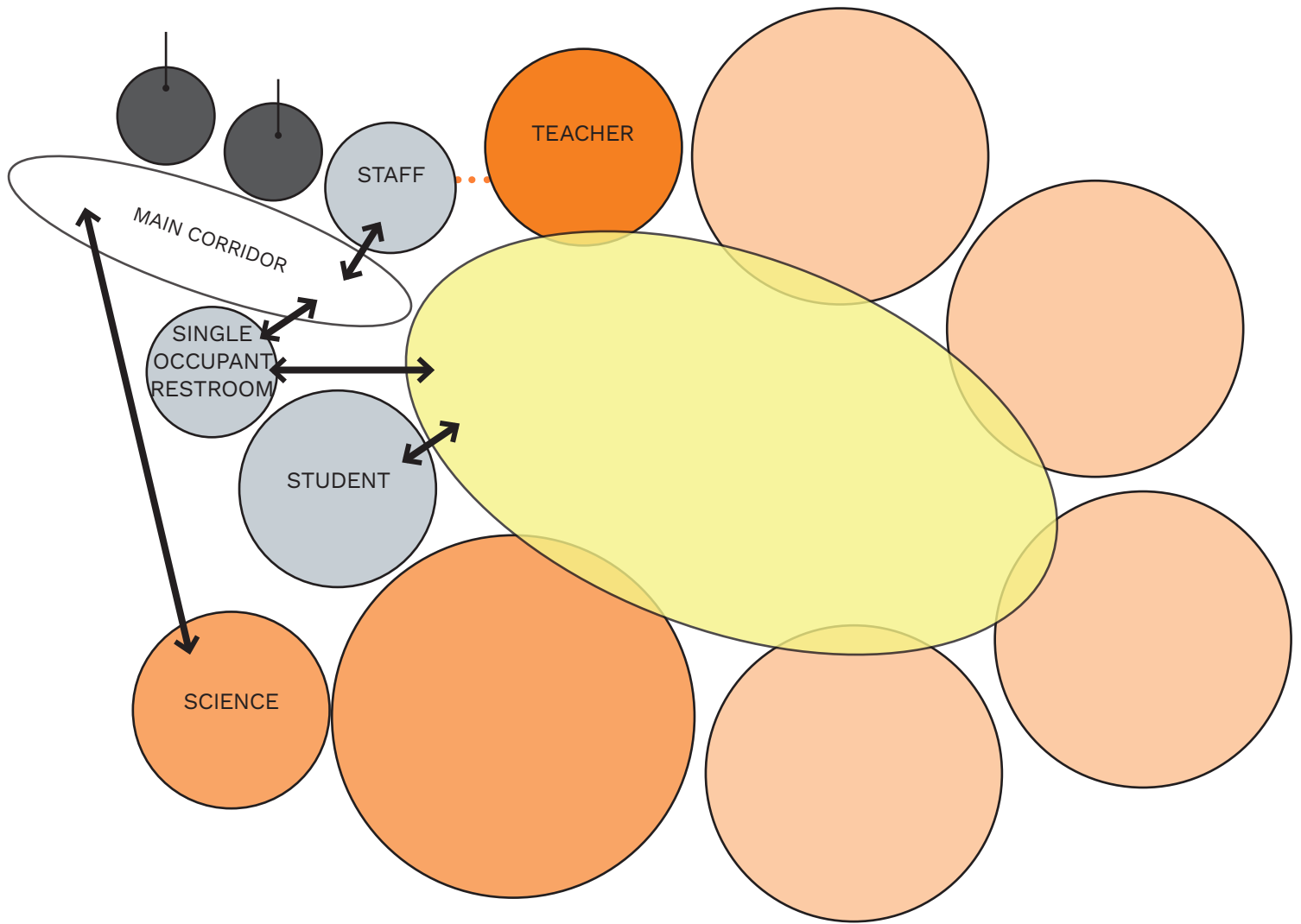
- Desk/ workstation with task chair
- Visitor seating
- 1 Wardrobe Unit, lockable
- Storage, verify type and location
- Small conference table with chairs

Other Special Considerations:

- None

Future Needs:

- None



KEY



DIRECT CONNECTION



VISUAL CONNECTION

Bonney Lake High School - Educational Specification

Space ID Name:	Department/Functional Unit:
----------------	-----------------------------

GENERAL CLASSROOM

LEARNING COMMUNITY

Space Requirements:

Net Area (SF):	900 SF – New 1,080 - Renovated
No. of Spaces:	10 - New 2 - Renovated
Total Size:	9,000 SF – New 2,160 SF – Renovated
Ceiling Height:	9'-6" Min
No. of Student/Visitor Occupants:	33
No. of Staff Occupants:	1

Hours of Occupancy: During school

Purpose/Function:

- Student Instruction

Activities:

- Instructional - small group/large group activities, student instruction

Adjacencies:

- Other similar grade-level classrooms (or similar subject material classrooms)

Built-in Casework Requirements:

- Storage unit with 3 sliding white boards above base cabinets, tall storage cabinet, and tall wardrobe unit.

Equipment Requirements:

- Students have individual laptops
- Interactive flat screen TV on mobile TV cart
- 2 Whiteboards (with Map rail and flag holder) at main teaching wall
- 2 Whiteboards at secondary teaching wall
- Assisted listening device system
- 1 Telephone
- GoFront Row System
- Paper towel dispenser

Finishes:

- Flooring – Carpet
- Walls - GWB w/ tackable wallcovering
- Ceilings - GWB/ACT

Utility Requirements:

- Power, data & phone lines required for equipment

- Data/voice for presentation and communication system
- Digital clock with intercom system
- Plumbing is not required for this space

Security Requirements:

- Lockdown shades on interior windows

Environmental Provisions/Requirements:

- Daylight is desirable, windows will not be operable
- The space should be acoustically quiet, both from internal and external sources to allow for a good working environment
- User control of thermostat within range determined by district standards

Furniture:

- Student tables or single desks
- Student chairs
- Teacher desk and task chair
- Mobile lectern/podium
- Soft Seating
- 2 Bookcases

Other Special Considerations:

- Rectangular classroom shape is desired

Future Needs:

- None

Bonney Lake High School - Educational Specification

Space ID Name:	Department/Functional Unit:
----------------	-----------------------------

SCIENCE PREP ROOM

LEARNING COMMUNITY

Space Requirements:

Net Area (SF):	238 SF
No. of Spaces:	2
Total Size:	238 SF
Ceiling Height:	9'-6" Min.
No. of Student/Visitor Occupants:	0-1
No. of Staff Occupants:	1

Hours of Occupancy: During school

Purpose/Function:

- Support science classrooms

Activities:

- Instructional & non-instructional - teacher planning workspace, storage of materials

Adjacencies:

- Science classrooms

Built-in Casework Requirements:

- Upper and lower casework as required to support program
- Chemical resistant countertop as needed for program.

Equipment Requirements:

- Exhaust hood
- 1 Undercounter Refrigerator, without ice
- 1 Countertop Icemaker (Commercial)
- 1 Dishwasher
- 1 Microwave
- 1 Sink
- Hazmat storage (verify type -acid, flammable)
- Emergency eye wash
- 1 Computer

Finishes:

- Flooring - Resilient Flooring
- Walls - GWB w/ tackable wallcovering
- Ceilings - GWB/ACT

Utility Requirements:

- Power, data & phone lines required for equipment
- Wireless data coverage, throughout room
- Digital clock with intercom system
- Plumbing as required for fixtures

Security Requirements:

- Security door leading into science classroom

Environmental Provisions/Requirements:

- User control of thermostat within range determined by district standards
- Daylight is not required.

Furniture:

- Desk/ workstation with task chair
- Mobile cart for supply transfer to classroom

Other Special Considerations:

- Include space for storage of educational materials
- Direct access to the hall is desired so that one teacher can prep while the classroom is used by another teacher

Future Needs:

- None

Bonney Lake High School - Educational Specification

Space ID Name:	Department/Functional Unit:
----------------	-----------------------------

SCIENCE PREP ROOM

LEARNING COMMUNITY

Space Requirements:

Net Area (SF): 238 SF
 No. of Spaces: 2
 Total Size: 238 SF
 Ceiling Height: 9'-6" Min.
 No. of Student/Visitor Occupants: 0-1
 No. of Staff Occupants: 1

Hours of Occupancy: During school

Purpose/Function:

- Support science classrooms

Activities:

- Instructional & non-instructional - teacher planning workspace, storage of materials

Adjacencies:

- Science classrooms

Built-in Casework Requirements:

- Upper and lower casework as required to support program
- Chemical resistant countertop as needed for program.

Equipment Requirements:

- Exhaust hood
- 1 Undercounter Refrigerator, without ice
- 1 Countertop Ice maker (Commercial)
- 1 Dishwasher
- 1 Microwave
- 1 Sink
- Hazmat storage (verify type -acid, flammable)
- Emergency eye wash
- 1 Computer

Finishes:

- Flooring - Resilient Flooring
- Walls - GWB w/ tackable wallcovering
- Ceilings - GWB/ACT

Utility Requirements:

- Power, data & phone lines required for equipment
- Wireless data coverage, throughout room
- Digital clock with intercom system
- Plumbing as required for fixtures

Security Requirements:

- Security door leading into science classroom

Environmental Provisions/Requirements:

- User control of thermostat within range determined by district standards
- Daylight is not required.

Furniture:

- Desk/ workstation with task chair
- Mobile cart for supply transfer to classroom

Other Special Considerations:

- Include space for storage of educational materials
- Direct access to the hall is desired so that one teacher can prep while the classroom is used by another teacher

Future Needs:

- None

Bonney Lake High School - Educational Specification

Space ID Name:	Department/Functional Unit:
----------------	-----------------------------

FLEX AREA

LEARNING COMMUNITY

Space Requirements:

Net Area (SF): 800 SF
No. of Spaces: 3
Total Size: 2,400 SF

Ceiling Height: 9'-6" Min.

No. of Student/Visitor Occupants: 10-30
No. of Staff Occupants: 1-2

Hours of Occupancy: During school hours

Purpose/Function:

- Small and large group teaching and learning activities.

Activities:

- One on one work with students
- Small meeting area for students and visitors

Adjacencies:

- Central to the learning community group of classrooms

Built-in Casework Requirements:

- No built-in casework

Equipment Requirements:

- Convenience outlets for electronics
- Markerboards along one wall, oriented vertically, verify size
- Tackboard or tackable wall surface
- Interactive flat screen TV on mobile TV cart

Finishes:

- Flooring – Resilient flooring
- Walls - GWB with painted finish, semi-gloss, rubber base, laminate wainscot
- Ceilings - Acoustical ceiling in suspended grid

Utility Requirements:

- Digital intercom and clock system
- Wireless data coverage, throughout room

- Power, data & phone lines required for equipment
- Plumbing is not required for this space

Security Requirements:

- None

Environmental Provisions / Requirements:

- Daylight is desirable
- Acoustic treatment is important to control noise levels. Many small groups working at the same time can be too loud.

Furniture:

- A mix of seating options that can be moved around as needed depending on the activity: some tables and chairs, soft seating

Other Special Considerations:

- None

Future Needs:

- None

Bonney Lake High School - Educational Specification

Space ID Name:	Department/Functional Unit:
SHARED TEACHER OFFICE/ WORKROOM	LEARNING COMMUNITY

Space Requirements:

Net Area (SF):	492 SF
No. of Spaces:	3
Total Size:	1,476 SF
Ceiling Height:	9'-6" Min
No. of Student/Visitor Occupants:	0
No. of Staff Occupants:	7 to 10

Hours of Occupancy: Before, during, and after school

Purpose/Function:

- Desk space for teachers and itinerants
- Break room for teachers

Activities:

- Teacher workstations, area to prepare for classes
- Small group meeting area
- Dining, sitting and socializing

Adjacencies:

- Classroom learning community
- Security Office

Built-in Casework Requirements:

- Built-in countertop, upper and lower cabinets as needed for equipment

Equipment Requirements:

- 7-10 Computers
- Copier/ printer/ fax machine (verify)
- Refrigerator (Mini)
- Microwave
- Sink with soap and paper towel dispensers
- Marker board, verify size
- Tackable wall surface

Finishes:

- Flooring - Resilient sheet flooring throughout
- Walls - GWP with painted finish, semi-gloss, rubber base
- Ceilings - Acoustical ceiling treatment / exposed structure

Utility Requirements:

- Digital intercom and clock system
- Ample data outlets around perimeter of room
- Plumbing as required for equipment
- Wireless data coverage, throughout room
- Data for display screens, screen height

Security Requirements:

- None

Environmental Provisions/Requirements:

- Acoustic privacy
- Daylight is desirable
- User control of thermostat within range determined by district standards

Furniture:

- 7-10 Desks w/ Task Chair
- Verify if carrels are needed between desks
- Table and chairs for 7-10

Other Special Considerations:

- None

Future Needs:

- None

Bonney Lake High School - Educational Specification

Space ID Name:	Department/Functional Unit:
-----------------------	------------------------------------

CAMPUS SAFETY OFFICE

LEARNING COMMUNITY

Space Requirements:

Net Area (SF): 120 SF
 No. of Spaces: 2
 Total Size: 240 SF

Ceiling Height: 9'-6" Min.

No. of Student/Visitor Occupants: 2-3
 No. of Staff Occupants: 1

Hours of Occupancy: Before, during and after school

Purpose/Function:

- Campus and student safety

Activities:

- Non-Instructional – interviewing students, visual monitoring of student activities
- General office activities

Adjacencies:

- Centralized in school
- Visual connection to the flex area

Built-in Casework Requirements:

- Not desired

Equipment Requirements:

- 1 Computer
- 1 Telephone
- Access to shared copier/printer in central location
- 1 Whiteboard
- 1 Tackboard or tackable wall surface

Finishes:

- Flooring – Carpet or resilient flooring
- Walls - GWB with painted finish, semi-gloss, rubber base
- Ceilings – ACT

Utility Requirements:

- Power, data & phone lines required for equipment
- Plumbing is not required for this space

Security Requirements:

- Surveillance system monitors
- Security and duress button for lockdown

Environmental Provisions / Requirements:

- Acoustic privacy
- Daylight is not required
- User control of thermostat within range determined by district standards

Furniture:

- 2 Side Chairs
- 1 Height Adjustable Desk w/ Task Chair
- 1 Pedestal File
- Wardrobe unit (lockable)

Other Special Considerations:

- Interior window into the flex area to allow for staff to monitor the space.

Future Needs:

- Office should be flexible so that others types of staff can use the space as needed.

Bonney Lake High School - Educational Specification

Space ID Name:	Department/Functional Unit:
----------------	-----------------------------

LEADERSHIP CLASSROOM

LEARNING COMMUNITY

Space Requirements:

Net Area (SF): 1,600 SF
 No. of Spaces: 1
 Total Size: 1,600 SF
 Ceiling Height: 9'-6" Min.

No. of Student/Visitor Occupants: 20
 No. of Staff Occupants: 1

Hours of Occupancy: During school

Purpose/Function:

- Support space for student leadership

Activities:

- Instructional - small group/large group activities, student instruction
- Prepare materials and advertisements for student activities

Adjacencies:

- Commons

Built-in Casework Requirements:

- Storage unit with 3 sliding white boards above base cabinets, tall storage cabinet, and tall wardrobe unit.

Equipment Requirements:

- Students have individual laptops
- Interactive flat screen TV on mobile TV cart
- 2 Whiteboards (with Map rail and flag holder) at main teaching wall
- Assisted listening device system
- 1 Telephone
- GoFront Row System
- Sink with soap and paper towel dispenser

Finishes:

- Flooring – Resilient flooring that is easy to clean
- Walls - GWB w/ tackable wallcovering
- Ceilings - GWB/ACT

Utility Requirements:

- Power, data & phone lines required for equipment
- Data/voice for presentation and communication system
- Digital clock with intercom system
- Plumbing as required for sink.

Security Requirements:

- None

Environmental Provisions/Requirements:

- Daylight is desirable, windows will not be operable
- The space should be acoustically quiet, both from internal and external sources to allow for a good working environment
- User control of thermostat within range determined by district standards

Furniture:

- Student tables and chairs
- Teacher desk and task chair
- Mobile lectern/podium
- 2 Bookcases

Other Special Considerations:

- Storage for art supplies and poster making materials.

Future Needs:

- None

Bonney Lake High School - Educational Specification

Space ID Name:	Department/Functional Unit:
----------------	-----------------------------

STAFF RESTROOM

STUDENT/STAFF SUPPORT

Space Requirements:

Net Area (SF): 65 SF
No. of Spaces: 2
Total Size: 130 SF

Ceiling Height: 8'-6" Min.

No. of Occupants: 1

Hours of Occupancy: Periodically throughout day

Purpose/Function:

- Basic restroom and hygiene

Activities:

- Non-Instructional – Restroom to support staff.

Adjacencies:

- Learning community
- Shared teacher office/ workroom

Built-in Casework Requirements:

- Not desired

Equipment Requirements:

- 1 Accessible toilet with grab bars, manual flush valves
- 1 Single lavatory with mirror
- 1 Soap dispenser
- 1 Paper towel dispenser
- 1 Toilet paper dispenser
- 1 Seat-cover dispenser
- 1 Trash receptacle (*not built in*)
- Occupancy indicator on door hardware

Finishes:

- Flooring – Ceramic tile or resilient floor with coved base
- Walls – Cement backer board w/ ceramic tile wainscot or GWB with laminate wainscot
- Ceilings – Water Resistant GWB

Utility Requirements:

- Standard electrical/ power requirements

- Plumbing as required for fixtures listed

Security Requirements:

- None

Environmental Provisions / Requirements:

- Acoustic privacy
- Daylight is not needed
- This space should be thermally controlled separately from other spaces.

Furniture:

- None

Other Special Considerations:

- Serves as universal toilet room

Future Needs:

- None

Bonney Lake High School - Educational Specification

Space ID Name:	Department/Functional Unit:
----------------	-----------------------------

GROUP GENDERED RESTROOM

STUDENT/STAFF SUPPORT

Space Requirements:

Net Area (SF): 313 SF
No. of Spaces: 2
Total Size: 626 SF

Ceiling Height: 8'-6" Min.

No. of Occupants: Varies

Hours of Occupancy: Periodically throughout day

Purpose/Function:

Basic restroom and hygiene

Activities: Non-Instructional – Gendered restroom for students (1 for Girls, 1 for Boys). Each space has toilets separated by partitions and a handwash sink area.

Adjacencies:

- Commons
- Gymnasiums

Built-in Casework Requirements:

- None

Equipment Requirements:

- Accessible toilet with grab bars, manual flush valves – Code minimum
- Toilets – Code minimum
- Coat hooks provided in each toilet compartment
- Shared Lavatories– Code minimum
- Mirror provided at each sink
- Soap dispensers – Per sink, OFCI
- Paper towel dispenser – Per sink, OFCI
- Toilet paper dispenser – Per toilet, OFCI
- Seat-cover dispenser, - Per toilet, CFCI (verify)
- Trash receptacle (*not built in*), OFOI
- Sanitary Napkin Disposal, per toilet
- Sanitary Napkin Dispenser
- 1 Intercom / clock system

Finishes:

- Flooring – Ceramic tile or resilient floor with coved base

- Walls – Cement backer board w/ ceramic tile wainscot
- Ceilings – Water Resistant GWB

Utility Requirements:

- Standard electrical/ power requirements
- Plumbing as required for fixtures listed

Security Requirements:

- Visibility into space is important for safety and security

Environmental Provisions / Requirements:

- Acoustic privacy
- Daylight is not needed
- This space should be thermally controlled separately from other spaces.
- Full height toilet partitions.

Furniture:

- None

Other Special Considerations:

- Verify quantities of fixtures and equipment based on student population
- Doors between restroom and hall that can be closed and locked for maintenance.
- Doors to swing out.

Future Needs:

- Elevated sound and vape detector

Bonney Lake High School - Educational Specification

Space ID Name:	Department/Functional Unit:
----------------	-----------------------------

SINGLE UNIVERSAL RESTROOM

STUDENT/STAFF SUPPORT

Space Requirements:

Net Area (SF): 50 SF
No. of Spaces: 2
Total Size: 100 SF

Ceiling Height: 8'-6" Min.

No. of Occupants: 1

Hours of Occupancy: Periodically throughout day

Purpose/Function:

- Basic restroom and hygiene

Activities:

- Non-Instructional – Gender neutral/Family restroom.

Adjacencies:

- Learning Community

Built-in Casework Requirements:

- Not desired

Equipment Requirements:

- 1 Accessible toilet with grab bars, manual flush valves
- 1 Single lavatory with mirror
- 1 Soap dispenser
- 1 Paper towel dispenser
- 1 Toilet paper dispenser
- 1 Seat-cover dispenser
- 1 Trash receptacle (*not built in*)
- Occupancy indicator on door hardware

Finishes:

- Flooring – Ceramic tile or resilient floor with coved base
- Walls – Cement backer board w/ ceramic tile wainscot
- Ceilings – Water Resistant GWB

Utility Requirements:

- Standard electrical/ power requirements

- Plumbing as required for fixtures listed

Security Requirements:

- None

Environmental Provisions / Requirements:

- Acoustic privacy
- Daylight is not needed
- This space should be thermally controlled separately from other spaces.

Furniture:

- None

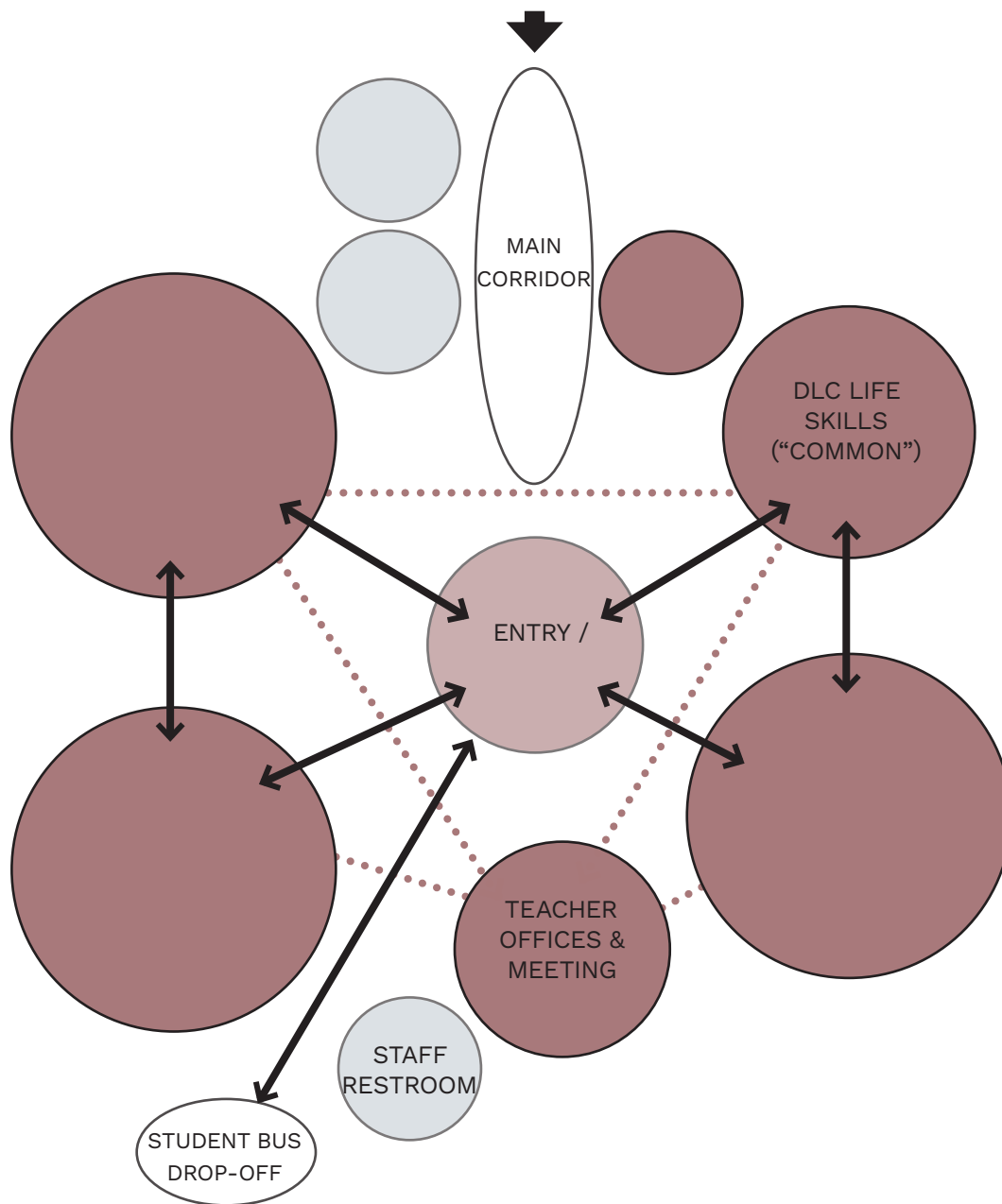
Other Special Considerations:

- Room to be gender neutral

Future Needs:

- None

Specialized Instruction



KEY

 DIRECT CONNECTION

 VISUAL CONNECTION

 BUILDING ENTRY

Bonney Lake High School - Educational Specification

Space ID Name:	Department/Functional Unit:
----------------	-----------------------------

DLC SPECIALIZED EDUCATION CLASSROOM

SPECIALIZED INSTRUCTION

Space Requirements:

Net Area (SF): 980 SF
 No. of Spaces: 3
 Total Size: 2,940 SF
 Ceiling Height: 9'-6" Min.

No. of Student/Visitor Occupants: 15-18
 No. of Staff Occupants: 3-6

Hours of Occupancy: During school hours

Purpose/Function:

- Supports the Individualized Educational Program (IEP) of special education students

Activities:

- Instructional- small group/large group activities

Adjacencies:

- Nearby – Life Skills
- Nearby – DLC Restroom
- Nearby – DLC Teacher Office

Built-in Casework Requirements:

- Storage unit with 3 sliding white boards above base cabinets, tall storage cabinet, and tall wardrobe unit.

Equipment Requirements:

- 2 Computers/Workstations for teacher use
- 1 Telephone
- Students have individual laptops
- 1 Flatscreen Digital Monitor on cart or mounted to the wall
- 2 Whiteboards (with Map rail and flag holder) at main teaching wall
- 2 Whiteboards at secondary teaching wall
- Assisted listening device system
- 1 Telephone
- Go Front Row System
- Paper towel dispenser

Finishes:

- Flooring – Carpet
- Walls – GWB w/ MDF wainscot painted to match adjacent walls
- Ceilings – ACT

Utility Requirements:

- Power, data & phone lines required for equipment
- Data/voice for presentation and communication system
- Digital clock with intercom system
- Plumbing is not required for this space (verify)

Security Requirements:

- Security door leading into school's interior

Environmental Provisions / Requirements:

- Daylight is desirable, any windows will not be operable
- The space should be acoustically quiet, both from internal and external sources to allow for a good learning environment
- User control of thermostat within range determined by district standards
- Dimmable lighting light temp controls

Furniture:

- 10 Tables and chairs for students – 2 students per table
- 2 Teacher storage cabinets, tall
- 2 Teacher desks and task chairs

Other Special Considerations:

- Finishes should protect students and the built environment, not institutional in feel
- Goal is to create an inclusive environment in community with the rest of the school population
- Enclosed cool down area within classroom

Bonney Lake High School - Educational Specification

Space ID Name:	Department/Functional Unit:
----------------	-----------------------------

LIFE SKILLS CLASSROOM

SPECIALIZED INSTRUCTION

Space Requirements:

Net Area (SF): 598 SF
No. of Spaces: 1
Total Size: 598 SF

Ceiling Height: 9'-6" Min.

No. of Student/Visitor Occupants: 12
No. of Staff Occupants: Up to 12

Hours of Occupancy: During school hours

Purpose/Function:

- Supports the Individualized Educational Program (IEP) of special education students

Activities:

- Instructional- small group/large group activities, life skills kitchen (shared between ILC and Structured Autism)

Adjacencies:

- Nearby – DLC Classroom
- Nearby – DLC Restroom
- Nearby – DLC Teacher Office

Built-in Casework Requirements:

- Built-in casework for equipment and handwashing sink with storage above.

Equipment Requirements:

- Students may have individual iPads
- Space for iPad charging on countertop
- 1 Ceiling mounted projector and soft screen
- 2 Whiteboards (with Map rail and flag holder) at teacher wall
- 1 Tackboard
- 1 Whiteboard at secondary wall
- Assisted listening device system
- 1 Telephone
- Front Row System
- 3 Computers/ Workstations for teacher use
- 1 Sink, 1 Microwave, 1 Refrigerator (without ice), 1 Washer/Dryer

- 1 Paper towel dispenser, OFCI
- 1 Soap dispenser, OFCI
- 1 Hand sanitizer dispenser, OFCI

Finishes:

- Flooring – Resilient flooring / Carpet
- Walls – GWB w/ MDF wainscot painted to match
- Ceilings – ACT

Utility Requirements:

- Power, data & phone lines required for equipment
- Data/voice for presentation and communication system
- Digital clock with intercom system
- Plumbing as required for fixtures

Security Requirements:

- Security door leading into school's interior

Environmental Provisions / Requirements:

- Daylight is desirable, any windows will not be operable
- The space should be acoustically quiet, both from internal and external sources to allow for a good working environment
- User control of thermostat within range determined by district standards
- Dimmable lighting light temp controls

Furniture:

- 1 Large work table

Other Special Considerations:

- Finishes should protect students and the built environment, not institutional in feel
- Goal is to create an inclusive environment in community with the rest of the school population
- Enclosed cool down are within Life Skills Kitchen

Bonney Lake High School - Educational Specification

Space ID Name:	Department/Functional Unit:
----------------	-----------------------------

DLC RESTROOM W/ SHOWER

SPECIALIZED INSTRUCTION

Space Requirements:

Net Area (SF): 85 SF
No. of Spaces: 3
Total Size: 255 SF

Ceiling Height: 8'-6" Min.

No. of Occupants: 1

Hours of Occupancy: Periodically throughout day

Purpose/Function:

- Basic restroom and hygiene

Activities:

- Non-Instructional – Restroom, showering and changing functions. Changing table.

Adjacencies:

- Nearby - DLC Classroom

Built-in Casework Requirements:

- Not desired

Equipment Requirements:

(*) Per District Standards

- (1) Accessible toilet with grab bars, manual flush valves
- (1) Hydraulic Changing Table, power required (owner provided)
- 1 Single lavatory with mirror
- 1 Soap dispenser, OFCI
- 1 Paper towel dispenser, OFCI
- 1 Toilet paper dispenser, OFCI
- 1 Seat-cover dispenser, CFCl
- 1 Trash receptacle (*not built in*), OFOI
- 1 Accessible shower with fold down bench & grab bars
- 1 Shower curtain and rod
- 2 Towel Hooks for shower, one at accessible height
- Occupancy indicator on door hardware

- 1 Hoyer Lift (owner provided)

Finishes:

- Flooring – Ceramic tile or resilient floor with coved base
- Walls – GWB w/ ceramic tile wainscot
- Shower Walls: Full height ceramic tile
- Ceilings – GWB water resistant

Utility Requirements:

- Standard Electrical/Power requirements
- Plumbing as required for fixtures listed

Security Requirements:

- None

Environmental Provisions / Requirements:

- Acoustic privacy
- Daylight is not needed

Furniture:

- Floor/Wall space for portable lockable storage for health-related items

Other Special Considerations:

- Dark grout for easy cleaning

Future Needs:

- None

Bonney Lake High School - Educational Specification

Space ID Name:	Department/Functional Unit:
----------------	-----------------------------

DLC TEACHER OFFICE / WORKROOM

SPECIALIZED INSTRUCTION

--

Space Requirements:

Net Area (SF): 388 SF
No. of Spaces: 1
Total Size: 388 SF

Ceiling Height: 9'-6" Min.

No. of Student/Visitor Occupants: 0
No. of Staff Occupants: 2-5

Hours of Occupancy: During school hours

Purpose/Function:

- Support space for DLC program and staff

Activities:

- Non-Instructional – planning workspace, office activities, small conference/meeting space

Adjacencies:

- DLC Classrooms

Built-in Casework Requirements:

- Not desired

Equipment Requirements:

- 2 Computers
- 2 Telephones
- Markerboard, 4' x 8'
- Tackboard or tackable wall surface

Finishes:

- Flooring - Carpet
- Walls – GWB
- Ceilings – ACT

Utility Requirements:

- Digital intercom and clock system
- Wireless data coverage, throughout room
- Power, data & phone lines required for equipment

Security Requirements:

- None

Environmental Provisions / Requirements:

- ACOUSTIC – This office deals with sensitive issues and requires some privacy for conversations with students, parents, and staff.
- MECHANICAL-Wall mounted temperature display and individual room controls within district allocated range.
- Daylight is desirable.

Furniture:

- Desk, workstation: 2
- Chair, office: 2
- Coat closet or lockable wardrobe unit.
- Storage cabinets, verify type and number
- Work table with chairs

Other Special Considerations:

- Provide rough-in for digital monitor

Future Needs:

- None

Bonney Lake High School - Educational Specification

Space ID Name:	Department/Functional Unit:
----------------	-----------------------------

STAFF RESTROOM

SPECIALIZED INSTRUCTION

Space Requirements:

Net Area (SF): 65 SF
No. of Spaces: 1
Total Size: 65 SF

Ceiling Height: 8'-6" Min.

No. of Staff Occupants: 1

Hours of Occupancy: Periodically throughout day

Purpose/Function:

- Basic restroom and hygiene

Activities:

- Non-Instructional – Restroom to support staff.

Adjacencies:

- DLC Classrooms

Built-in Casework Requirements:

- None

Equipment Requirements:

- 1 Accessible toilet with grab bars, manual flush valves
- 1 Single lavatory with mirror
- 1 Soap dispenser
- 1 Paper towel dispenser
- 1 Toilet paper dispenser
- 1 Seat-cover dispenser
- 1 Trash receptacle (*not built in*)
- Occupancy indicator on door hardware

Finishes:

- Flooring – Ceramic tile or resilient floor with coved base
- Walls – Cement backer board w/ ceramic tile wainscot or GWB with laminate wainscot
- Ceilings – Water Resistant GWB

Utility Requirements:

- Standard electrical / power requirements
- Plumbing as required for fixtures listed

Security Requirements:

- None

Environmental Provisions / Requirements:

- Acoustic privacy
- Daylight is not needed
- This space should be thermally controlled separately from other spaces.

Furniture:

- None

Other Special Considerations:

- Serves as universal toilet room

Future Needs:

- None

Bonney Lake High School - Educational Specification

Space ID Name:	Department/Functional Unit:
----------------	-----------------------------

STORAGE

SPECIALIZED INSTRUCTION

Space Requirements:

Net Area (SF): 150 SF
 No. of Spaces: 1
 Total Size: 150 SF
 Ceiling Height: 9'-6" Min.

No. of Student/Visitor Occupants: -
 No. of Staff Occupants: -

Hours of Occupancy: During school hours

Purpose/Function:

- Storage for specialized education classrooms

Adjacencies:

- DLC Classroom

Built-in Casework Requirements:

- Confirm storage types and needs with Owner

Equipment Requirements:

- No equipment

Finishes:

- Flooring – Resilient Flooring
- Walls – GWB
- Ceilings – ACT

Utility Requirements:

- Power as required

Security Requirements:

- None

Environmental Provisions / Requirements:

- None

Furniture:

- Metal shelving units, confirm quantity

Other Special Considerations:

- None

Future Needs:

- None

Bonney Lake High School - Educational Specification

Space ID Name:	Department/Functional Unit:
----------------	-----------------------------

ROBOTICS LAB EXPANSION

CAREER AND TECHNICAL EDUCATION AREAS

Space Requirements:

Net Area (SF): 924 SF

No. of Spaces: 1

Total Size: 924 SF

Ceiling Height: 9'-6" Min.

No. of Student/Visitor Occupants: 33

No. of Staff Occupants: 1

Hours of Occupancy: During school

Purpose/Function:

- Classroom and makerspace for robotics

Activities:

- Instructional – robotics and pre-engineering curriculum

Adjacencies:

- Direct connection to existing Robotics Classroom
- Expansion allows for more are for the existing program.

Built-in Casework Requirements:

- Upper and lower casework as required for storage

Equipment Requirements:

- Sink
- 1 Soap dispenser, OFCI
- 1 Paper towel dispenser, OFCI
- Students have individual devices
- Interactive flat screen TV on mobile TV cart
- 2 Whiteboards (with Map rail and flag holder) at teacher wall
- 2 Whiteboards at secondary wall
- Assisted listening device system
- 1 Telephone
- Go Front Row System
- Eyewash station (verify)

Finishes:

- Flooring – Polished Concrete
- Walls – GWB
- Ceilings – Exposed with acoustic panels

Utility Requirements:

- Power, data & phone lines required for equipment throughout the space
- Data/voice for presentation and communication system
- Digital clock with intercom system
- Plumbing as required for fixtures
- Power reels (verify)

Security Requirements:

- Security door leading into the school's interior

Environmental Provisions / Requirements:

- Daylight is desirable, windows will not be operable
- The space should be acoustically quiet, both from internal and external sources to allow for a good working environment
- User control of thermostat within range determined by district standards

Furniture:

- Student double tables
- Student chairs
- Mobile Teacher Table
- Mobile Bookcases
- Mobile File Cabinet
- Computer tables
- Teacher desk, Mobile File Cabinet and Task Chair
- 1 Mobile lectern/podium
- 1 Teacher storage cabinet, tall
- Bookcases

Other Special Considerations:

- None

Bonney Lake High School - Educational Specification

Space ID Name:	Department/Functional Unit:
----------------	-----------------------------

PAC COSTUME STORAGE

CAREER AND TECHNICAL EDUCATION AREAS

Space Requirements:

Net Area (SF): 371 SF

No. of Spaces: 1

Total Size: 371 SF

Ceiling Height: 9'-6" Min.

No. of Student/Visitor Occupants: 1-2

No. of Staff Occupants: 1

Furniture:

- None

Other Special Considerations:

- Some storage on casters for transport between storage and the PAC for performances

Future Needs:

- None

Hours of Occupancy: During school

Purpose/Function:

- Storage of props and costumes for the performing arts program.

Activities:

- Support space for performing arts; storage

Adjacencies:

- Performing Arts Center

Built-in Casework Requirements:

- Upper and lower casework as required for storage
- Shelving as required for storage
- Costumes should be hung, need rods for hanging costumes

Equipment Requirements:

- None

Finishes:

- Flooring – Resilient flooring
- Walls – GWB with MDF wainscot
- Ceilings – GWB

Utility Requirements:

- Convenience outlets as required

Security Requirements:

- None

Environmental Provisions / Requirements:

- None

Bonney Lake High School - Educational Specification

Space ID Name:	Department/Functional Unit:
----------------	-----------------------------

JROTC CLASSROOM

CAREER AND TECHNICAL EDUCATION AREAS

Space Requirements:

Net Area (SF): 1260 SF
No. of Spaces: 1
Total Size: 1260 SF

Ceiling Height: 9'-0"

No. of Student/Visitor Occupants: 25
No. of Staff Occupants: 1-2

Hours of Occupancy: All Day

Purpose/Function:

- General instruction in military history, principals and training

Activities:

- Classroom lecture as well as small group instruction
- Instruction of several small groups at the same time

Adjacencies:

- JROTC Office
- JROTC Storage (Logistics)

Built-in Casework Requirements:

- Storage unit with 3 sliding white boards above base cabinets, tall storage cabinet, and tall wardrobe unit.

Equipment Requirements:

- Students have individual laptops
- Interactive flat screen TV on mobile TV cart
- 2 Whiteboards (with Map rail and flag holder) at main teaching wall
- 2 Whiteboards at secondary teaching wall
- Assisted listening device system
- 1 Telephone
- GoFront Row System
- Paper towel dispenser

Finishes:

- Flooring – Resilient flooring
- Walls - GWB w/ tackable wallcovering
- Ceilings - GWB/ACT

Utility Requirements:

- Power, data & phone lines required for equipment

- Data/voice for presentation and communication system
- Digital clock with intercom system
- Plumbing is not required for this space

Security Requirements:

- Lockdown shades on interior windows

Environmental Provisions/Requirements:

- Daylight is desirable, windows will not be operable
- The space should be acoustically quiet, both from internal and external sources to allow for a good working environment
- User control of thermostat within range determined by district standards

Furniture:

- Student tables or single desks
- Student chairs
- Teacher desk and task chair
- Mobile lectern/podium
- Ability to hang pull down charts

Other Special Considerations:

- Vision panel to office

Future Needs:

- None

Bonney Lake High School - Educational Specification

Space ID Name:	Department/Functional Unit:
----------------	-----------------------------

JROTC STORAGE (LOGISTICS)

CAREER AND TECHNICAL EDUCATION AREAS

Space Requirements:

Net Area (SF): 636 SF + 188 SF
 No. of Spaces: 2
 Total Size: 824 SF
 Ceiling Height: 9'-0"
 No. of Student/Visitor Occupants: 0
 No. of Staff Occupants: 0

Other Special Considerations:

- None

Future Needs:

- None

Hours of Occupancy: Periodic use throughout the day.

Purpose/Function:

- Storage

Activities:

- Uniform and equipment storage, maintenance and distribution

Adjacencies:

- JROTC Classroom
- JROTC Office

Built-in Casework Requirements:

- 42" high base cabinets, lockable, with counter above and hanger rod above at 84" AFF
- Rifle storage cabinet, lockable, STORED AND SECURED BASED ON CURRENT AIR FORCE REGULATIONS

Equipment Requirements:

- Exhaust fan

Finishes:

- Flooring – Resilient Flooring
- Walls - GWB
- Ceilings - GWB

Utility Requirements:

- Convenience outlets

Security Requirements:

- None

Environmental Provisions/Requirements:

- None

Furniture:

- None

Bonney Lake High School - Educational Specification

Space ID Name:	Department/Functional Unit:
----------------	-----------------------------

JROTC OFFICE

CAREER AND TECHNICAL EDUCATION AREAS

Space Requirements:

Net Area (SF): 194 SF
No. of Spaces: 1
Total Size: 194 SF

Ceiling Height: 9'-0" Min.

No. of Student/Visitor Occupants: 1-2
No. of Staff Occupants: 2

Hours of Occupancy: During school hours

Purpose/Function:

- Instructor workspace

Activities:

- Non-Instructional – planning workspace, office activities, small conference/meeting space

Adjacencies:

- Line of sight to JROTC Classroom
- Line of sight to JROTC Logistics
- Line of sight to JROTC Area in General

Built-in Casework Requirements:

- Not desired

Equipment Requirements:

- 2 Computers
- 2 Telephones
- Markerboard, verify size
- Tackboard or tackable wall surface
- Access to shared copier/printer in central location
- Printer
- Microwave

Finishes:

- Flooring - Carpet throughout
- Walls - GWB with painted finish, semi-gloss, rubber base
- Ceilings - Acoustical ceiling in suspended grid

Utility Requirements:

- Digital intercom and clock system
- Wireless data coverage, throughout room
- Power, data & phone lines required for equipment
- Plumbing is not required for this space

Security Requirements:

- None

Environmental Provisions / Requirements:

- ACOUSTIC – This office deals with sensitive issues and requires some privacy for conversations with students, parents, and staff.
- MECHANICAL-Wall mounted temperature display and individual room controls within district allocated range.

Furniture:

- 2 Desks/ workstations with task chairs
- Visitor seating
- 1 Wardrobe Unit, lockable
- Storage, verify type and location
- Small conference table with chairs

Other Special Considerations:

- None

Future Needs:

- None

Bonney Lake High School - Educational Specification

Space ID Name:	Department/Functional Unit:
----------------	-----------------------------

JROTC TOILET

CAREER AND TECHNICAL EDUCATION AREAS

Space Requirements:

Net Area (SF):	45 SF
No. of Spaces:	1
Total Size:	45 SF
Ceiling Height:	8'-6" Min.
No. of Occupants:	1

Hours of Occupancy: Periodically throughout the day

Purpose/Function:

- Basic restroom and hygiene

Activities:

- Non-Instructional – Restroom to support JROTC program.

Adjacencies:

- JROTC Classroom

Built-in Casework Requirements:

- Not desired

Equipment Requirements:

- 1 Accessible toilet with grab bars, manual flush valves
- 1 Single lavatory with mirror
- 1 Soap dispenser, existing
- 1 Paper towel dispenser, existing
- 1 Toilet paper dispenser, existing
- 1 Seat-cover dispenser, existing
- 1 Trash receptacle (*not built in*)
- Occupancy indicator on door hardware

Finishes:

- Flooring – Ceramic tile or resilient floor with coved base
- Walls – Cement backer board w/ ceramic tile wainscot or GWB with laminate wainscot
- Ceilings – Water Resistant GWB

Utility Requirements:

- Standard electrical /power requirements
- Plumbing as required for fixtures listed

Security Requirements:

- None

Environmental Provisions / Requirements:

- Acoustic privacy
- Daylight is not needed
- This space should be thermally controlled separately from other spaces.

Furniture:

- None

Other Special Considerations:

- Serves as universal toilet room

Future Needs:

- None

Bonney Lake High School - Educational Specification

Space ID Name:	Department/Functional Unit:
JROTC CHANGING ROOM (M/F)	CAREER AND TECHNICAL EDUCATION AREAS

Space Requirements:

Net Area (SF):	60 SF
No. of Spaces:	2
Total Size:	120 SF
Ceiling Height:	8'-6"
No. of Student Occupants:	1
No. of Staff Occupants:	0

Future Needs:

- None

Hours of Occupancy: Periodic use throughout the day.

Purpose/Function:

- Support space for JROTC program

Activities:

- Space for students to change into uniforms

Adjacencies:

- JROTC Classroom
- JROTC Office

Built-in Casework Requirements:

- Changing bench

Equipment Requirements:

- Coat hooks
- Mirror
- Occupancy indicator on door hardware

Finishes:

- Flooring – Resilient Flooring
- Walls – GWB / Protective Wall Panel
- Ceilings - GWB

Utility Requirements:

- Standard electrical /power requirements

Security Requirements:

- None

Environmental Provisions/Requirements:

- None

Furniture:

- None

Other Special Considerations:

- None

Bonney Lake High School - Educational Specification

Space ID Name:	Department/Functional Unit:
----------------	-----------------------------

CUSTODIAN CLOSETS

SUPPORT AREAS

Space Requirements:

Net Area (SF):	100 SF
No. of Spaces:	3
Total Size:	300 SF
Ceiling Height:	8'-6" Min.
No. of Occupants:	-

Hours of Occupancy: Periodically throughout the day

Purpose/Function:

- Storage of custodial equipment and supplies

Activities:

- Non-Instructional – custodial space

Adjacencies:

- First floor classrooms
- Second floor classrooms
- Third floor classrooms

Built-in Casework Requirements:

- Not desired

Equipment Requirements:

- Mop sink
- Emergency eye wash
- Wall mounted mop holder over mop sink
- Chemical proportioner

Finishes:

- Flooring – Sealed concrete or resilient flooring
- Walls – GWB w/ FRP
- Ceilings – GWB

Utility Requirements:

- Standard electrical /power requirements
- Plumbing as required for fixtures listed

Security Requirements:

- None

Environmental Provisions / Requirements:

- Daylight is not needed

Furniture:

- Shelving units

Other Special Considerations:

- Space for custodial carts, confirm sizes
- Provide space in one storage area for custodial equipment, confirm clear floor space needed

Future Needs:

- None

Bonney Lake High School - Educational Specification

Space ID Name:	Department/Functional Unit:
-----------------------	------------------------------------

CUSTODIAL OFFICE

SUPPORT AREAS

Space Requirements:

Net Area (SF):	200 SF
No. of Spaces:	1
Total Size:	200 SF
Ceiling Height:	8'-6" Min.
No. of Student/Visitor Occupants:	-
No. of Staff Occupants:	1

Hours of Occupancy: Before, during and after school hours

Purpose/Function:

- Office for custodial staff

Activities:

- Non-Instructional – Office space

Adjacencies:

- Centrally located within the building.

Built-in Casework Requirements:

- No casework needed

Equipment Requirements:

- 1 4'-0" Whiteboard
- 1 4'-0" Tackboard
- 1 Coat Hook
- 1 Computer
- 1 Telephone
- 1 Sink
- 1 Soap dispenser, OFCI
- 1 Paper towel dispenser, OFCI

Finishes:

- Flooring – Sealed Concrete or Resilient Flooring
- Walls – GWB
- Ceilings – ACT

Utility Requirements:

- Power, data & phone lines required for equipment
- Plumbing as required by fixtures listed

Security Requirements:

- None

Environmental Provisions / Requirements:

- Acoustically quiet, both from internal and external sources to allow for good working environment
- Daylight is not needed
- User control of thermostat within range determined by district.

Furniture:

- 1 Height Adjustable Desk w/ Task Chair
- 1 Mobile Pedestal File
- Bookcase

Other Special Considerations:

- Office space could be combined with a custodial closet space, given that there is adequate space for a desk that is not near any electrical panels

Future Needs:

- None

Bonney Lake High School - Educational Specification

Space ID Name:	Department/Functional Unit:
----------------	-----------------------------

ELEVATOR AND MACHINE ROOM

SUPPORT AREAS

Space Requirements:

Net Area (SF): 160 SF
 No. of Spaces: 1
 Total Size: 160 SF

Ceiling Height:

No. of Student/Visitor Occupants: 0
 No. of Staff Occupants: 0

Hours of Occupancy: Before, during, and after school hours

Purpose/Function:

- Machinery to support function of the elevators

Activities:

- Diagnose and repair any issues.

Adjacencies:

- None

Built-in Casework Requirements:

- None

Equipment Requirements:

- None

Finishes:

- Flooring - Sealed concrete
- Walls - Rubber base; Painted finish, semi-gloss
- Ceilings - Exposed structure

Utility Requirements:

- None

Security Requirements:

- None

Environmental Provisions/Requirements:

- None

Furniture:

- None

Other Special Considerations:

- None

Future Needs:

- None

Bonney Lake High School - Educational Specification

Space ID Name:	Department/Functional Unit:
----------------	-----------------------------

ELECTRICAL ROOM

SUPPORT AREAS

Space Requirements:

Net Area (SF):	450 SF
No. of Spaces:	1
Total Size:	450 SF
Ceiling Height:	N/A
No. of Student/Visitor Occupants:	0
No. of Staff Occupants:	As needed to service

Hours of Occupancy: Before, during and after school

Purpose/Function:

- Main Electrical Equipment Storage

Activities:

- Maintenance and Monitoring of equipment
- Repair work
- Meter reading

Adjacencies:

- None

Built-in Casework Requirements:

- None

Equipment Requirements:

- Dedicated exhaust fan to mitigate heat gain

Finishes:

- Flooring: Sealed concrete
- Walls: Rubber Base, Painted finish, semi-gloss
- Ceilings: Exposed ceiling structure

Utility Requirements:

- None

Security Requirements:

- None

Environmental Provisions/Requirements:

- Fire protection rating to meet current IBC requirements
- Lighting must be on emergency circuits

Furniture:

- None

Other Special Considerations:

- Must have outdoor access and be sized for the largest transformer
- Must have two means of egress
- Doors to swing out

Future Needs:

- None

Bonney Lake High School - Educational Specification

Space ID Name:	Department/Functional Unit:
----------------	-----------------------------

MECHANICAL ROOM

SUPPORT AREAS

Space Requirements:

Net Area (SF): 900 SF
 No. of Spaces: 1
 Total Size: 900 SF
 Ceiling Height: N/A
 No. of Student/Visitor Occupants: 0
 No. of Staff Occupants: As needed to service

- 3' clearance at all equipment, including equipment overhang - component to component or manufacturer's clearance

Furniture:

- None

Other Special Considerations:

- None

Future Needs:

- None

Hours of Occupancy: Before, during and after school

Purpose/Function:

- Storage of Mechanical Equipment

Activities:

- Servicing and maintaining equipment
- Annual testing
- Purchasing, replacing and repairing equipment

Adjacencies:

- Centrally located within the building

Built-in Casework Requirements:

- None

Equipment Requirements:

- Housekeeping pads for large equipment
- Ladder or scaffolding access to upper equipment and filters
- Lifting point and equipment for pump package equipment (may be manufacturer supplied)

Finishes:

- Flooring - Sealed concrete
- Walls - Rubber Base, Painted finish, semi-gloss
- Ceilings - Exposed ceiling structure

Utility Requirements:

- None

Security Requirements:

- None

Environmental Provisions/Requirements:

- Water barrier between mechanical room and main building at floor level

Bonney Lake High School - Educational Specification

Space ID Name:	Department/Functional Unit:
----------------	-----------------------------

MDF/ IDF ROOM

SUPPORT AREAS

Space Requirements:

Net Area (SF): 200 SF
 No. of Spaces: 1
 Total Size: 200 SF
 Ceiling Height: N/A

Future Needs:

- None

No. of Student/Visitor Occupants: 0
 No. of Staff Occupants: As needed to service

Hours of Occupancy: Before, during and after school

Purpose/Function:

- Data Equipment Storage

Activities:

- None

Adjacencies:

- Centrally located within the building

Built-in Casework Requirements:

- None

Equipment Requirements:

- CCTV Rack

Finishes:

- Flooring - Epoxy Painted Concrete Floor Slab
- Walls - Rubber Base, Painted finish, semi-gloss
- Ceilings - Exposed ceiling structure

Utility Requirements:

- None

Security Requirements:

- None

Environmental Provisions/Requirements:

- Fire Alarm
- Space for network computer rack equipment
- Space for telecommunications
- Space for TV head end

Furniture:

- None

Other Special Considerations:

- None

Bonney Lake High School - Educational Specification

Space ID Name:	Department/Functional Unit:
----------------	-----------------------------

ELECTRICAL CLOSET

SUPPORT AREAS

Space Requirements:

Net Area (SF): 25 SF
 No. of Spaces: 3
 Total Size: 475 SF
 Ceiling Height: N/A
 No. of Student/Visitor Occupants: 0
 No. of Staff Occupants: As needed to service

Hours of Occupancy: Before, during and after school

Purpose/Function:

- Remote electrical panels

Activities:

- Maintenance and monitoring of equipment
- Support electrical distribution throughout the building.

Adjacencies:

- None

Built-in Casework Requirements:

- None

Equipment Requirements:

- None

Finishes:

- Flooring: Sealed concrete
- Walls: Rubber Base, Painted finish, semi-gloss
- Ceilings: Exposed ceiling structure

Utility Requirements:

- None

Security Requirements:

- None

Environmental Provisions/Requirements:

- Fire protection rating to meet current IBC requirements
- Lighting must be on emergency circuits

Furniture:

- None

Other Special Considerations:

- Doors to swing out with adequate clearance.

Future Needs:

- None

we've got you covered

Supporting Documents



The Bonney Lake Insider

 Log In

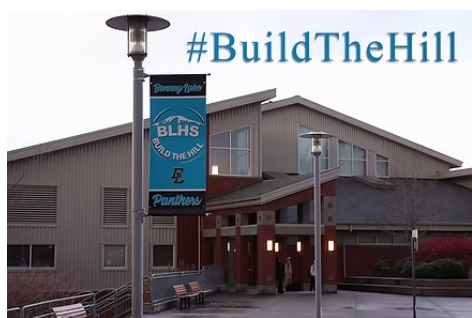
Local
Sports
&
Opinion
Blog

[All Posts](#) [Sports](#) [Featured Athletes](#) [Music](#) [Community](#) [Athlete of the Month](#)



The Insider
Nov 19, 2024 · 4 min read

“Build the Hill”: How Bonney Lake High School is Redefining Community Pride



Bonney Lake High School - Build The Hill banner

If you've lived in Bonney Lake for any amount of time, chances are you've seen the slogan “Build the Hill” hanging on banners around town or woven into school pep talks at Bonney Lake High School (BLHS). For students, parents, and faculty, the phrase is as familiar as the school's colors of black and teal. But outside of BLHS and the Sumner School District, many residents wonder: what does **“Build the Hill”** actually mean?

To unpack the slogan's origins and meaning, I sat down with **Principal Anthony Clarke**. Clarke's roots in the school run deep—he's in his third year as principal but has been connected to BLHS since its founding in 2005. He started as a Social Studies teacher and wrestling coach, eventually serving eight years as an assistant principal. After a brief stint at Enumclaw Middle School, Clarke returned, drawn back

by a connection he describes as “unbreakable.”

What “Build the Hill” Means to Bonney Lake

“Build the Hill” is a call to service and an expression of pride for our school and our community,” Clarke explained. “It means that at BLHS, we serve our community. This is our town, and it's our job to help make sure we build it up, support local businesses, support our feeder schools, and make Bonney Lake the best place it can be.” For Clarke, the slogan is more than just words—it's a mission. Under “Build the Hill,” students aren't only encouraged to excel in their academics and extracurriculars; they're inspired to give back to Bonney Lake, fostering a sense of ownership and responsibility that stretches beyond school walls.

Origins of “Build the Hill”

The slogan came out of a need for unity and pride—a response to seeing students sometimes overlook the good happening within their school and town. “It really bothers me when our students don't feel pride in their school or when the community misses out on recognizing the amazing





Bonney Lake High School Principal Anthony Clarke

things our students are achieving," Clarke shared. "I've seen BLHS students do so many incredible things, in the classroom, on the field, the court, the pool, the stage, and throughout the community. These students give Bonney Lake plenty to be proud of."

And proud they should be. BLHS's list of achievements isn't short. **In 2024, the school ranked in the top 8% statewide and top 10% nationally according to U.S. News & World Report, placing it among the most esteemed high schools in the country.**

Nearly 40% of students take AP exams each year, and in the 2023–24 school year, they outperformed the national average in nearly every AP subject. Beyond academics, BLHS holds a Platinum School of Distinction award from Jostens Renaissance for student leadership and culture building, and its CTE programs compete on a national scale in fields as diverse as robotics, culinary arts, FCCLA, Key Club, and HOSA. **"Build the Hill" has become a rallying cry, a reminder that students aren't just working for their own future—they're building Bonney Lake's legacy.**

Students Building the Hill—Literally



Beautify Bonney Lake 2024

BLHS students are living the slogan every day, whether they're preparing for a robotics competition or volunteering in the community. The **"Beautify Bonney Lake"** event is a powerful example of this spirit: over 400 students from BLHS, or nearly a

third of the school's population, participate annually, making up 25–30% of the volunteer workforce for the event. Through tutoring, physical labor, mentorship, and countless community service projects, students are showing Bonney Lake what "Build the Hill" is all about.

Community Embracing the Spirit

Clarke notes a shift in the town's energy. "Our community is rebuilding its culture," he said. "When we focus on taking care of each other, it gives us purpose. Look at our football games or our sellout musicals. Our goal is to spread that energy to all events at BLHS, so all of our students feel the love from our town." The slogan "Build the Hill" has even made its way into local conversations. "It's common to hear people use the phrase at community events," Clarke laughed. "There's a sense of pride in what we have going on here."

A Vision for the Future

Clarke hopes to see the community's support grow even stronger. He envisions Bonney Lake showing up for every game, every performance, every moment that makes BLHS what it is. "We just need to keep working together. Show up, and don't let the noise from those who are critical detract from what makes us great. BLHS is here for the community, and I know our community is here for our students."

In the end, Clarke is hopeful. "This is our town. Let's buy in and make our school and our community the best we can—even when times are tough. There are too many people who want the same thing for it not to happen." As the school rallies behind the words "Build the Hill," Bonney Lake's students are growing into leaders, its community is strengthening its roots, and the town's future is looking bright.

BONNEY LAKE HIGH SCHOOL EXPANSION Educational Specifications – Workshop #1

Meeting Minutes

February 11, 2025

Issued: February 18, 2025

Attendees:

Aaron Tomy – Director	X	Jeanette Morse – Assistant Principal	X
Amanda Ross – Building Specific	X	Jess Workman – Current Intern	X
Breanna Naccarato – Admin Support	X	Jenni Denison – Interiors	X
Brenda Kuehthau – PE	X	John Boatman – CP/Facilities Manager	X
Brian Kaelin – Athletics	X	Kerri Hubler – Volunteer	
Brian Scheerer – Safety/Security	X	Lori Robbin – Managing Partner	X
Charlotte Marrison – Nutrition		Marina Tanay – Director	X
Cheryl Roper – Current Intern	X	Matt Guilanians – Program Manager	X
Christopher Spadafore – Project Manager		Mike Olson – Gen Ed Teacher	X
David Coutts – Maintenance	X	Patrick Bradley – Building Specific	
Emily Wojo – Building Specific	X	Randy Kroum – Parent	
Erynn Marlar – CTE	X	Ross Parker – Educational Planner	X
Heather Kellington – Building Specific		Scott Nall – Volunteer	X
Izumi Taijeron – Leadership	X	Shaniah Andal – CTE	
Jace Kellington – Building Specific	X	Steve Sjolund – Elementary/Secondary	X
James Anderson – CSO	X	Tony Clarke – Principal	X
Jason Silbaugh – Intern Applicant	X	Wade Jensen – Project Architect	X

AGENDA ITEMS

- 1. Introduction:** After a round of introductions, BCRA reviewed the agenda for the meeting. They gave an overview of the scope of the project by reviewing the materials that were included in the bond information.
- 2. Ed Specs Meeting Schedule:** BCRA reviewed the schedule for the Educational Specifications (Ed Specs) meetings. This is the first of six meetings planned for the Ed Specs process.
- 3. Review Committee Roles and Responsibilities:** Marina reviewed the role of the Ed Specs Advisory Committee (ESAC). The committee will provide input on project parameters in an advisory role. The final recommendations of the committee will be presented to the School Board for adoption.
- 4. School Tour:** The group went on a tour of the building to look at different areas as a team. The team looked at the administration area, a few typical classrooms, the teacher workrooms in the classroom wings, a flex area, a science room, the DLC suite, the robotics room, and viewed the portables (from the outside) where the JROTC is currently housed. BCRA team members took notes on comments made during the tour. These notes are attached to the minutes, organized by room type.
- 5. Project Vision, Goals, and Guidelines:**
 - a. Bond Promise/ Vision.** BCRA reviewed the vision put out by Sumner Bonney Lake School District to the voters for the bond. The vision is to be Future Ready for ALL Students. The

district promises to Know, Value, and Support every student, helping them graduate ready to pursue a promising future.

- b. **District Goals for Students.** BCRA reviewed four of the five goals for high school students. BCRA also reviewed the traits that make a student future ready as determined by the Sumner-Bonney Lake School District.
- c. **Hopes, Dreams, and Fears.** Thinking about the information on the vision for the bond projects and district's goals for students, the committee members were asked to express their hopes, dreams, and fears for the project. These ideas were compiled into a word cloud in real time during the meeting. The larger the text, the more times that word or phrase was entered into the program. The following is an image of the results:



Figure 1: Project Hopes and Dreams – Poll Results



Figure 2: Project Fears – Poll Results

6. **Vision and Guiding Principles.** BCRA introduced the vision and guiding principles exercise. The committee members were divided into four groups. Each group brainstormed ideas for the vision and guiding principles for the project. All comments were recorded onto posters that were then spread around the room.
7. **Prioritize Goals:** Each person was given a set of three blue dots and three purple dots. They were asked to identify the vision and guiding principal statements that most resonated with them by placing a blue dot next to that statement. Purple dots were placed next to items that the attendee felt should not be part of the project. Each group shared the highlights of the vision and guiding principal statements. BCRA will synthesize the work done on the vision and guiding principal statements for discussion at the next meeting.
8. **The Next Steps:** BCRA handed out a homework assignment with questions for attendees to answer before the next meeting. There is also a page in Google Docs where attendees can enter ideas and thoughts in between meetings.

END of Meeting Minutes

Attachments:

BLHS- Workshop #1 Slides 250211
School Tour Comments
Vision and Guiding Principles Results
Homework Assignment Handout

Bonney Lake High School Expansion & Intersection Improvements

Educational Specifications – Workshop #1

February 11, 2025



Project Introduction

Project Fundamentals

Project Visioning

AGENDA:

- Project Overview
- Educational Specifications
- School Tour
- Bond's Promise / Vision
- District Promise / Vision
- District Goals for H.S. students
- Hopes, Dreams, Fears
- Vision / Story
- Goals / Guiding Principles
- Prioritization
- Input and Comment



BLHS Expansion & Improvements - Agenda





BLHS Expansion & Improvements - Project Overview

Total Budget: \$70.395m.
Construction: \$46.930m.

Schedule: February 15, 2025 -
September 1, 2028

- Design, Bid and Construction of a new 10 to 12 classroom addition that is physically connected to the existing high school.
- Sitework, street improvements, parking, student walkways, stormwater system, utilities, and FF&E.
- Turf and light the Baseball and Fast Pitch fields. Add seating capacity to the football bleachers.
- Remodel current administration & provide space inside for JROTC.
- Intersection improvements.
- 500 building piping and PAC lighting.
- Remove portables from the parking lot.



BLHS Expansion & Improvements - Project Overview



Date	Time	Topic	Location
2/11/25	2:30-4:30pm	Kickoff Meeting	BLHS Library
2/18/25	2:30-4:30pm	Workshop 1: Classrooms, Specialty Classrooms & JROTC	BLHS Library
2/25/25	3:30-5:30pm	Workshop 2: Administration, Security	BLHS Library
3/18/25	2:30-4:30pm	Workshop 3: Support Functions - Technology, Maintenance, Custodial Maintenance	BLHS Library
3/25/25	2:30-4:30pm	Workshop 4: Site - Transportation, Fields, Parking	BLHS Library
4/22/25	2:30-4:30pm	Wrap-up Meeting	BLHS Library



BLHS Expansion & Improvements – Ed Specs Schedule

Committee Role

The Ed Specifications Advisory Committee (ESAC) plays a critical advisory role in the planning and development of school facilities.

Committee members collaborate to provide input on space requirements, furnishings, technology, electrical and mechanical systems, and site and building design concepts.

Final recommendations will be presented to the School Board for adoption via resolution.



BLHS Expansion & Improvements - Educational Specifications



Committee Responsibilities

- **Advisory Role:** This is a collaborative decision making process. Members provide input and make recommendations but do not make final decisions.
- **Students:** must provide their own transportation and have parent permission to participate.
- **Temporary:** Membership on this committee is temporary. Members are not considered part of an advance planning team.
- **Focus Areas:** Spaces and space requirements (furnishings, technology, electrical, mechanical systems, etc.) are defined, and initial concepts for the site and building design are explored.
- **Final Outcome:** The committee's work culminates in a report adopted by the School Board by resolution.



BLHS Expansion & Improvements - Educational Specifications

Future Ready
for
ALL Students

Relieve Classroom Overcrowding

Basic Improvements

Prepared for Post-Graduation

Health, Safety, & Security

Turf Fields, Athletic Facility Upgrades



2024 Bond Promise / Vision



Our Promise

We will **KNOW, VALUE, and SUPPORT** every student, helping them graduate ready to pursue a promising future.



District Vision / Promise



Goal 2: Nurtured, Engaged, and Empowered Students

Every student will attend school regularly in a supportive and challenging learning environment where they are empowered to exercise an active voice in their own growth.



Goal 3: Academically-Prepared Critical Thinkers

Every student will meet standards of performance in core subjects and be fully engaged critical thinkers.



Goal 4: Elimination of Disparities in Student Access and Success

Every student will receive fair and equitable treatment regarding discipline practices, enrollment and success in rigorous coursework, and access to a formalized academic and social-emotional support system to eliminate gaps and disproportionalities.



Goal 5: Readiness for College, Career, and Life

Every student will successfully navigate the critical transitions in their schooling, and will graduate from high school ready for college, career, and post-secondary experiences.



District Goals for High School Students





BLHS Goals for Students

dreams

hopes



fears



BLHS Expansion & Improvements



Vision / Story:

“All students are happy”

“You belong here”

Goals /
Guiding Principles:

on time, on budget
safe & secure
welcoming
forward-looking
students will feel...



BLHS Expansion & Improvements

Assignments:

Vision / Story
Guiding Principles & Goals

Google Docs link &/or Handout

Next Steps:

**Come back with your
completed homework next
week!**



BLHS Expansion & Improvements



BONNEY LAKE HIGH SCHOOL EXPANSION

Educational Specifications – Workshop #1

TOUR DISCUSSION

February 11, 2025

The following is a list of the comments and observations made by the Educational Specifications Committee members as the team walked through Bonney Lake High School. Principal Tony Clarke led the tour.

ENTRY AND ARRIVALS

1. The controlled vestibule was added a few years after the building was operational. The new vestibule works well for security.
2. The exterior doors are locked after school starts in the morning.
3. Students arrive through four main sets of doors, two at the front and two at the rear (near the bus drop off area).
4. The entry sequence has been functional, not sure how they could really change it.
5. The receptionist love the buzzer system for allowing visitors into the school.
6. Students who arrive at school before it opens must gather in the vestibule in the morning so it can get congested.
7. A pass-through window with access into the main reception area was added just past the new security doors. This window works well for students who need to check in to attendance who are already inside the building.

ADMINISTRATION AREA

1. **General:** The administration area could be better, although the person making the comment was not sure how to change anything.
 - a. The school has flexed the administration area several times over the years, moving staff around to different offices.
 - b. The administration area does not feel like it holds everyone. The area is too small.
 - c. Flexibility within the office area is important.
 - d. The front desk area does get very busy for such a small space, which can make it hard to focus in the adjacent (office) areas.
 - e. The main reception area can be very noisy, disruptive to others.
 - f. The secondary waiting area is very crowded with health clinic and other functions.
 - g. The assistant (to the principal) needs to be away or separate from the main activity at reception. Bookkeeping is difficult in such a visible area. More privacy is needed for some tasks.
 - h. Visibility is an issue between the main reception area and other areas.
2. **Conference Room.** There is not a large enough conference room to accommodate the staff.
 - a. The two adjoining conference rooms (with a folding partition) are too small.
 - b. The operable wall that separates the two conference rooms works well and allows flexibility.

2. **Principal's Office.** The principal's office is too big, it is twice as large as needed.
3. **Storage.** The building, as a whole, needs more storage.
4. **Athletic Storage.** The school added open shelving to the closet in the administration area. It is now used to store students' personal athletic gear.
 - a. Large lockers for athletics are strongly desired.
 - b. Students involved in athletics can store their gear with the athletic director.
 - c. The gear storage area needs adequate ventilation to control odors.
5. **Record Storage.** The record storage room is too small to hold all the records that need to be available. Some records are stored in other areas of the school, making them difficult to access.
6. **MDF.** The MDF room needs to be updated. The room is very full. The fire panel is also located in the MDF room.
7. **Bathrooms.** The health room has a dedicated bathroom, but students often use the staff bathrooms instead.
8. **Staff Lounge.** The staff lounge in the main administration suite is currently used by Para Educators as office space. Lockers have been added to the staff room for Para's personal belongings. Most staff use the distributed teacher workrooms in the classroom wings – this is their preference.
9. **Campus Safety.** The bigger offices work well for campus safety.

COMMONS AND CIRCULATION

1. Circulation is an issue. There is often a bottleneck at Commons stair (very narrow).
2. There is only one way to the opposite wing due to the "U" shape of the upper level, which also contributes to the bottleneck.
3. The upper floor corridors on either side of Commons form a U-shape; it would be nice to have a connection between the two ends to form a loop.
4. The corridor is narrow, there is a bottleneck on the stairs from the commons.
5. The lockers in the classroom pods are not used and additional lockers do not need to be provided in the addition

STAGE

1. The stage is not used for performance now that the PAC building is complete.
2. The stage is currently used for classes, storage, and presentations (not performances). It has an operable partition so there is some acoustic separation from the commons.
3. The stage and commons area are used in the summer for summer camps. The area is occasionally rented out during the year, but it is difficult and time consuming to move all the furniture out of the way.
4. The area above stage is not used. Committee members suggested that the area could be used for storage.

CLASSROOMS

1. Classrooms have operable partitions. The surface of the partitions is magnetic, not tackable.
2. The operable partitions are useful for testing.
3. If the partition is not closed correctly there is some sound transfer between the spaces.

4. The teachers do like the ability to open the partition to team teach.
5. Classrooms do not have enough storage.
6. The mobile screens are good for flexibility in reconfiguring the classroom.
7. The windows to the hall from the classroom are beneficial when students use the flex space as a breakout space. It has been seven or eight years since this was possible.
8. Blinds on the exterior windows stay closed due to glare from the outside.
9. There is enough storage in the current classroom configuration with the addition of a few extra cabinets.
10. The old TV cabinet takes up quite a bit of floor space in the classroom.
11. Staff meetings often happen in the larger classroom formed when the partition is open. It is a tight fit for all staff members to be in the same space.

FLEX AREAS

1. When the building opened, the flex areas were used as breakout spaces and the configuration was very successful. Students and teachers would like to use them as breakout spaces again.
2. The flex areas are currently being utilized as full-time classrooms, this is challenging for many reasons.
 - a. Disruption from through traffic.
 - b. During lockdown, the occupants divide up, heading into the adjacent classrooms.
 - c. Restrooms are nearby and create disruptions.

TEACHER SHARED OFFICE SPACE

1. The shared office space includes small areas full of cubicles – usually 4-6 spaces, a worktable (in the larger spaces) and a kitchenette area.
2. It can be a challenge to collaborate in a small area.
3. The district has looked at reconfiguring the teacher shared areas and flex space into more usable classroom space. It proved to be too costly to reconfigure due to the amount of structure and utilities in those areas.
4. The teacher shared office space in the wings constructed in 2012 are too narrow and crowded.
5. The teacher shared office areas are running out of space for staff desks.
6. Teachers move from class to class so this is where they store their personal belongings, not within the classroom

SCIENCE LABS

1. Science teachers cannot prepare for labs in the teacher shared space due to the configuration, so they must add time when the classroom itself is not being used to prepare for the labs.
2. There are classrooms that have been converted into science classrooms. The converted science classrooms are not fully equipped, so they cannot be used for all different types of science classes.
3. More science classrooms are needed, they are short 3-4 science rooms to accommodate the current curriculum and number of students.

4. It is difficult for science teachers to move from room to room like the general ed teachers. They have a lot of supplies and materials that make moving from space to space difficult.

LECTURE HALLS

1. There are two lecture halls on each floor. The spaces were originally one large room with an operable partition. The upper floor has been converted into two smaller spaces with a permanent wall that can be used as individual classrooms due to acoustic issues with the partitions. The ground floor lecture halls still need acoustic upgrades.
2. The furniture does not allow for student collaboration due to its limited movement.
3. The sloped floor provides a preview of university/ college spaces.
4. It is difficult to move around the classroom due to the fixed furniture and the long rows (aisles are only on the two ends of the room).

DEVELOPMENTAL LEARNING (DLC)

1. The DLC program is for students with severe and profound disabilities as well as less heavily impacted students.
2. The classrooms are too small, not functional for the needs of the staff or students. The space was carved out of two standard classrooms and a former open space above what is now the robotics lab.
3. There is not enough storage within classrooms. This means that the corridors are full of storage for supplies and equipment (lift for a non-ambulatory student) that they need for the students.
4. The two adjacent classrooms are co-joined by folding partition and kept partially open for teachers/staff to assist during student escalations.
5. This classroom pod also has typical classrooms, which some feel is hard on the students at the DLC.
6. There is not a dedicated restroom for the DLC students, they are currently utilizing the staff restroom, which is not conducive to either party.
7. The adult diapers, for the students in the DLC who need them, are stored in the corridor. Since that area also has students that are not part of the DLC, the concern is for the privacy of the DLC students and other students knowing that they may need the support of adult diapers.
8. One of the important functions of the DLC is the instruction of life skills, currently that room is not dedicated to the DLC, so it is not always available for their use.
9. The DLC is located above the Robotics Lab, the noise created by the riveting tools can be disturbing, even though there has been some sound dampening work done. The district added some acoustic treatments to the ceiling of the robotics lab which has helped the situation.
10. The current location on the second floor is distant from the elevator and is not suitable for emergency exiting. The area is close to exit stairs, but Staff must use slides to help students down the stairs to the ground level below. A ground level location is strongly preferred.
11. The space needs (per teacher):
 - 3 equal classrooms
 - 1 common room (like room 257) for skills training (with kitchen, laundry, cleaning, etc.)

- office for teacher collaboration adjoining common room. Parent meetings can also happen in the office, space for 5-6 people in a private setting is needed.

ROBOTICS

1. The room is too small for the work being done here. There are 3 different project types going on all the time in the singular space. The space accommodates robotics, manufacturing, aerospace, riveting, and core plus.
2. The adjacent space is the classroom with the motto, "Learn it and then do it."
3. The activity in this space does create quite a bit of noise that needs to be mitigated, as it has an impact on areas that are adjacent. "You can hear riveting tools everywhere, in the corridors, classrooms, and even upstairs." There are also issues with noise bleeding into the hallway.
4. The district has considered opening this space to the room next door (physics lab). The original double doors between the two spaces have been removed and replaced with a wall for acoustic reasons.
5. There is not enough room to grow or expand the program.
6. The program would like to have a more prominent location and visibility to attract more students to the program.
7. They would like this space to be more like Sumner High School's maker's space.

JROTC

1. The JROTC program is currently housed in 2 portables. One is dedicated to logistics; storage of the gear required for JROTC, and the other is classroom space.
2. There is not enough storage for the students.
3. In the Logistics space, they store gear, uniforms, mock rifles, color guard, flags, etc.
4. The program needs at least two separate locked rooms per the contract.
5. Currently the program has 50 students, they are hoping to expand to 100 students in the future. JROTC currently has classes during four class periods.

PORTABLE

1. The third portable in the parking lot houses a Social Studies classroom. Space within the school is needed for this class.

OTHER

1. The ceramic tiles in the hallway are noisy. Carts can be heard clattering around and echoing through the adjacent rooms.
2. The signage that was installed when the building was constructed no longer applies to some areas because the function has changed. One example is the sign noting, "Art Gallery" where there isn't any art hanging on the walls.

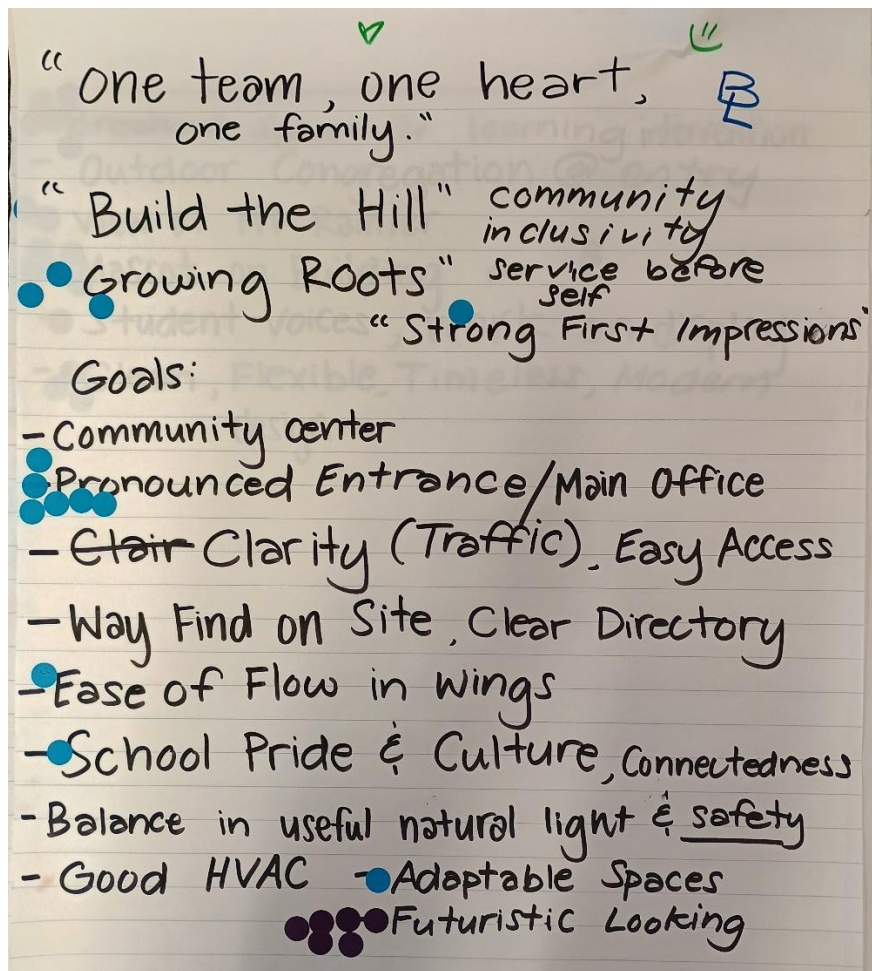
END of TOUR NOTES

BONNEY LAKE HIGH SCHOOL EXPANSION Educational Specifications – Workshop #1

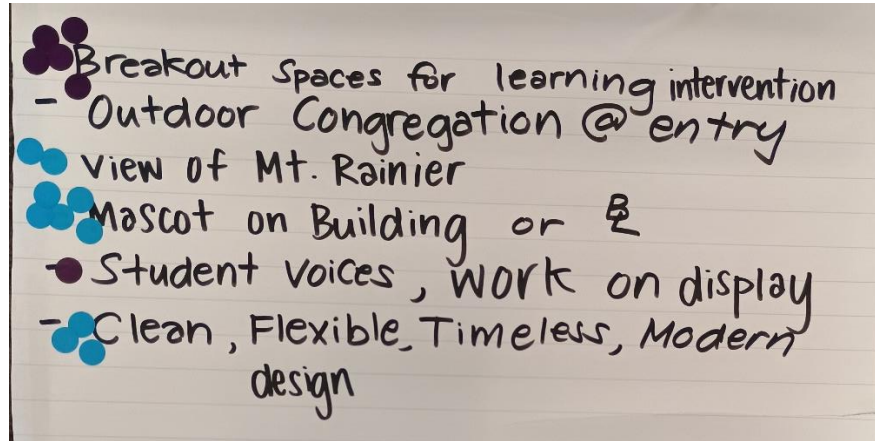
VISION AND GUIDING PRINCIPLES RESULTS February 11, 2025

The following images were taken of the vision boards that were created by each group during the session. Attendees voted on each board. Blue votes are positive, purple votes are negative.

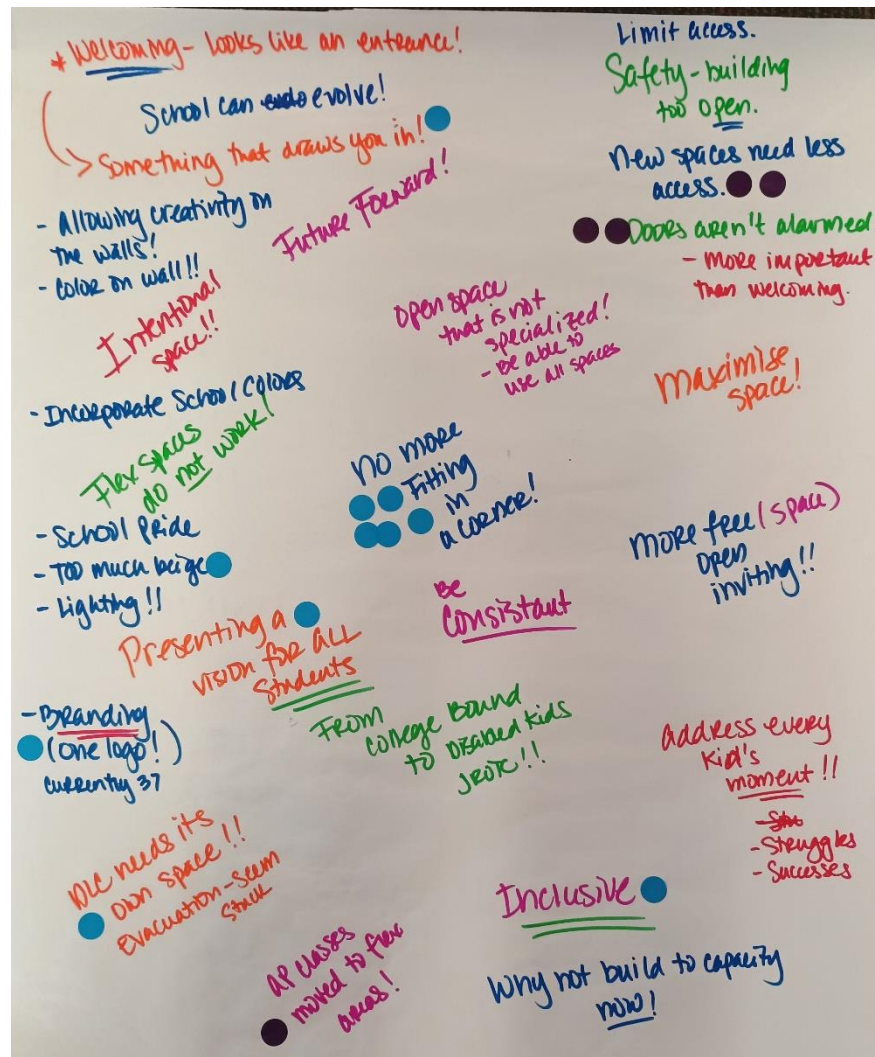
GROUP 1



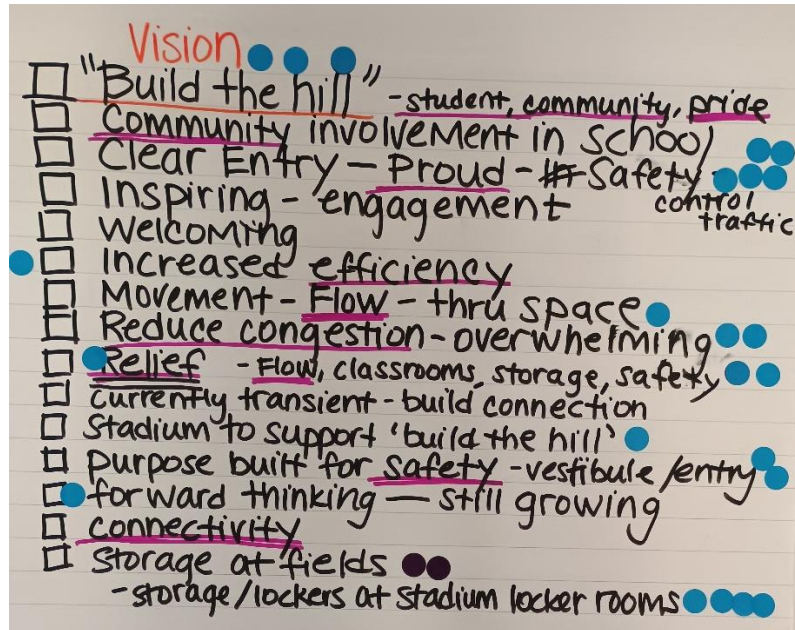
GROUP 1, SECOND BOARD:



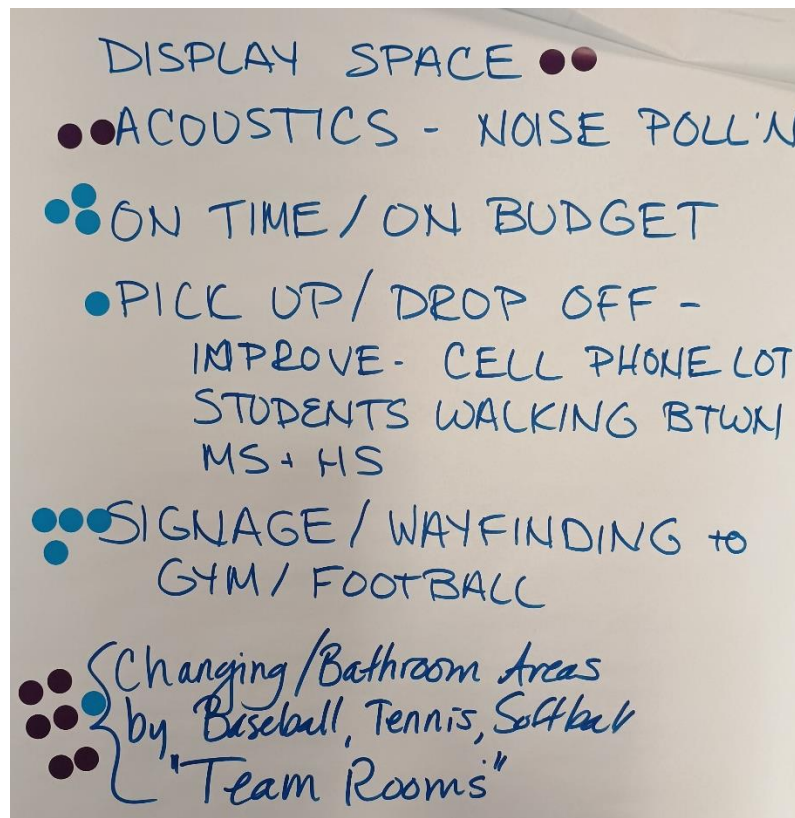
GROUP 2:



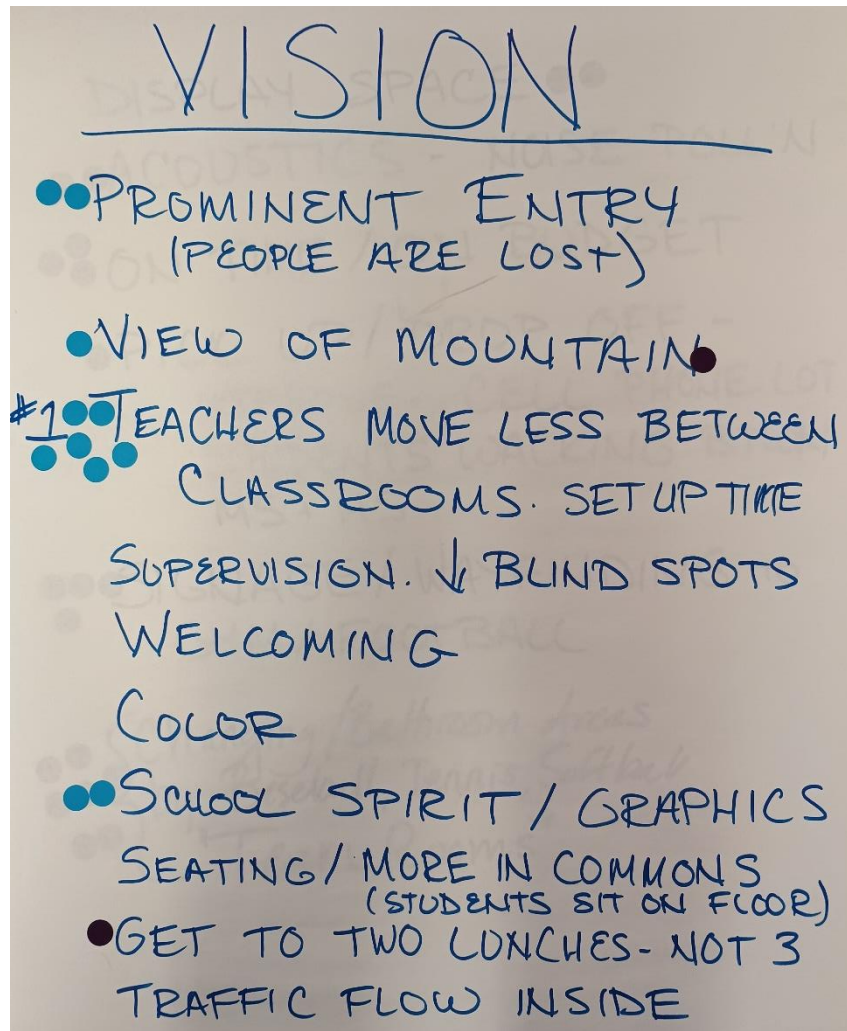
GROUP 3:



GROUP 4:



GROUP 4, SECOND BOARD:



END of VISION EXERCISE



Sumner-Bonney Lake School District Bonney Lake High School Expansion

Project Number: 24143.00.01

Educational Specifications

Due Date: 2.18.2025

Time: 2:30

Where: BLHS Library

Purpose: **Workshop #1 - Kickoff**

Homework Assignment:

Vision for this project:

Example: *A place of safety*

Story for this project:

Example: *You are safe here*

Goals / Guiding Principles for this project:

Examples: *Safe & Secure On time/on budget Welcoming*

BONNEY LAKE HIGH SCHOOL EXPANSION Educational Specifications – Workshop #2

Meeting Minutes

February 18, 2025

Issued: March 6, 2025

Attendees:

Aaron Tomy – Director	X	Jeanette Morse – Assistant Principal	
Amanda Ross – Building Specific	X	Jess Workman – Current Intern	X
Breanna Naccarato – Admin Support	X	Jenni Denison – Interiors	X
Brenda Kuehthau – PE		Joe Haggerty – CTE JROTC	X
Brian Kaelin – Athletics	X	John Boatman – CP/Facilities Manager	X
Brian Scheerer – Safety/Security		Kerri Hubler – Volunteer	X
Charlotte Marrison – Nutrition		Lori Robbin – Managing Partner	X
Cheryl Roper – Current Intern	X	Marina Tanay – Director	X
Christopher Spadafore – Project Manager		Matt Guilanians – Program Manager	X
Dasha Berry – Counselor	X	Mike Olson – Gen Ed Teacher	X
David Coutts – Maintenance	X	Patrick Bradley – Building Specific	
Emily Wojo – Building Specific	X	Randy Kroum – Parent	
Erynn Marlar – CTE	X	Ross Parker – Educational Planner	X
Heather Kellington – Building Specific		Scott Nall – Volunteer	X
Izumi Taijeron – Leadership	X	Shaniah Andal – CTE	X
Jace Kellington – Building Specific	X	Steve Sjolund – Elementary/Secondary	X
James Anderson – CSO	X	Tony Clarke – Principal	X
Jason Silbaugh – Intern Applicant	X	Wade Jensen – Project Architect	X

AGENDA ITEMS

- 1. Introduction:** After a round of introductions, BCRA reviewed the agenda for the meeting. They gave an overview of the scope of the project by reviewing the materials that were included in the bond information.
- 2. Ed Specs Meeting Schedule:** BCRA reviewed the schedule for the Educational Specifications (Ed Specs) meetings. This is the second of six meetings planned for the Ed Specs process. The focus of today's meeting is classrooms, specialty classrooms, and the JROTC program.
- 3. Review Committee Roles and Responsibilities:** Marina reviewed the role of the Ed Specs Advisory Committee (ESAC). The committee will provide input on project parameters in an advisory role. The final recommendations of the committee will be presented to the School Board for adoption.
- 4. Project Vision, Goals, and Guidelines:**
 - a. Vision.** BCRA reviewed the visioning work done at the last meeting along with the results of the polls showing the hopes, dreams, and fears for the project.
 - b. Guiding Principles.** BCRA reviewed the compilation of the guiding principles for the project that were the result of the visioning exercises.
 - c. Vision/ Story.** BCRA summarized the items that had the most positive votes during the vision and story brainstorming session at the previous meeting. The vision and story for the project may be the same with some minor differences. The committee members were asked to vote

on their top pick from the list during the meeting. The top two ideas were “Build the Hill” and “Modern, Flexible”. Each idea tied for first place with eight votes. BCRA will craft a statement using those ideas and present it to the committee at the next meeting.

5. **Programming – Typical Classroom Elements.** BCRA reviewed images of typical high school classrooms in the district by using Bonney Lake High School (BLHS) and the new typical classroom layout at Sumner High School (SHS) as examples. Different classroom elements were discussed using an annotated diagram of a typical classroom. During the discussion, BCRA added comments to the diagram in blue. An image of the diagram with comments added during the meeting is shown in Figure 1.

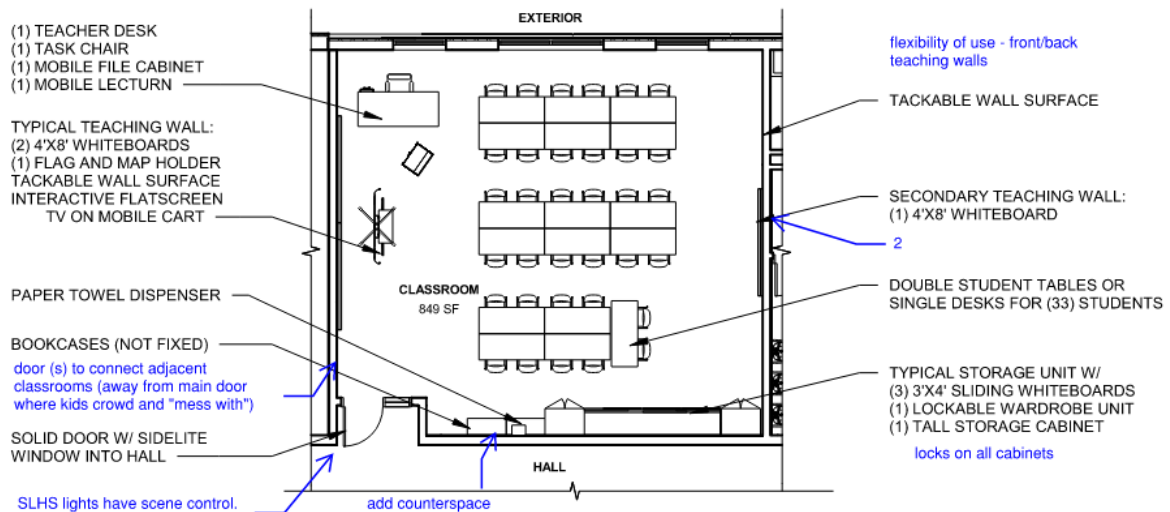


Figure 1: Annotated Typical Classroom Diagram

A summary of the discussion around the typical classroom elements is listed below.

- a. **Teaching Wall.**
 - i. If there are two white boards side by side in the center of the classroom wall, the view board (TV) blocks the white boards, making them useless. It would be better to have two whiteboards with room for the TV in the center of the two boards.
 - ii. A mobile view board is preferred over a fixed one. Some teachers like to put them in the corner. View board locations are limited by outlet locations.
- b. **Teaching Wall Location.** The team discussed whether there was a preference for the teaching wall to be near the door of the classroom or on the opposite wall.
 - i. White boards on the wall by the door and the wall opposite will give teachers the flexibility to choose the teaching wall location. Both of those walls should be designed to be the same.
 - ii. Some committee members noted that noise from adjacent classrooms would trigger them to choose the back wall as the teaching wall.
 - iii. Students' ability to hear the view board was also a factor in choosing the teaching wall. At BLHS the teachers are currently using the volume on the view board when they show films. In the new building there will be speakers on the ceiling so this should not be a factor.
 - iv. It would be nice to make space as flexible as possible since each teacher may have a different need for what they are teaching, allowing for freedom in their room.
- c. **Operable Walls/ Interior Communication between Classrooms.**
 - i. Currently the walls of the classrooms are solid. Operable walls are expensive, and they are not always the best for acoustics.

- ii. It is nice having a door between classrooms so one teacher can cover for another. The connecting door needs to be lockable from both sides. Even the teachers would not be able to get into the other room without the key.
- iii. Operable walls tend to generate complaints by building occupants, and they don't last as long as a solid wall.
- d. **Exterior Windows.**
 - i. All new classrooms will have daylight windows on the exterior wall. The windows will not be operational. This is a district standard. Operable windows tend to mess up the heating/cooling system.
 - ii. The district uses horizontal blinds in every room. The blinds will be up to code (no cords).
- e. **Lighting.**
 - i. The lighting system for the new classrooms will have daylight sensors. Each light fixture will have their own sensor. The sensors automatically adjust the electric lighting levels in the space depending on how much daylight is coming into the classroom to the preset lighting level.
 - ii. Occupancy sensors will turn light on when someone enters the room.
 - iii. The new classrooms will be designed with LED lighting to save energy.
 - iv. There will be training on the lighting control systems. They typically have different preset scenes, one for general teaching and one that is dimmer so that students can see the screen better.
- f. **Casework.**
 - i. Locks. It would be great if all the cabinets could be lockable. Students tend to open cabinets while they are waiting in line near the casework. When classrooms are shared by multiple teachers, locks are important to protect belongings. All cabinets are keyed the same, so all teachers have keys to the casework. This is protection for the teachers from the students.
 - ii. Wardrobe. Tall wardrobe cabinets will be lockable. Most teachers store their personal belongings in the faculty office area, not in the wardrobe units. A wardrobe unit is not needed, a tall cabinet with adjustable shelving is preferred over a wardrobe.
 - iii. Countertop Space. Countertop space is needed for teachers to layout supplies for projects (that are otherwise stored in a locked cabinet). It can be a place for Kleenex, a student borrow zone for students who forgot materials. The layout area doesn't need to be counter depth, it can be less wide. A few different locations were suggested; exterior wall, front wall, and the location shown in the diagram.
 - a) There was general agreement on removing the doors from one of the tall cabinets with open shelving for additional layout space in lieu of adding more countertop space.
 - iv. Sliding Whiteboards. The sliding whiteboard units that were installed at Sumner High School could be used to lay out materials. The group liked this feature.
- g. **Furniture.**
 - i. Moveable furniture is preferred, the stationary desks in some areas don't work.
 - ii. In CTE Spaces, more tables are needed where students will work on their projects. They need space to layout materials.
- 6. **Programming – DLC.** BCRA lead a programming exercise for the DLC program where the types of spaces needed for the program and the general adjacencies of each element were discussed. The results of this exercise are shown in Figure 2.

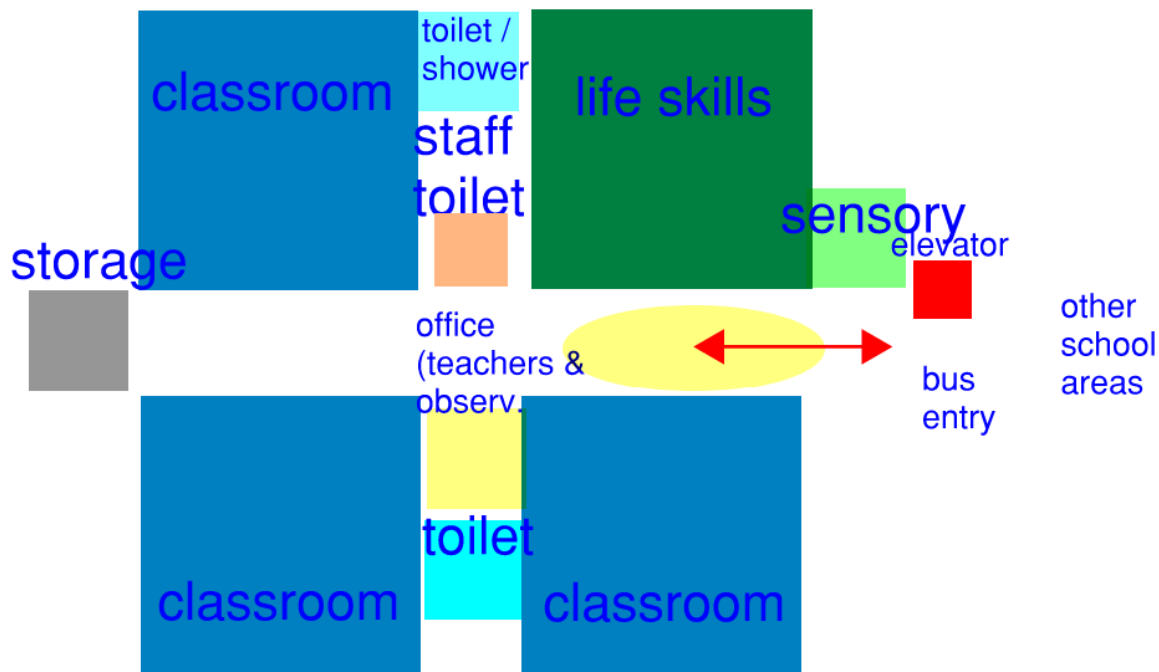


Figure 2: DLC Program Space Diagram

7. **DLC Program Elements.** Three classrooms are needed for the program along with a sensory room, a separate life skills room, office, storage and toilet rooms.
 - a. **Classrooms.** The size of the two existing classrooms works for students. There is not enough room for storage. The Hoyer lift and other equipment are now stored in the hall.
 - i. Three classrooms will accommodate future growth of the program.
 - ii. Diapering only happens in one of the classrooms.
 - iii. Wider doors for all spaces would be nice for ease of access.
 - iv. Classrooms currently have 8-10 students each, in the future they could be larger, up to 15 in each room.
 - v. There are 11 paras that rotate between the three classrooms and three teachers.
 - b. **Sensory.** There will be a designated sensory area in each classroom. Constant noise can be overstimulating for students. A place to help them be grounded would be nice.
 - i. A separate sensory room should be connected to the life skills, where it is designed as a small room with a door. The room could be flexible, designed for other uses.
 - ii. The program had a sensory swing, but unfortunately that room was taken over for classroom space, so they don't have that anymore.
 - c. **Life Skills.** A separate life skills room that is close to the DLC classrooms will help to accommodate future growth and support the program. Life skills should have a small kitchenette and a laundry area.
 - d. **Office.** A workroom/office size for 5-6 people is needed. This space will be used for the teachers to meet with parents, small conferences, and teacher collaboration.
 - e. **Toilets.** One single user ADA and one with a roll in shower, changing table, and Hoyer lift.
 - i. Both bathrooms do not need to be accessed from the same space.
 - ii. A staff toilet room within the suite would be convenient for staff.
 - f. **Storage.** More space for storage is needed.

- g. Location. The current second floor location is tricky for emergency egress. Students get picked up at the main entrance (before the main school is released), so they don't have to deal with the stairs. Emergency situations are a challenge.
 - i. The goal is to move these classrooms so they will have easy access to an exit and their transportation.
 - ii. The DLC students attend classes all over the school, so they are intertwined with the general population.
 - iii. Access between classrooms that is not through the hallway is desirable. This would allow teachers and Paras to help each other when needed.
 - iv. It would be nice to be near the end of a corridor so that there is not a huge amount of foot traffic through the area.
 - v. The DLC areas could be located around a central common area.
 - h. Reference Designs. In the next set of meetings, the team will look at the designs done for this type of space at the ELC and Daffodil elementary.
8. **Programming – JROTC BCRA** lead a programming exercise for the JROTC program where the types of spaces needed for the program and the general adjacencies of each element were discussed. The team reviewed the spaces that were designed for the JROTC program at Spanaway Lake High School (SLHS) as an example. The results of this exercise are shown in Figure 3.

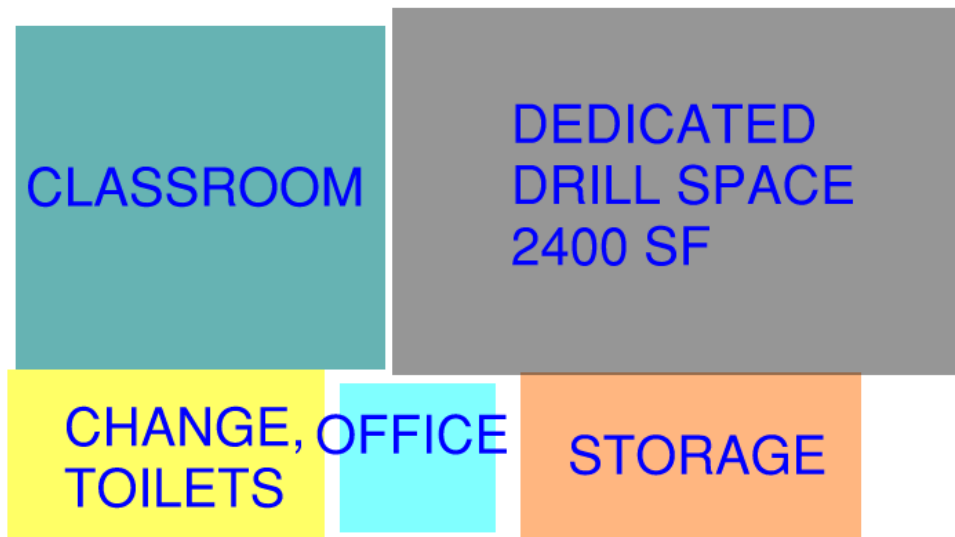


Figure 3: JROTC Program Space Diagram

9. **JROTC Program Elements.** A summary of the discussion around the JROTC program elements and feedback from the SLHS design is listed below. There are some regulations for space that are outlined in the contract. SBLSD will send those to BCRA for review. Currently, the JROTC program is housed in two portables, one side is the classroom, and the other side is storage (logistics) and office space.
- a. **Classroom.** The current classroom size works well for the program.
 - b. They have 4 classes per day with 14 to 19 students. The program is looking to grow to 25 students per period with an additional class (5).
 - c. Space is needed for a desktop flight simulator.
 - d. **Logistics.** A portion of the logistics space is used to store material needed for the program:
 - i. Rifles. They don't use air rifles to ballistics curtains are not needed.

- ii. Flags and flag holders
 - iii. 3 different types of uniforms.
 - iv. Drill Pads
 - v. BCRA will set up a time to visit the JROTC Classroom to review the materials that are currently stored.
 - e. **Office.** The office space should be in between the classroom and logistics area. It will serve as command center and have visibility and direct access (doors) into both areas.
 - i. The office is shared by two teachers.
 - f. **Drill Space.** The program needs a dedicated drill space that has a minimum area of 2,400 sf. They currently use the gym but are sharing the space with sports, so they are not able to utilize the space on Thursdays.
 - i. In better weather, they use the field.
 - ii. They would like the drill space to be close to the JROTC classroom, but it doesn't have to be directly connected. Currently, they have to carry heavy equipment all over the school.
 - iii. The commons is not an option for a practice area as there is lunch in that space during some JROTC class periods.
 - iv. Practice before school does work. During school they sometimes do not know until it is class time if a space can be used that day or not.
 - v. It would be nice if the drill space had mirrors, like a dance studio so that they could see what they are doing.
 - g. **Changing Rooms.** Changing areas are definitely needed, currently they have to clear out the room for students to change.
 - h. **Location.** The program should be acoustically separated from other spaces. It can be noisy.
 - i. The space should be close to an exit and vehicle access. They transport large items frequently to different activities (parades), Flags, Guidons, Rifles, etc.
10. **Programming – Science Classrooms.** BCRA reviewed images of science classrooms in the district by using BLHS and the SHS as examples. Different classroom elements were discussed using the annotated diagram of a science classroom shown in Figure 4.

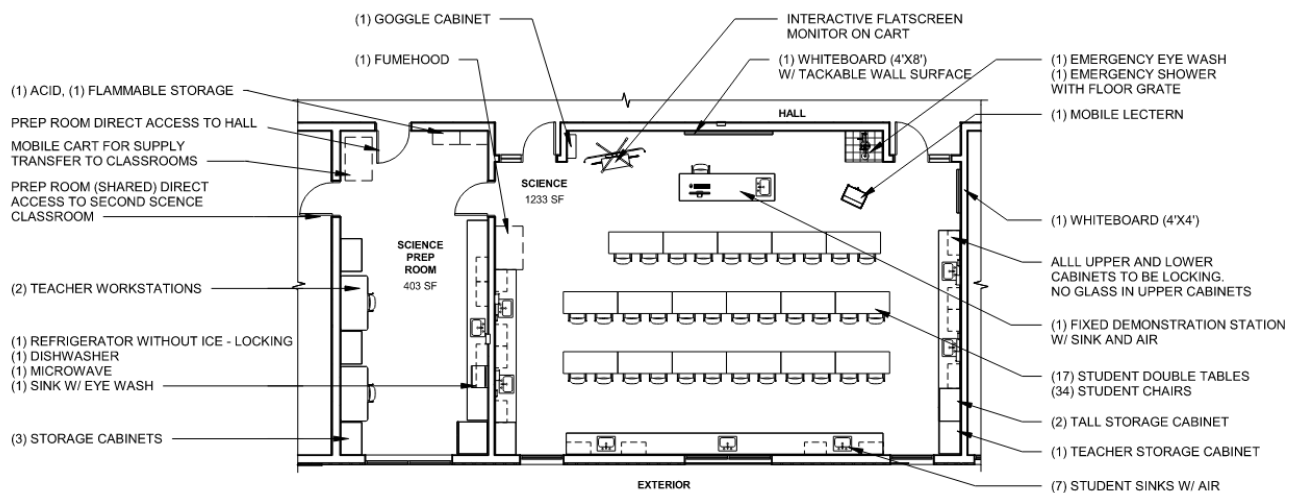


Figure 4: Science Program Space Diagram

11. **Science Program Elements.** A summary of the discussion around the Science program elements is listed below.
- a. **Classroom.** Different types of science classrooms need different types of equipment.

- i. The school has converted some of the general education classrooms into science classrooms with limited success. By adding a sink to a general education classroom, it can be used for biology, but it can't be used for chemistry. They would like all of the new classrooms to be chemistry capable for flexibility in using the classroom over time. Earth sciences do not need to be in a science classroom, they can teach in a general classroom.
 - ii. There are three converted science rooms in the existing building. Those spaces should be reviewed as part of the bond project. They are not fully functional for the current program needs.
 - iii. Sliding whiteboards would be fabulous in the science rooms.
 - iv. 1 or 2 more science classrooms are needed. Tony will double-check and let BCRA know if more are needed.
 - v. If some of the general classrooms have hard surface floors instead of carpet and sinks, they could be used for science rooms down the road.
 - b. **Prep Room.** Direct access to the hall from the prep room would be useful. Currently teachers have a hard time prepping when their classroom is in use by a different teacher.
 - c. **Location.** The team likes the existing layout where science classrooms are mixed into the general classrooms as part of each wing.
12. **Programming – Flex Area/ Teacher Workrooms**
- a. **Flex Area.** The flex areas were intended to be a place where collaboration can happen between classes.
 - i. Students use the flex spaces quite a bit. They are good places to study or work one on one with other students.
 - ii. Flex areas are important to include in the new wing, but they do not need to be as large as those in the original building. If they were smaller, they wouldn't get converted into classrooms.
 - b. **Teacher Workrooms.** Teacher work areas are needed in the new wing. They are integral to the way the building functions and allow the classrooms to be used every period of the day, even during teacher planning time.
13. **General.** A balance will have to be struck with the area and the types of classrooms that are being added to the building. Science classrooms take up more area than general classrooms. The bond specifies 10 to 12 classrooms, and it is up to the team to determine which types of classrooms have the greatest need. There is a finite amount of area that can be added with the addition.
- a. It will be important to include the specialty classrooms in the addition. A history teachers can teach in a science classroom but not the other way around.
 - b. When an existing program element moves to the new addition, the existing space will be repurposed, this is part of the bond planning. So, BLHS will get more than 10 classrooms in the end since the admin will be moving as well, so some of that space will be available to be repurposed.
14. **Future Growth.** Committee members expressed concern over the addition's capacity to accommodate future growth in the district. Has the District taken the final build out of the Tehaleh development (6000 homes) into account?
- a. SBLSD has done a lot of research on the growth in the area. They have done demographic studies and are looking at the projections for growth. The majority of the unbuilt portion of Tehaleh is part of the Orting School District, so additional growth will go to Orting.
 - b. Those studies go very deep into what is growing and how it impacts the schools all around the area. The district uses this information to help them when it comes to staffing and planning. The intent of the bond is to put an expansion on BLHS to carry through the next 10 years.

- c. The current studies are different than what the state is reporting for projected growth.
- 15. **The Next Steps:** The next meeting is scheduled for February 25, 2025, at 3:30 pm. The focus of the meeting will be the administration area, main entry, and security features.

END of Meeting Minutes

Attachments:

250218 BLHS- Workshop 2 Slides

Bonney Lake High School Expansion & Intersection Improvements

Educational Specifications – Workshop #2

February 18, 2025



Project Introduction

Project Fundamentals

Project Visioning

Programming

AGENDA:

- Project Overview
- Committee Role
- District / BLHS Promise / Vision
- Goals / Guiding Principles
- Vision / Story
- Classrooms
- Science Lab
- DLC
- JROTC



BLHS Expansion & Improvements - Agenda

LR



Date	Time	Topic	Location
2/11/25	2:30-4:30pm	Workshop #1 - Kickoff	BLHS Library
2/18/25	2:30-4:30pm	Workshop #2: Classrooms, Specialty Classrooms & JROTC	BLHS Library
2/25/25	3:30-5:30pm	Workshop #3: Administration, Security, Entry	BLHS Library
3/18/25	2:30-4:30pm	Workshop #4: Support Functions - Technology, Maintenance, Custodial Maintenance	BLHS Library
3/25/25	2:30-4:30pm	Workshop #5: Site - Transportation, Fields, Parking	BLHS Library
4/22/25	2:30-4:30pm	Wrap-up Meeting	BLHS Library



BLHS Expansion & Improvements – Ed Specs Schedule

LR

Our Promise
We will **KNOW, VALUE, and SUPPORT** every student, helping them graduate ready to pursue a promising future.



Goal 2: Nurtured, Engaged, and Empowered Students
Every student will attend school regularly in a supportive and challenging learning environment where they are empowered to exercise an active voice in their own growth.



Goal 3: Academically-Prepared Critical Thinkers
Every student will meet standards of performance in core subjects and be fully engaged critical thinkers.



Goal 4: Elimination of Disparities in Student Access and Success
Every student will receive fair and equitable treatment regarding discipline practices, enrollment and success in rigorous coursework, and access to a formalized academic and social-emotional support system to eliminate gaps and disparities.



Goal 5: Readiness for College, Career, and Life
Every student will successfully navigate the critical transitions in their schooling, and will graduate from high school ready for college, career, and post-secondary experiences.

Future Ready for ALL Students

Relieve Classroom Overcrowding
Basic Improvements
Prepared for Post-Graduation
Health, Safety, & Security
Turf Fields, Athletic Facility Upgrades

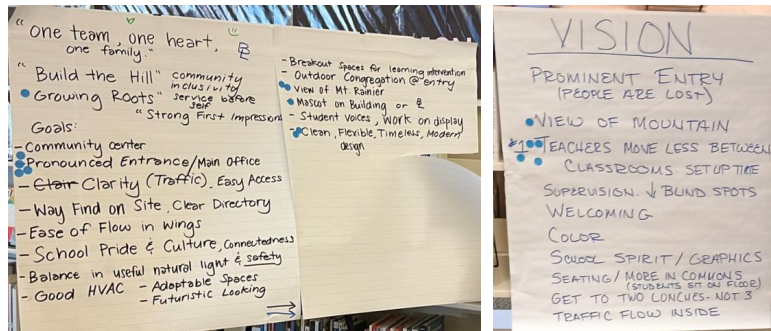
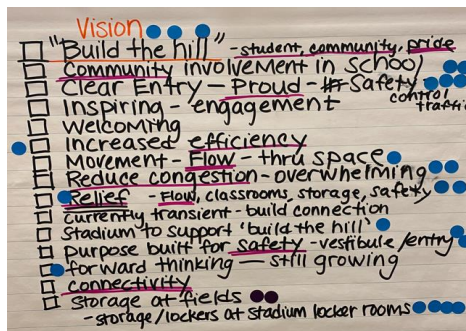
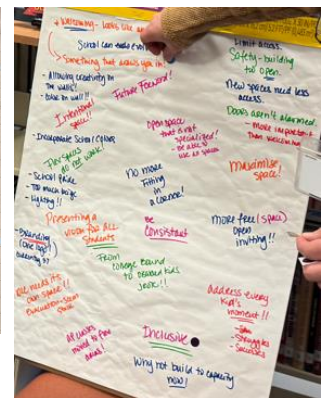


District's & School's Vision / Promise

RP



Vision / Story



BLHS Expansion & Improvements

WJ

Hopes & Dreams

Most popular

more classrooms 4

Also prominent

noflexclassrooms 3

safe 3

space 3

storage 3

supportive 3

adequate 2

welcoming 2

Other responses

- adequate athletic spaces
- better fields
- cleaner
- cutting corners
- dedicatedspaces
- durability
- effective use of space
- flow
- functional space
- future growth
- growth for beyond
- growth outpaces project
- inclusivity
- inspiration
- inspiring
- known front entrance
- learner-centered
- learning for all students
- makers labs for all cte
- more space
- more stadium seating
- more storage
- multi-purpose spaces
- no more flex teaching
- on budget
- on schedule
- on time
- right-sized
- safe spaces
- security
- space for growth
- space for new programs
- space to grow
- state of art
- success
- teachersinoneclassroom
- within budget



BLHS Expansion & Improvements

WJ



Hopes & Dreams



BLHS Expansion & Improvements

WJ

Fears



BLHS Expansion & Improvements

WJ



Fears

Most popular

budget 6

Also prominent

delays 2

maintainability 2

scope creep 2

Other responses

a short term fix be overcrowded again blindspots budget restraints cuts
cutting corners expectations flex teaching again soon future needs
growth outpaces project inflexible spaces lack of inclusivity lack of space
lack of voice longer routes for classes missed opportunities needs met for students
negative impact programs not addressing stadium not equitable by depart
not integrated not wide enough impact old vs new parts only fixing for today
overcrowded before open permit timeframe post occupancy complaints space
space to grow sterile systems aren't connected tehaleh too many requests
too specialized of space



BLHS Expansion & Improvements

WJ

Guiding Principles

General	35
Success - Within Budget, On Time, Fulfills Bond Scope	17
Manage Expectations	4
Understand Future Needs	14
Scope / Program	23
More Learning Spaces	8
Dedicated Use of Learning and Flex Spaces	5
Optimized Storage	4
Improved Athletics Facilities	3
Integrating Existing and New (functions and systems)	3
Qualitative	28
User & Learner Centered (Learner Centered, Learning for All, Welcoming, Supportive, Inclusive, Giving Voice, Inspiring, State of the Art)	15
Safe & Secure	5
Durable, Cleanable, Maintainable	4
Efficient Flow, Defined Entry, Clear Wayfinding	2
Effective and Functional	2
Future	9
Plan for Growth, Change, Flexibility	9



BLHS Expansion & Improvements

Responses 95

RP



Vision / Story

Results (from boards)	No.
Pronounced Entry	4
Less Teacher Movement Between Classrooms	4
"Build the Hill" (students, community)	3
Mountain View (related)	2
Clean, Flexible, Timeless, Modern Design	2
Growing Roots	1
Forward Thinking - still growing	1
Inclusivity	1
Mascot (related)	1
Increased Efficiency	1
Congestion Relief (flow, classrooms, storage)	1



BLHS Expansion & Improvements

RP

Vision / Story

Story Theme	No.	The Story	
Entry-related	4	<i>Enter Here</i>	<i>Welcome</i>
Less Teacher Movement	4	<i>Time is valuable</i>	<i>Efficiency</i>
"Build the Hill" (students, community)	3	<i>Build the Hill</i>	<i>School Spirit</i>
Mountain View-related	2	<i>Mt. Rainier</i>	<i>Views!</i>
Clean, Flexible, Timeless, Modern Design	2	<i>Forward Facing</i>	<i>Facing the Future</i>
Growing Roots	1	<i>?</i>	<i>?</i>
Forward Thinking - still growing	1	<i>?</i>	<i>?</i>
Inclusivity	1		
Mascot-related	1	<i>Panther...</i>	
Increased Efficiency	1		
Congestion Relief	1		



BLHS Expansion & Improvements

RP



Vision / Story

online



BLHS Expansion & Improvements

RP

Vision / Story (finalize)

Vision

(item or statement from voting):

Story

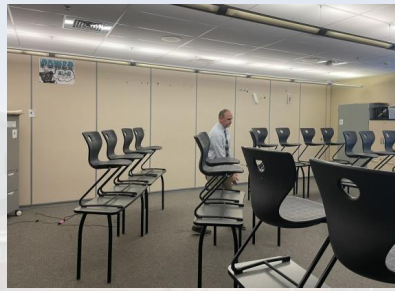
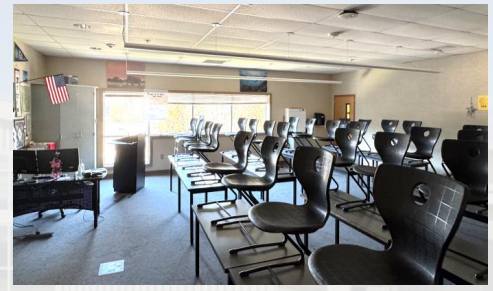
(what does the design convey -
statement, individual words):



BLHS Expansion & Improvements

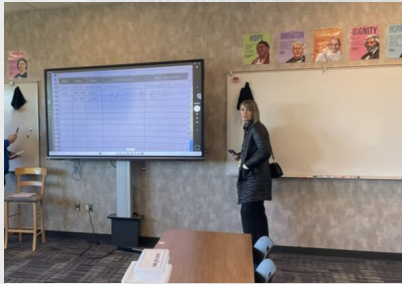
RP + WJ





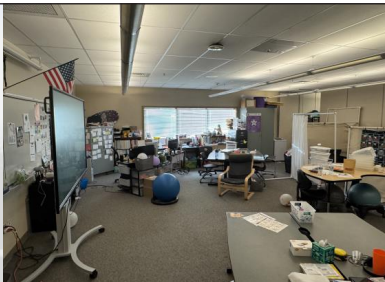
Classrooms

BLHS
Sumner HS



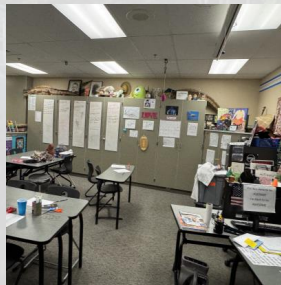
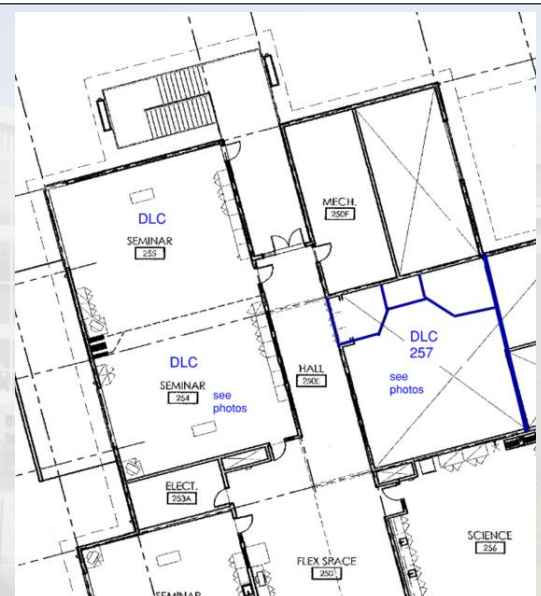
BLHS Expansion & Improvements

RP



DLC / Special Ed.

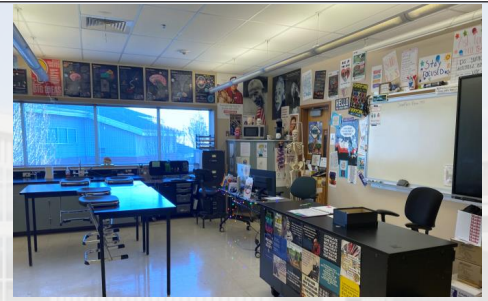
BLHS



BLHS Expansion & Improvements

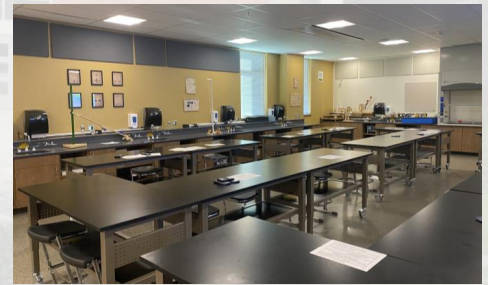
WJ +
desktop





Science

BLHS
Sumner HS



BLHS Expansion & Improvements

RP

JROTC



BLHS Expansion & Improvements

WJ



BONNEY LAKE HIGH SCHOOL EXPANSION Educational Specifications – Workshop #3

Meeting Minutes

February 25, 2025

Issued: March 7, 2025

Attendees:

Aaron Tomy – Director	X	Jeanette Morse – Assistant Principal	X
Amanda Ross – Building Specific	X	Jess Workman – Current Intern	X
Breanna Naccarato – Admin Support	X	Jenni Denison – Interiors	X
Brenda Kuehthau – PE	X	Joe Haggerty – CTE JROTC	
Brian Kaelin – Athletics		John Boatman – CP/Facilities Manager	
Brian Scheerer – Safety/Security		Kerri Hubler – Volunteer	X
Charlotte Marrison – Nutrition		Lori Robbin – Managing Partner	X
Cheryl Roper – Current Intern	X	Marina Tanay – Director	X
Christopher Spadafore – Project Manager	X	Matt Guilanians – Program Manager	X
Dasha Berry - Counselor	X	Mike Olson – Gen Ed Teacher	
David Coutts – Maintenance	X	Patrick Bradley – Building Specific	
Emily Wojo – Building Specific		Randy Kroum – Parent	
Erynn Marlar – CTE		Ross Parker – Educational Planner	X
Heather Kellington – Building Specific		Scott Nall – Volunteer	X
Izumi Taijeron – Leadership	X	Shaniah Andal – CTE	
Jace Kellington – Building Specific		Steve Sjolund – Elementary/Secondary	
James Anderson – CSO	X	Tony Clarke – Principal	X
Jason Silbaugh – Intern Applicant	X	Wade Jensen – Project Architect	X

AGENDA ITEMS

1. **Introduction:** BCRA reviewed the agenda for the meeting. They gave an overview of the scope of the project by reviewing the materials that were included in the bond information.
2. **Ed Specs Meeting Schedule:** BCRA reviewed the schedule for the Educational Specifications (Ed Specs) meetings. This is the third of six meetings planned for the Ed Specs process. The focus of today's meeting is the administration area, security, and the entry.
3. **Review Committee Roles and Responsibilities:** The committee role is familiar to the committee. The slides were shown to remind the team of their role in the process.
4. **Project Vision, Goals, and Guidelines:** BCRA reviewed the visioning work done at the last meeting along with the results of the polls showing the top ideas for the vision/ story for the project. The committee approved of the work. The image in Figure 1 below shows the resulting vision for the project:



Figure 1: Project Vision

6. **Programming – Administration.** BCRA reviewed the annotated plan of the existing administration area and discussed the feedback on different spaces that was noted in the tour comments during the first Educational Specifications Meeting. An image of the administration area that was discussed during the meeting is shown in Figure 2.



Figure 2: Existing Administration Area

A summary of the discussion around the administration area is listed below.

- a. **Vestibule/ Waiting.** It does get loud and congested from time to time. The outer waiting area needs to be bigger. A large group of students waits in this area to be buzzed into the building after they go to/from the skills center at different points during the day. If all those students were waiting inside the office waiting area, it would be very disruptive.
 - i. There needs to be a balance, the area should be safe and secure but also welcoming.
- b. **Main Reception Area.** The main reception area is a good size right now. Some space is needed in the reception area for people to wait, they still need the same number of seats in the waiting area as they have now.
 - i. The number of seats depends on who is waiting. If a parent has been called and their student is in the principals or VP's office, it is nice to see when the parent has arrived.
 - ii. Several different activities happen in the main reception area. It is a busy place: phone calls, attendance, and buzzing people into the building.
- c. **Staff Lounge.** The staff lounge is too small. Staff would like to host celebrations with food in that space. If they have a buffet, there is a lot of congestion in the space. Two doors into the room would help with the flow of traffic through the space during events. The staff lounge is currently used by paras as office space. The room is not currently serving the intended purpose.
- d. **Para Office.** BLHS has added lockers (27) for paras to store personal belongings. There are 14 paras. They are not all in the office at one time, typically only 5-6 at a time use the office. Paras originally had their own space in the building, and it would be nice if they could have a designated space after the addition is constructed. Paras could have desk space in the teacher workstation area. It could be advantageous for them to be with the teachers so they can work together.
- e. **Health.** The nurse's area has a good set up with the nurses having a private office with visibility to the student health area.
 - i. The health room needs to be closer to the main corridor, it is too embedded in the area, which leads to the students' use of the staff restroom. Students are too comfortable, and it is a long walk out to the student restroom in the wings.
 - ii. The health area should stay with student services.
 - iii. The space is a good size, three cots are adequate to meet the current needs.
- f. **Conference Room.** The administration area has two conference rooms that open up with an operable wall into a larger space. The operable wall is nice so they can utilize the space if they have two smaller meetings that need to take place at the same time.
 - i. More conference room space is needed.
 - ii. This area needs to be confidential. They have police that come in as well as social workers to meet with students and families. For the privacy of the students, it needs to be a safe space away from the view of other students.

- iii. The team discussed a conference room space that could be divided into three parts with two operable walls and opened up to one larger space. It was decided that one conference room was needed close to the counseling center and a second, larger one with partitions, was needed close to the main entry/administration area.
- iv. The conference rooms should be embedded within the administration/counseling areas for privacy. The location should be more of a destination than a thoroughfare. The current location is too public, in an area with lots of foot traffic close to the teacher's workroom.
- g. **Principal Office/ Admin Secretary.** The principal's office location is too public, people stop by on their way to the workroom/ mailbox to visit, making it difficult for the principal and secretary to complete tasks. The area should still be part of the community and accessible when needed. There needs to be a happy medium.
 - i. The principal's office does not need to be near the conference rooms.
 - ii. There should be space for 6 -7 people to meet in the office around a table. Some felt the current office was too big while others thought it was a good size.
 - iii. The most important part of the job of being a principal is supporting the people, students, and their families.
 - iv. The principal's office should be able to be visually closed off from other areas for confidential conversations.
 - v. The office doesn't need a visual connection to the main entry or vehicle arrival area.
 - vi. The admin secretary needs to be directly adjacent to the principal's office. This position acts as a gatekeeper for the principal.
- h. **Vice Principal Office.** There are three vice principals. Right now, their offices are in the classroom wings. They would like to move into the main administration area. The location should give some consideration to the path that students take to get to the vice principal's offices.
 - i. There should be some separation between where the parents enter the administration area and where the vice principals are located, while keeping it welcoming.
 - ii. The vice principal's offices should be close to the principal, but not right next to him. They should be close to student services.
 - iii. The offices should be close to the student waiting area in case students get into a fight. They have carols now for students to use while waiting.
- i. **Bookkeeper.** The bookkeeper needs to be near the principal. The location has to be strategic due to the fact that parents need to access the bookkeeper from inside the administration area as well as students. Their current location has a window into the commons where students can make payments. The lines get very long at certain times of the year, like homecoming ticket sales. This causes congestion.
 - i. The bookkeeper could be centralized between student services and the rest of the administrative area. They could also be located off the lobby.

- j. **Registrar.** The registrar should be part of the counseling (student services) area. They do welcome lots of new families, so that area should be close to the main entry as well.
 - k. **Speech Therapist Office.** Speech therapy is not heavily used by students. They do not meet with parents so the office could be located in a classroom wing. There is no need for confidentiality with the location.
 - l. **Student Services.** In a perfect world, student services would be a one stop shop for all things student oriented. Right now, it can be really confusing for students and parents to know where they are supposed to go to access different services.
 - i. Students will go to the nurse when they really need to be with a counselor. Having both areas close to each other would ease that transition. It would be nice for counselors to be able to collaborate with the nurses.
 - ii. Having a designated student services space that incorporates all of the areas discussed would be much more convenient for staff, students, and parents.
 - m. **Counselor Offices.** There are currently five counselor offices in the student services area. The counselor's offices should be located closer to the administration area. The drug and alcohol counselor are currently down in the 400 wing. When students go to that area, other students become aware of what is going on or at least speculate. The location should be more private.
 - n. **Athletic Director/ Dean of Students.** The dean of students is also the athletic director. This office could be part of the student services.
 - o. **Itinerant Office.** Itinerants can be located anywhere in the building. They can't possibly put all of the itinerants in the administration area.
 - p. **Records Storage.** The records storage room is overflowing, there is not enough space. Records have to be stored on paper, they cannot be digitized. There is no offsite storage at the district level.
 - i. The school will think about how much storage they need moving forward.
 - ii. The paperwork is not only academic, but also medical records.
7. **Administration Adjacency Exercise.** BCRA led an exercise looking at the needed spaces for the administration area and the desired adjacencies between those spaces. The result of the exercise is shown in Figure 3.

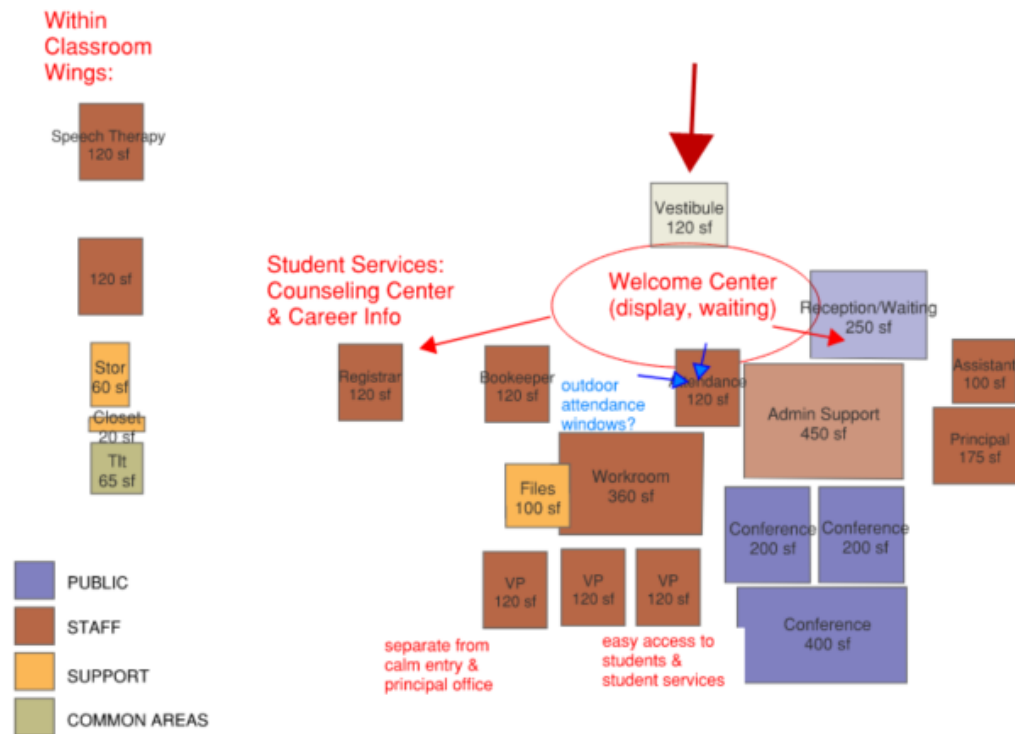
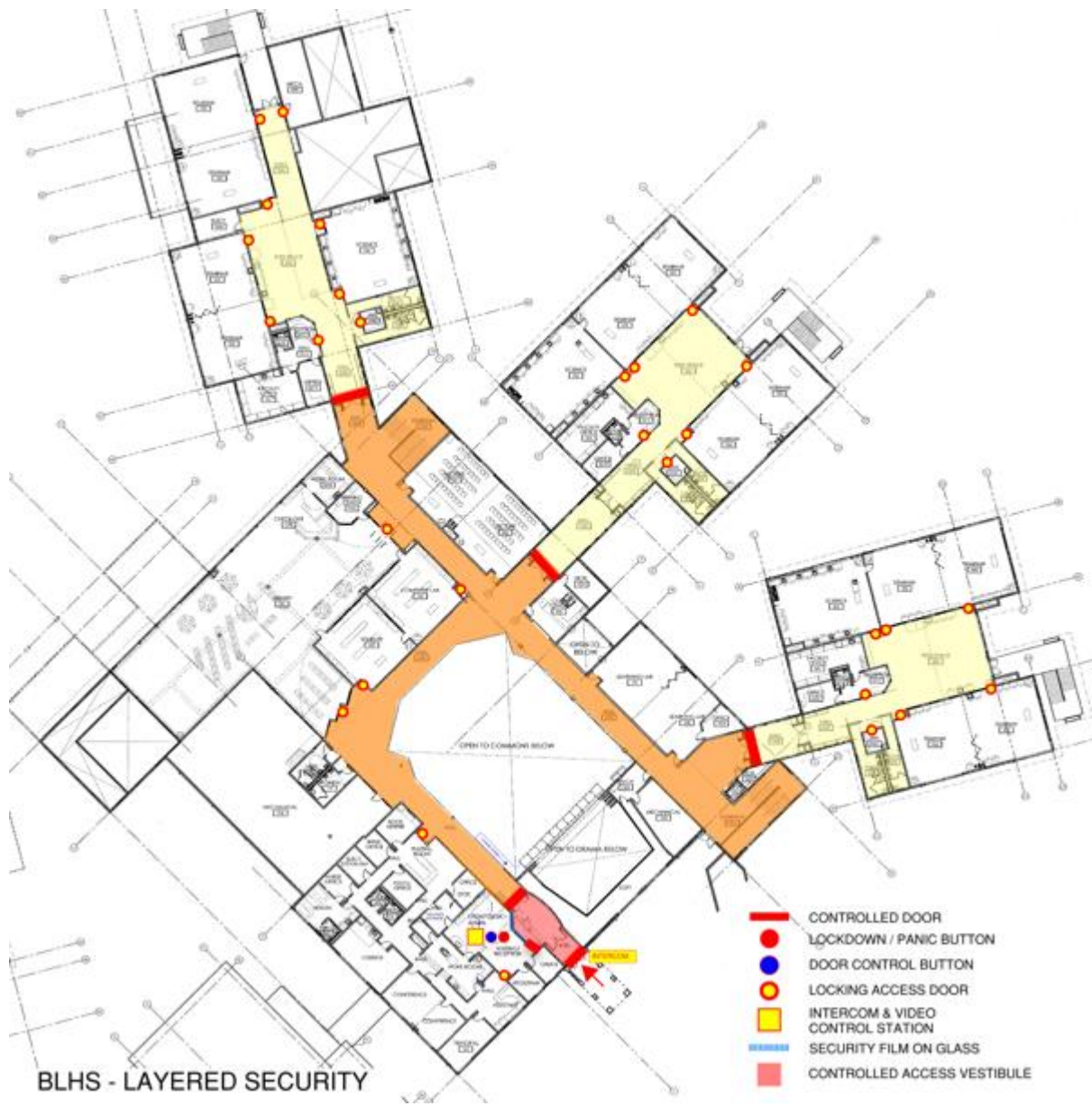


Figure 3: Existing Administration Area

8. **Administration Adjacencies Comments.** The following are some of the comments made during the adjacencies exercise:
- The administration space needs to be expanded. One concern with the student services area moving into the existing administration area and a new administration area being constructed for the remaining offices in the new addition is that the two areas will not be close to each other.
 - There may be lots of congestion in the existing hallway adjacent to the administration area if students are heading both directions between classes.
 - Students will not have to pass through the new secure vestibule to get into the new wing.
 - Lobby/ Welcome Center. The team discussed adding a large lobby to the building to reinforce the main entrance. The lobby would be sized to handle all of the students waiting for mid-day transportation. It could also serve as an area for displays.
 - The lobby could be the link between the student services area and the administration area. Auburn High School is a good example of this area working well.
 - The secretary and attendance (second window) should be directly off of the lobby. They need to be within the same space as they work closely together and need to communicate.
 - It would be if parents who are just there to pick up a student could do so through an exterior window instead of having to go inside the building.

9. **Building Security.** BCRA reviewed the current security features of the building as shown in Figure 4. The red bars indicate the location of doors that are controlled. There are two sets of double doors leading into the classroom wings. One set, noted in red, is the fire doors. The second set is not a fire door. Both sets de-magnetize and close automatically when the fire alarm is activated. The doors are always open in the direction of egress (exiting). The team will use this system in the new addition. The principal thinks the new addition should be consistent as folks are already familiar with the system.



10. **Secure Vestibule.** BCRA reviewed the security features in the main entry vestibule, see Figure 5. There are lockdown buttons in the main office as well as the principal's office for emergency situations. The current security features are consistent with what the district does at all their new schools. The intercom would move to the new entry vestibule. The team will follow the best practices to keep the building safe. The principal also wants to make sure that the protocols are consistent throughout the building.

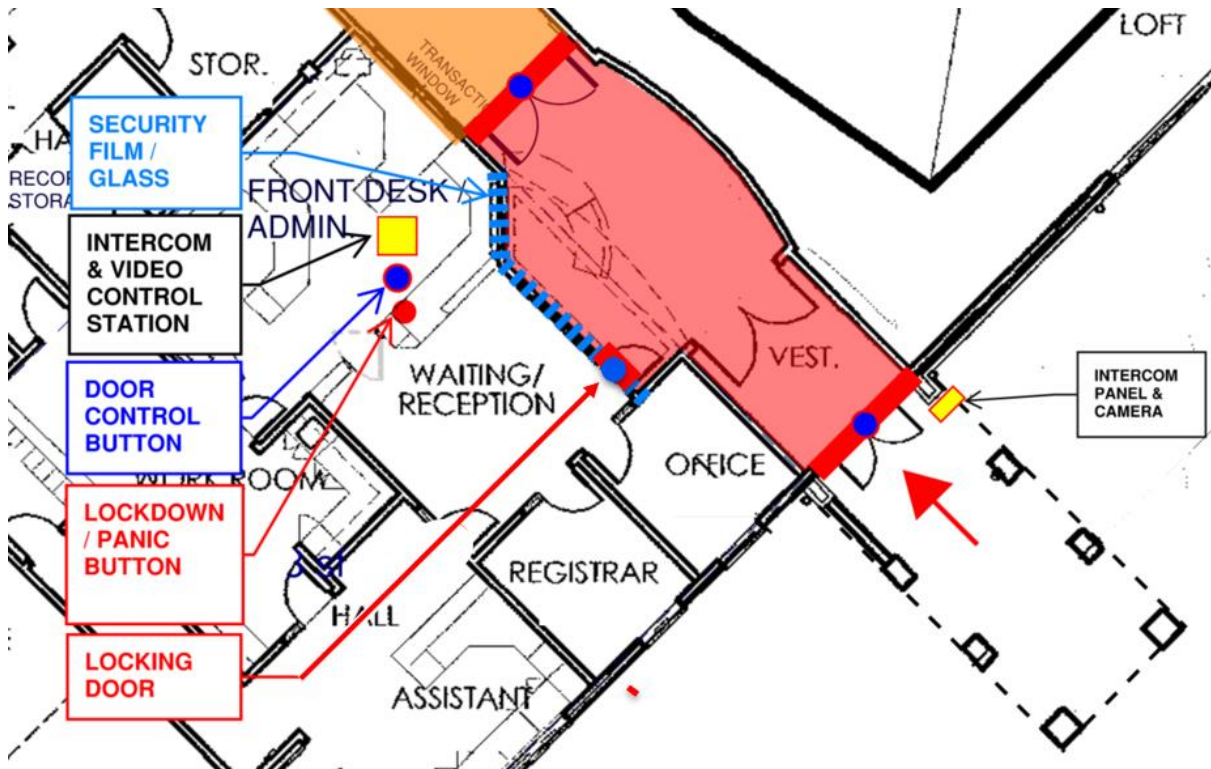


Figure 5: Secure Vestibule Features

11. **Restroom Security.** It would be nice to have doors that lock on the bathrooms. Tik-Tok trends cause problems as kids mimic them at school, often in the bathroom. The administration would like the ability to lock the restrooms when needed.
1. Sometimes they need to lock the bathrooms for maintenance or repairs during the day.
 2. There have been students who were blowing smoke into the smoke detectors which set off the fire alarm and disrupted learning.
12. **Campus Security Offices.** Campus security is spread throughout the building with an office in each classroom wing. This works well but doesn't allow for an area for private conversations with students. Security can be a challenge with the way the building is currently laid out, so it is helpful to have the three campus security offices in the wings.

13. **Entry Visioning - Existing Features.** A prominent entry both outside and inside is what was promised to the public. The school currently has a bad rap, people call it the prison school or the school with all the hard rules. The physical nature of the building makes people feel that way. The existing railing over the commons looks like guard walks at a prison. An open entryway would be welcome!
14. **Entry Visioning - Exercise.** BCRA presented two different boards with several images of different building entries. The team was asked to place colored stickers on those images that they felt best embodied different traits. Blue stickers have images that speak to “Build the Hill.” Yellow stickers note images that feel user centered or people friendly. Green stickers evoke modern, timeless, and flexible design. Red stickers are images that celebrate the entrance. The results of this exercise are shown in Figures 6 through 9.



Figure 6: Entrance Images - Board 1



Figure 7: Entrance Images - Board 1



Figure 8: Entrance Images - Board 2



Figure 9: Entrance Images - Board 2

15. **Entry Visioning - User Centered/ People Friendly.** The following comments were made about the images that received the yellow dots:
 - a. The image on the bottom right of Board 2 with the concrete stairs was noted as low maintenance. Attendees liked the tiered concrete seating area.
 - b. The image of the tiered seating area with green grass had numerous votes. People felt that the area was more artistic, creating an environment that felt open and collaborative.
 - c. It would be nice to bring nature into the building. For ease of maintenance, the elements don't have to be true nature, but elements that mimic nature (biophilic).
 - d. Artistic elements are desired.
16. **Entry Visioning - "Build the Hill."** The following comments were made about the images that received the blue dots as well as the meaning of "Build the Hill":
 - a. A massive sign can improve school spirit and pride for the school. There is very little signage at the existing building compared to Sumner HS, where there is signage on three sides of the school.
 - b. Students take pictures/selfies outside now, but there is nothing that denotes where they are, just a building in the background. It would be nice to have a place where students want to take selfies to show pride in their school.
 - c. The principal took a student poll. The lowest score was regarding, "I am proud of my school." Student pride should be shown throughout the campus and the building.

- d. Exterior seating areas at the front of the school are nice but they do generate a lot of garbage since those areas would be used after hours. It makes an entry less appealing when there is garbage. How can the issue be mitigated? It may be better to locate a seating area around the side or back of the school.
17. **Entry Visioning - Celebrates the Entrance & Evokes Modern.** The following comments were made about the two images in the center of Board 1 that received the most green and red votes:
- a. It would be nice to have an extended/ lower overhang so that there is protection from the rain. Currently students try to avoid standing in the rain waiting for their ride but the area under the overhang is too small. This then creates congestion for others who want/need to move through the area. The cover needs to be large enough for lots of students to wait under the overhang.
 - b. Lots of glazing is open and welcoming.
 - c. At the wood overhang with a lot of glazing, the entry is so pronounced that you know immediately where to go.
 - d. The windows shown are similar to the ones they have in the commons right now, it would tie into that existing focal point at the school, front and back.
18. **The Next Steps:** The next meeting is scheduled for March 18, 2025, at 2:30 pm. The focus of the meeting will be the support functions, technology, maintenance, and custodial.

END of Meeting Minutes

Attachments:

250225 BLHS- Workshop 3 Slides

Bonney Lake High School Expansion & Intersection Improvements

Educational Specifications – Workshop #3

February 25, 2025



Project Introduction

Project Fundamentals

Project Visioning

Programming

AGENDA:

- Project Overview
- Committee Role
- District / BLHS Promise / Vision
- Vision / Story
- Goals / Guiding Principles
- Administration
- Security
- Entry



BLHS Expansion & Improvements - Agenda

LR



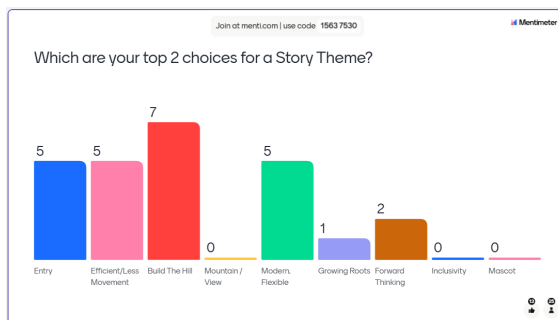
Date	Time	Topic	Location
2/11/25	2:30-4:30pm	Workshop #1 - Kickoff	BLHS Library
2/18/25	2:30-4:30pm	Workshop #2: Classrooms, Specialty Classrooms & JROTC	BLHS Library
2/25/25	3:30-5:30pm	Workshop #3: Administration, Security, Entry	BLHS Library
3/18/25	2:30-4:30pm	Workshop #4: Support Functions - Technology, Maintenance, Custodial Maintenance	BLHS Library
3/25/25	2:30-4:30pm	Workshop #5: Site - Transportation, Fields, Parking	BLHS Library
4/22/25	2:30-4:30pm	Wrap-up Meeting	BLHS Library



BLHS Expansion & Improvements – Ed Specs Schedule

LR

Vision / Story



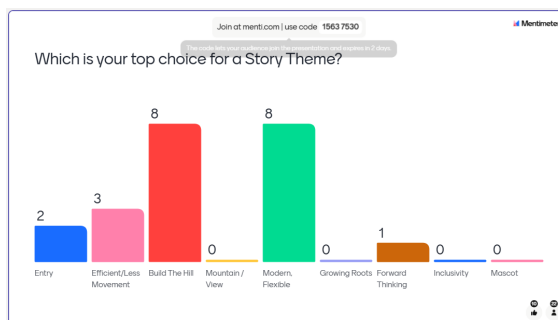
Build The Hill

Efficient / less movement

Entry

Modern, Flexible, Timeless

Forward Thinking



Build The Hill

Modern, Flexible, Timeless

Efficient / less movement

Entry

Forward Thinking



BLHS Expansion & Improvements

RP



Build The Hill

(serving the community, expression of pride, student success and contribution)

Modern, Flexible, Timeless

General

Success – within budget, time, and scope
Manage Expectations
Understand Future Needs

Scope/Program

More Learning Spaces
Dedicated Use of Learning Spaces
Optimized Storage
Improved Athletic Facilities
Integrating Existing & New

Qualitative

User & Learner Centered
Efficient Flow, Wayfinding, Teacher Movement
Celebrated Entry
Safe & Secure
Durable, Cleanable, Maintainable
Celebrate Mountain View
Effective & Functional
Celebrating the Mascot
Growing Roots

Future

Plan for Growth

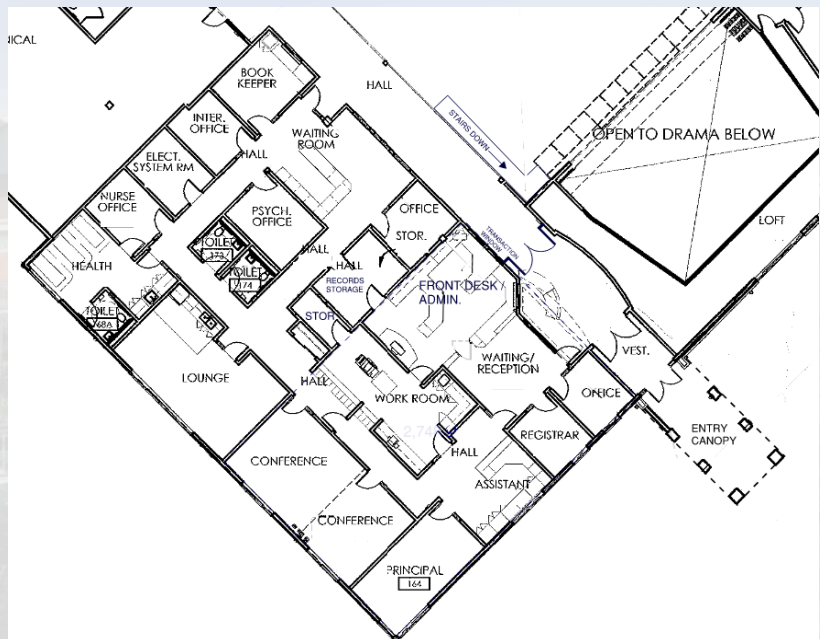


BLHS Expansion & Improvements – Vision/Story and Guiding Principles

RP

Administration

Personnel
Location
Needs
Adjacencies
What moves, what stays

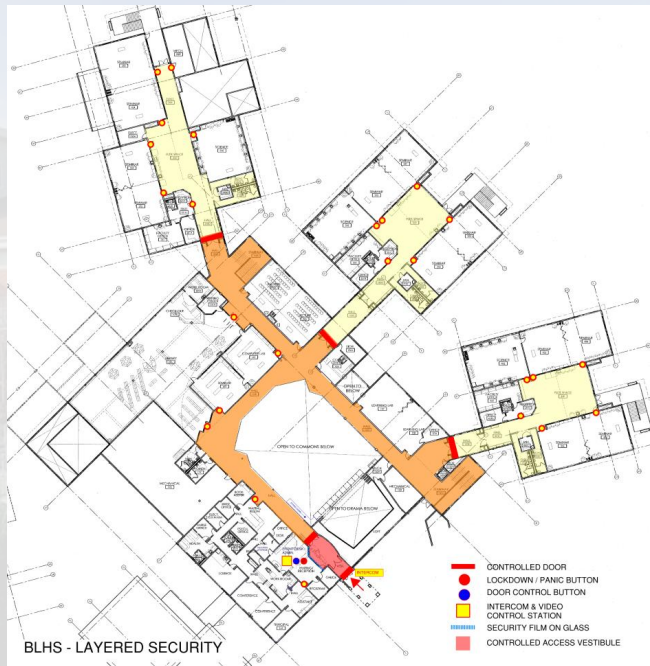


BLHS Expansion & Improvements

WJ



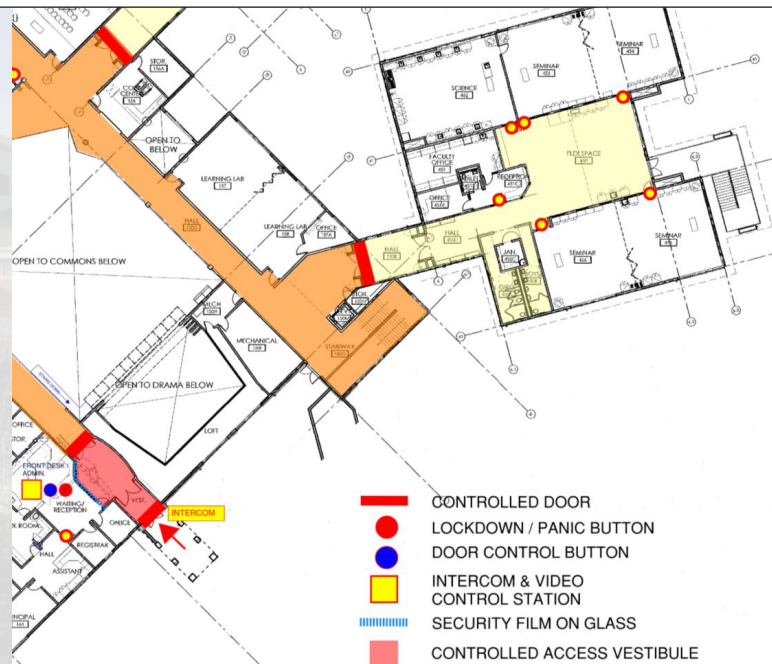
Security



BLHS Expansion & Improvements

RP

Security

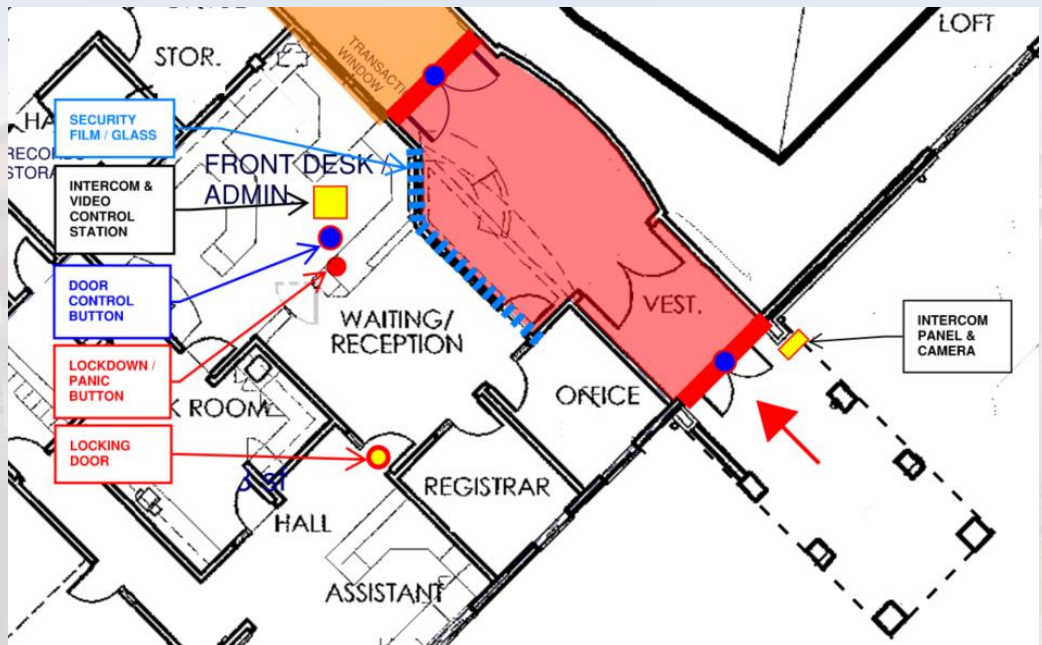


BLHS Expansion & Improvements

RP



Security



BLHS Expansion & Improvements

RP

Security



BLHS Expansion & Improvements

WJ





Entry

BLHS
Summer HS



BLHS Expansion & Improvements

RP/WJ



BONNEY LAKE HIGH SCHOOL EXPANSION Educational Specifications – Workshop #4

Meeting Minutes

March 18, 2025

Issued: March 20, 2025

Attendees:

Aaron Tomyn – Director	X	Jeanette Morse – Assistant Principal	X
Amanda Ross – Building Specific	X	Jess Workman – Current Intern	X
Breanna Naccarato – Admin Support	X	Jenni Denison – Interiors	X
Brenda Kuehthau – PE	X	Joe Haggerty – CTE JROTC	
Brian Kaelin – Athletics		John Boatman – CP/Facilities Manager	X
Brian Scheerer – Safety/Security		Kerri Hubler – Volunteer	
Charlotte Marrison – Nutrition		Lori Robbin – Managing Partner	X
Cheryl Roper – Current Intern	X	Marina Tanay – Director	X
Christopher Spadafore – Project Manager		Matt Guilanians – Program Manager	X
Dasha Berry - Counselor	X	Mike Olson – Gen Ed Teacher	
David Coutts – Maintenance		Patrick Bradley – Building Specific	
Emily Wojo – Building Specific	X	Randy Kroum – Parent	
Erynn Marlar – CTE		Ross Parker – Educational Planner	X
Heather Kellington – Building Specific		Scott Nall – Volunteer	
Izumi Taijeron – Leadership		Shaniah Andal – CTE	
Jace Kellington – Building Specific	X	Steve Sjolund – Elementary/Secondary	
James Anderson – CSO		Tony Clarke – Principal	X
Jason Silbaugh – Intern Applicant	X	Wade Jensen – Project Architect	X
Rita Willey – Head Custodian	X	George Powell – M&O	X

AGENDA ITEMS

1. **Introduction:** BCRA reviewed the agenda for the meeting. They gave an overview of the scope of the project by reviewing the materials that were included in the bond information.
2. **Ed Specs Meeting Schedule:** BCRA reviewed the schedule for the Educational Specifications (Ed Specs) meetings. This is the fourth of six meetings planned for the Ed Specs process. The focus of today's meeting is materials, maintenance, systems and restroom design.
3. **Review Committee Roles and Responsibilities:** The committee role is familiar to the committee. The slides were shown to remind the team of their role in the process.
4. **Project Vision, Goals, and Guidelines:** BCRA reviewed the visioning work done during meeting 2 and finalized in meeting 3.
5. **Entry Imagery:** BCRA reviewed the results of the entry imagery exercise from the last meeting. The number of votes for each dot from the last meeting were counted and added to each image from the board in Figures 1 and 2. Images that had the most votes on each board have red numbers. Images that were winners in the color category have the larger colored circles.

BONNEY LAKE HS - ENTRANCE



Speaks to - "Build the Hill" Evokes - Modern / Timeless / Flexible
Feels User Centered or People Friendly Celebrates the Entrance



Figure 1: Entry Imagery – Board 1 Results

BONNEY LAKE HS - ENTRANCE



Speaks to - "Build the Hill" Evokes - Modern / Timeless / Flexible
Feels User Centered or People Friendly Celebrates the Entrance

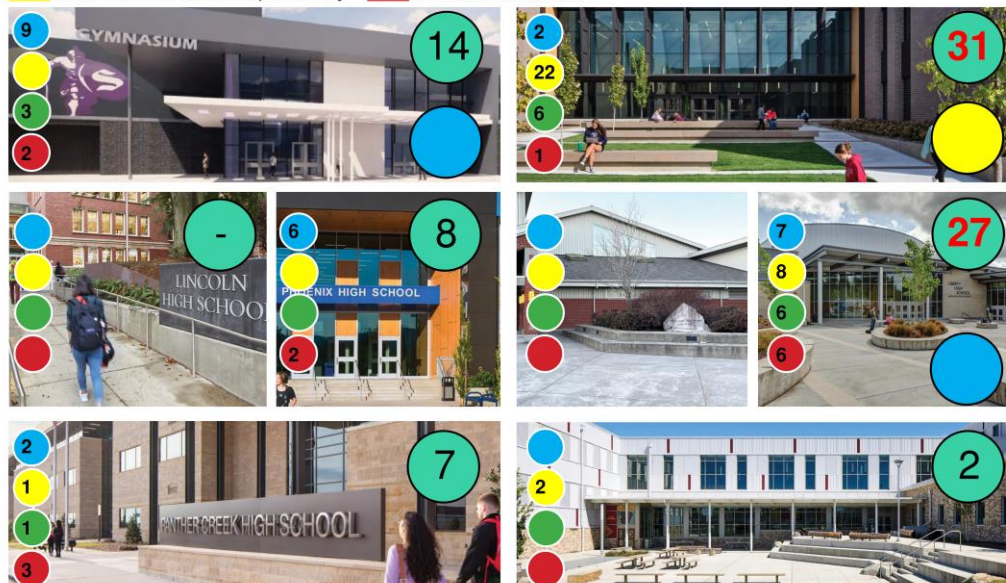


Figure 2: Entry Imagery – Board 2 Results

6. **Entry Imagery - Results:** The following images in Figure 3 were highlighted for different reasons. The red square indicates that the image that had the most votes for “Celebrate the Entry”. The blue square indicates the image that had the most votes for “Build the Hill”.



Figure 3: Entry Imagery – Results

7. **Entry Imagery - Comments.** The team discussed the results of the imagery exercise. The following comments are a record of the discussion:
- Several of the images look very similar to the glass on the new PAC building. The team likes the way that it looks.
 - Plants are hard to take care of from a maintenance perspective. They often do not look good for much of the year. The grass will be difficult to maintain but it does look more inviting.
 - The entrance should be comfortable, welcoming, and inviting. BCRA suggested that different colored hard surfaces could be used to make outdoor areas feel more welcoming and still be easy to maintain. Pavers can break up the space with some color and texture.
 - Artificial turf is also an option as long as the fill is not the black pellets that are on the field as they stick in shoes and end up everywhere. The subsurface would be sand which does not create the same problem. The pellets are on the field to protect athletes by providing more cushion.
 - Plants in raised beds are hard to maintain. They often grow too tall and can become a security issue from a visibility standpoint.
 - The team will plan for minimum plantings that satisfy the code requirements.

8. Custodial/Maintenance. BCRA shared the existing floor plan with highlighted areas of current maintenance spaces, see Figure 4.

- a. The current size and layout of the custodial spaces works well. Each room should be equipped with a mixing machine, mop holder, and mop sink.
- b. The school has added open shelving to most of the custodial rooms for added storage.
- c. The storage rooms under the stairs are important for storing extra stock. The school goes through lots of paper products.
- d. The custodial space near the receiving area works well.
- e. BCRA will plan for a custodial area on each floor of the new wing in a central location. The rooms will be of a similar size to the existing custodial rooms.
 - i. An area for a custodial office should be included in the new wing. This can be part of one of the standard custodial rooms, which is slightly larger with space for a desk.



Figure 4: Custodial Room Locations

9. Exterior Finish Materials. BCRA shared images of the exterior views of Bonney Lake High School and Sumner High School (SHS), see Figure 5. The team discussed the preferred exterior materials that could be incorporated into the new addition.

- a. The exterior material on SHS is neolith. They like the look as well as the material, it is graffiti proof, which is desired.
- b. They want to add a concrete maintenance strip around the building, similar to SHS.
- c. The storefront windows at the PAC look good. The one concern is that there is a lot of heat loss and heat gain through the glass, they did add some opaque glass to the PAC to help mitigate the thermal issues. It's hard to see in the photo.
- d. The principal's biggest concern is blending the new materials well with the existing finishes. There was general consensus that the new and old parts of the building could either blend or complement each other. An exact match to the existing building is not

necessary. Creativity is encouraged in the design. The team doesn't want the new addition to look like any other high school, it should be unique.

- e. **Roofing Materials.** In the past, the district used asphalt shingles, membrane roofing, or metal roofs. Now that the building will have to have solar panels in order to comply with the energy code, the district is moving away from asphalt shingle roofing. The roof material should be durable, have a long-life span and work well with solar panels.
- f. **Wood Soffit.** The district has tongue and groove wood soffits on another building. The wood has shifted over time, and they just had a board fall off during the school day.
 - i. A wood soffit may not match/ complement the current aesthetic of the building.
 - ii. Some who attended didn't even notice that the soffit was wood, they just liked the shape of it in the entry imagery.
 - iii. Wood might be ok if it was mounted directly to the structure.
 - iv. There are metal panels that look like wood but are more durable if a wood look is desired on the outside of the building.



Figure 5: Exterior Finish Imagery

10. Interior Finish Materials. BCRA shared images of the interior materials used at Sumner High School, see Figure 6. The team discussed the preferred interior materials that could be incorporated into the new addition.

- a. **Flooring.** Concrete floors work well. The team doesn't like the amount of cracking that happens on the second floor.

- i. Rubber flooring (Mondo) is also a good choice, especially on the upper floors. The district has this product in several buildings (Maple Lawn, Tehaleh), and it is easy to maintain and is very durable.
 - ii. The existing ceramic tile in the corridors of the facility is a maintenance nightmare.
- b. Walk off Mats. The team will plan to add walk off mats at all entry doors.
- c. Colors. It would be nice to compliment colors in the rest of the building, do NOT match them. The teal, green, and brown colors in the existing building are generally disliked by those in attendance.
 - i. The team likes the idea of adding school colors as accents within the building, provided those colors are not everywhere in the building.
 - ii. School colors can change over time, so they are better used as pops of color, so the color is used sparingly as an accent, not the dominate color.
 - iii. The branded colors of BLHS should be used. The district prefers an exact match.
 - iv. The pops of colors used as accent paint at SHS were well received.
- d. Wainscot. Plastic laminate wainscots, similar to what was done at SHS, are preferred. They are durable. The exposed fasteners work well.
 - i. MDF (wheatboard) did not work at Mountain View.
 - ii. The height of the wainscot at SHS is preferred.
- e. Tackable Wall Surface. The team likes the tackable wall surface above the wainscot in the hallway and on two walls of the classroom. The pattern used at SHS should be replicated.
 - i. For the most part, all hall walls will have tackable wall surface.
 - ii. In the breakout areas, they prefer whiteboards lining the wall for students to utilize, similar to SHS.
- f. Corner guards. Metal corner guards are preferred. The plastic ones tend to move around in the clip and break. Corner guards should be installed everywhere, especially hallways.
 - i. The height of the corner guard should match the top of the wainscot.
 - ii. Metal edges should be used for the tackable wall covering above, similar to SHS.
- g. Casework. A light wood grain for the base cabinetry is appealing. Wood grains tend to stand up to the test of time.
 - i. The pops of colors used at SHS were well received. The purple-colored glazing worked because of what was happening on the outside of the building, it may not be the same at BLHS. If colored glazing is used, it should be integral to the glass (not a film) so that it lasts longer.
- h. Glazing.
 - i. The team will plan to keep glazing up off the ground for maintenance outside as well as inside.

- ii. The purple-colored glazing at SHS worked because of what was happening on the outside of the building, it may not be the same at BLHS. If colored glazing is used, it should be integral to the glass (not a film) so that it lasts longer.
- i. Classroom Door Relight Windows. SHS has louvered blinds on the relites next to the doors.
 - i. Louvered blinds do not last very long but some kind of covering is needed for lockdown.
 - ii. Roller shades are easier to work with and don't get damaged the same way.
 - iii. At the ELC, the district used a sliding tackboard that can move over the relights for security during a lock down. BCRA will investigate using this option as it was well received by the team.



Figure 6: Interior Finish Imagery

- 11. Systems & Technology.** BCRA reviewed some of the issues that they heard about technology during the tours. The team reviewed the existing locations of the electrical, IDF, and MDF/ server room, see Figure 7. There will be some electrical areas in the new addition to accommodate the expanded service. This is a good opportunity to make some of these systems function better. The team discussed the current issues with these spaces.



Figure 7: Systems Floor Plan

- a. The HVAC in the existing MDF room is not working well. It is at capacity and there is no space to put in a larger unit, so it will need to be expanded.
- b. Currently there are electrical and telecom rooms in each wing. This meets the current needs but is not necessarily enough. The rooms end up becoming storage areas which means sometimes the electrical panels will be behind something, so they are hard to access.
- c. Boilers. The district just replaced a couple of the boilers. They added capacity but are not sure it will be enough for the addition. The team will evaluate the existing mechanical and electrical systems with the engineering team as the design progresses. The addition will have to meet the energy efficiency requirements of the current Washington State Energy Code.
- d. TV Monitors. In classrooms the team prefers mobile TVs for general classrooms for flexibility now and as technology changes in the future.
 - i. In some of the specialty classrooms it may make more sense to have them mounted to the wall, which can be evaluated on a case-by-case basis.
 - ii. The mobile option is all they have had in the building, so the teachers don't know if the wall mount would be better. The carts do take up quite a bit of space.

- iii. If the general classrooms have mobile TVs, there will be two places in the room that they can be plugged in. SHS Phase One only has one outlet location, but the front of the room is fixed so it makes sense in that design.
- iv. Technology standards need to be consistent district wide.
- e. WIFI Capacity. The technology department has done a good job with locating WAPs. There are no issues with WIFI capacity.
- f. Cell phone reception depends on your provider.
 - i. In the restrooms at Yelm, there is no cell service, it's a dead zone. It may be nice to not have students on their phones in the restrooms.



Figure 8: Systems Images

- 12. Restroom Design.** The team reviewed the design that was installed at Sumner High School, see Figure 9. This is the current district standard.
- a. Doors. While the team wants to add doors to the toilet rooms, they are concerned about the doors being closed by students during the day. If the doors swing in, a person could stand in front of a door and block it closed with their body. If the doors swing out, they are much harder to block.
 - i. Pocket doors do not hold up well over time.
 - ii. A gate type rolling door might work as students won't have access to close those doors.
 - iii. The goal is to be able to close the restrooms for maintenance. The district will discuss and come up a standard to be used at all schools moving forward.
 - b. Sinks. Single user sinks are preferred over gang style sinks. The sinks will be located inside the bathroom.
 - c. Mirrors. Statistics show that most fights in the restroom happen around the sinks and mirrors. Some schools don't do mirrors to avoid girls doing make-up and congregating there.
 - d. Security Cameras. The current facility has cameras outside of restrooms to monitor who goes in and out in case there is an issue.

13. Restroom Locations.

- a. There will be a student gang restroom on each floor of the new addition, located near the classroom wing. Each will have a custodial space and a single user staff bathroom nearby.
- b. In the administration area, the team may include a single user bathroom for students, so they don't have to travel so far to go to the bathroom if they are in the administration area.
- c. It would be nice to have a nice restroom that is only accessible to teachers and visitors near the administration area. This bathroom might stay clean and tidy, so it looks nice for visitors.

14. Restroom Materials:

- a. Walls: 7 ft high ceramic tile on the walls is preferred. A coved base tile is preferred over a metal cove.
 - i. Graffiti can be a problem in restrooms, it is very hard to clean off the grout. The team will minimize the grout lines by using larger tiles. Dark grout is preferred over light grout.
 - ii. Neolith may be an option for the walls, it cleans up really easily.
- b. Flooring: Ceramic tile is preferred. Concrete is also an option.
 - i. The team discussed using rubber in the bathrooms. Rubber may discolor over time in a wet area. It is not a preferred option.

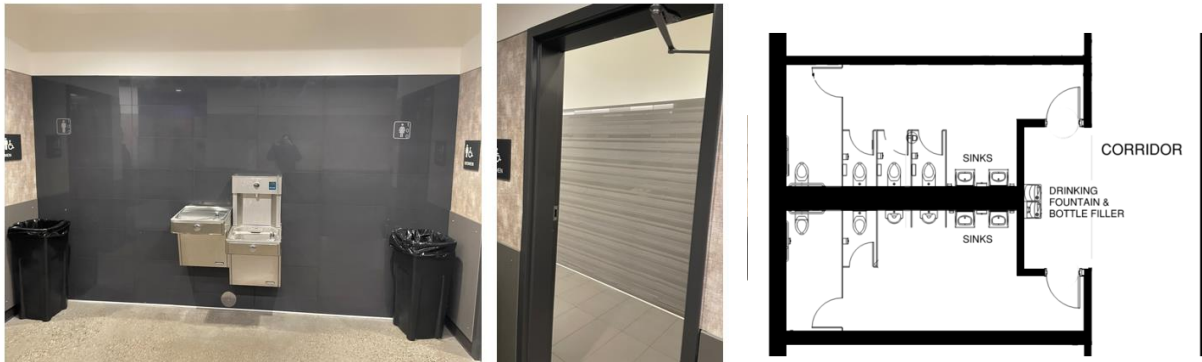


Figure 8: Restroom Imagery

15. **Drinking Fountains.** They would like more drinking fountains with water bottle fillers in the building. There are currently only two water bottle fillers.
16. **The Next Steps:** The next meeting is scheduled for March 25, 2025, at 2:30 pm. The focus of the meeting will be on the site. The team will look at transportation, fields, and parking. The team relayed some issues that they would like to discuss at the next meeting:
 - a. Site Circulation. Queuing lane people park in a through lane waiting to pick up students. People cannot get to the parking lot since it will back up all the way to the traffic light.

- b. Memorial Trees. There are a few memorial trees around the parking lot that are in an area that may get reconfigured. The district will reach out to the individual families to discuss the issue and potential relocation of the trees when the design is completed.
 - i. The current district policy does not allow memorial trees.
- c. Gate. There is a hole in the gate at the storm pond behind the field. It would be nice to add a gate so that students can walk from the neighborhood beyond. This is outside of the scope of the project.
- d. Wayfinding needs to be addressed.
- e. Monument sign needs to be discussed.

END of Meeting Minutes

Bonney Lake High School Expansion & Intersection Improvements

Educational Specifications – Workshop #4

March 18, 2025



Project Introduction

Project Fundamentals

Project Visioning

Programming

AGENDA:

- Project Overview
- Committee Role
- District / BLHS Promise / Vision
- Vision / Story
- Goals / Guiding Principles
- Materials
- Maintenance
- Systems
- Restrooms



BLHS Expansion & Improvements - Agenda

LR



Date	Time	Topic	Location
2/11/25	2:30-4:30pm	Workshop #1 - Kickoff	BLHS Library
2/18/25	2:30-4:30pm	Workshop #2: Classrooms, Specialty Classrooms & JROTC	BLHS Library
2/25/25	3:30-5:30pm	Workshop #3: Administration, Security, Entry	BLHS Library
3/18/25	2:30-4:30pm	Workshop #4: Support Functions - Technology, Maintenance, Custodial Maintenance	BLHS Library
3/25/25	2:30-4:30pm	Workshop #5: Site - Transportation, Fields, Parking	BLHS Library
4/22/25	2:30-4:30pm	Wrap-up Meeting	BLHS Library



BLHS Expansion & Improvements – Ed Specs Schedule

LR

Entry & Imagery

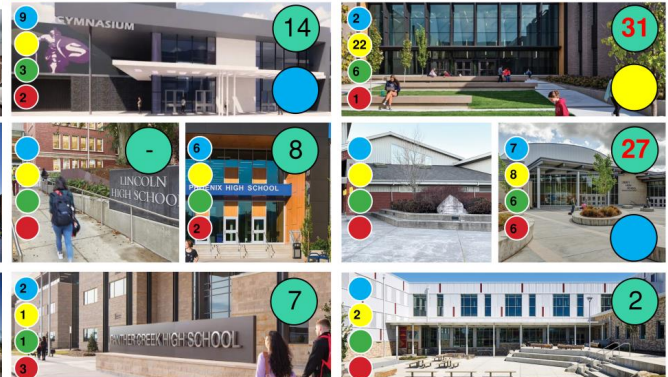
BONNEY LAKE HS - ENTRANCE

■ Speaks to - "Build the Hill"
■ Feels User Centered or People Friendly
■ Evokes - Modern / Timeless / Flexible
■ Celebrates the Entrance



BONNEY LAKE HS - ENTRANCE

■ Speaks to - "Build the Hill"
■ Feels User Centered or People Friendly
■ Evokes - Modern / Timeless / Flexible
■ Celebrates the Entrance



BLHS Expansion & Improvements

RP



Speaks to - “Build the Hill”
 Feels User Centered or People Friendly

 Evokes - Modern / Timeless / Flexible
 Celebrates the Entrance



BLHS Expansion & Improvements

RP

 Speaks to - “Build the Hill”
 Feels User Centered or People Friendly

 Evokes - Modern / Timeless / Flexible
 Celebrates the Entrance



BLHS Expansion & Improvements

RP



Maintenance

Custodial Rooms



1st Floor



2nd Floor

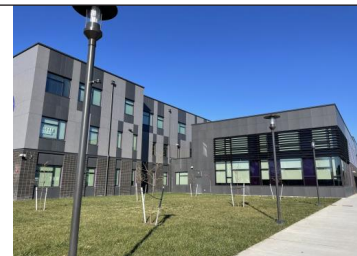


BLHS Expansion & Improvements

WJ

Maintenance

Exterior Materials



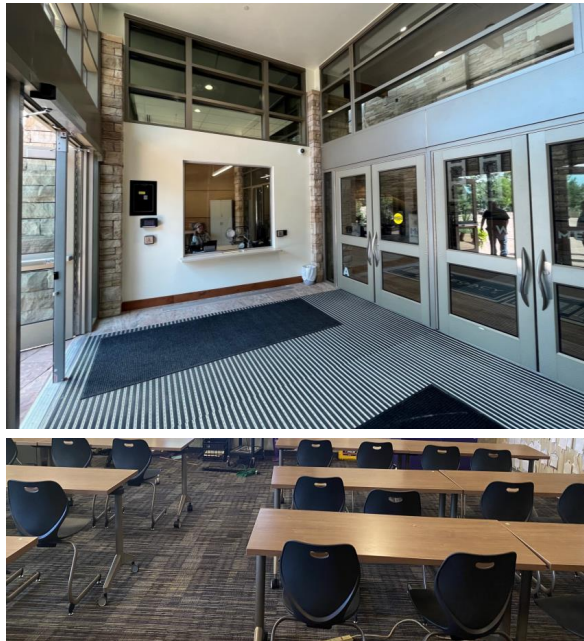
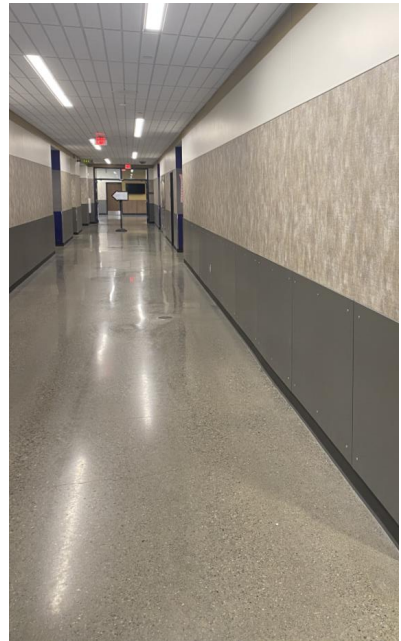
BLHS Expansion & Improvements

WJ



Maintenance

Interior finishes

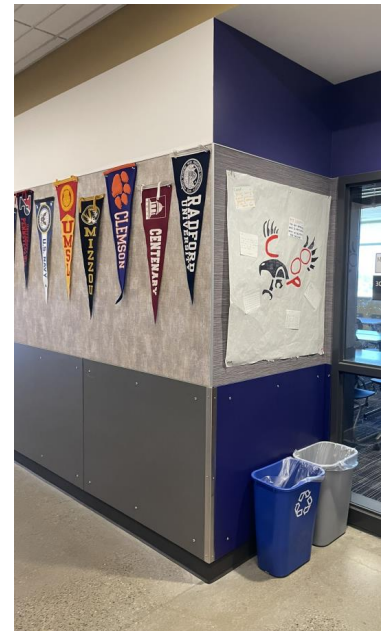


BLHS Expansion & Improvements

WJ

Maintenance

Interior finishes



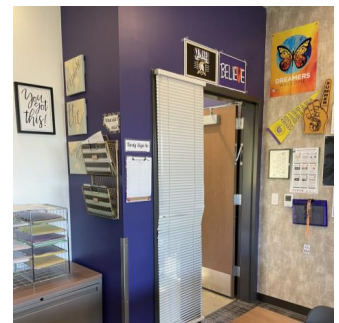
BLHS Expansion & Improvements

WJ



Maintenance

Interior finishes

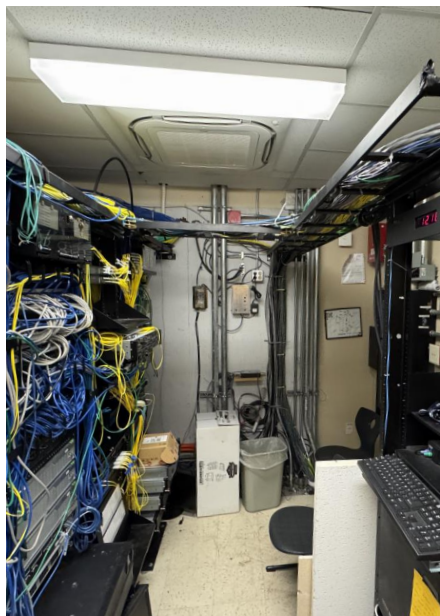
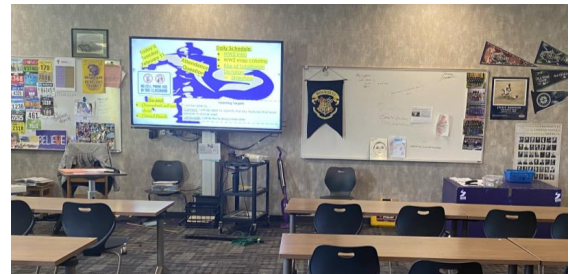
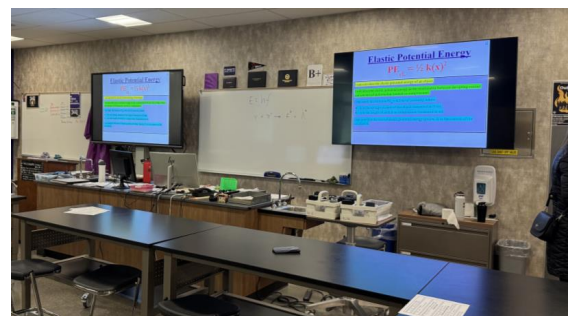


BLHS Expansion & Improvements

WJ

Systems

Technology



RP



Systems

Technology



RP

Restrooms

Safety
Privacy
Maintenance



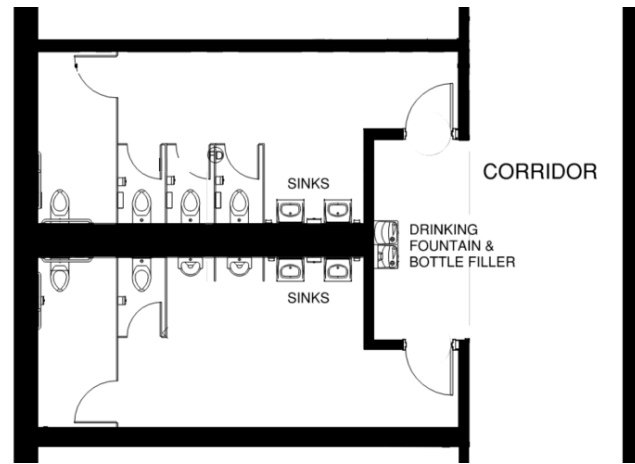
BLHS Expansion & Improvements

WJ



Restrooms

Safety
Privacy
Maintenance



Sumner HS



BLHS Expansion & Improvements

WJ



BONNEY LAKE HIGH SCHOOL EXPANSION Educational Specifications – Workshop #5

Meeting Minutes

March 25, 2025

Issued: April 4, 2025

Attendees:

Aaron Tomyn – Director	X	Jeanette Morse – Assistant Principal	X
Amanda Ross – Building Specific	X	Jess Workman – Current Intern	
Breanna Naccarato – Admin Support	X	Jenni Denison – Interiors	X
Brenda Kuehthau – PE	X	John Boatman – CP/Facilities Manager	X
Brian Kaelin – Athletics	X	Joe Haggerty – CTE JROTC	
Brian Scheerer – Safety/Security	X	Kerri Hubler – Volunteer	X
Charlotte Marrison – Nutrition		Lori Robbin – Managing Partner	X
Cheryl Roper – Current Intern	X	Marina Tanay – Director	X
Christopher Spadafore – Project Manager	X	Matt Guilanians – Program Manager	X
Dasha Berry - Counselor	X	Mike Olson – Gen Ed Teacher	
David Coutts – Maintenance	X	Patrick Bradley – Building Specific	
Emily Wojo – Building Specific	X	Randy Kroum – Parent	
Erynn Marlar – CTE		Ross Parker – Educational Planner	X
Heather Kellington – Building Specific		Scott Nall – Volunteer	
Izumi Taijeron – Leadership		Shaniah Andal – CTE	
Jace Kellington – Building Specific		Steve Sjolund – Elementary/Secondary	
James Anderson – CSO		Tony Clarke – Principal	X
Jason Silbaugh – Intern Applicant	X	Wade Jensen – Project Architect	X
Rita Willey – Head Custodian		George Powell – M&O	
Andy Rasmussen – Landscape Architect	X		

AGENDA ITEMS

1. **Introduction:** BCRA reviewed the agenda for the meeting.
2. **Ed Specs Meeting Schedule:** BCRA reviewed the schedule for the Educational Specifications (Ed Specs) meetings. This is the fifth of six meetings planned for the Ed Specs process. The focus of today's meeting is the site design, including transportation, fields, and parking.
3. **Review Committee Roles and Responsibilities:** The committee role is familiar to the committee. The slides were shown to remind the team of their role in the process.
4. **Project Vision, Goals, and Guidelines:** BCRA reviewed the visioning work done during meeting 2 and finalized in meeting 3 to remind the team of the overarching goals for the project.
5. **Entry Imagery:** BCRA reviewed the results of the entry imagery exercise from the third meeting. An image of the Bonney Lake High School Performing Arts Center and Clover Park Technical College were added to the slide as inspiration. The new additions to the slide both have similar glazed entries to the favorites from the imagery exercise.

6. **Fields.** Landscape Architect, Andy Rasmussen, reviewed the overall scope of the field improvements that were included in the bond project. The intent is to improve the drainage and install synthetic turf on the existing baseball and softball fields, keeping the general extents of the field area the same as they are currently. During the bond planning process, the team looked at moving and changing the field layouts, but that didn't pencil out. There may be some slight encroachment at the traffic circle that will pinch the baseball field.
- a. **Synthetic Turf.** The type of fill that is proposed for the new fields was discussed. The team is still reviewing the type of fill that will be installed. The team will look to match the right type of cushioning for the sport planned for the field. Health concerns with some types of fills are also a factor.
 - i. **Underlayment.** The manufacturers are continually improving their fill. Right now, cork, nut shells, and foam are all options. Cork and nut shells are better than raw rubber. Rubber is likely going to be regulated at some point due to issues with salmon. A lot of existing fields have foam underlayment that eventually need to be replaced. There are movements happening to allow for the underlayment to be recycled and manufacturers should start offering more sustainable options in the future.
 - ii. **Lifespan.** Baseball and soccer fields last longer than football. Football tends to be harder on turf because of the amount of impact. The field warranty is for 10 years (football), but they should last at least 15. New fibers have much better UV protection to reduce fading.
 - iii. **Cushion.** How much cushioning is too much cushioning. You want enough but not too much. Football needs the most cushion.
 - b. **Drainage.** Currently both fields slope, due to natural grass that needs to drain. The new fields will not be totally flat since regrading the area, it is not in the budget.
 - c. **Fencing.** The assumption is locked gates, but ultimately that is up to the district. If you give the public access all the time, the field won't last as long. Netting will be added along the road at the baseball field to keep balls from going out into the road.
 - d. **Restrooms.** There are no plans for restrooms at the fields. This was not in the bond scope, so it would become and add service. Restrooms at fields are very expensive.
 - e. **Scoreboards.** The existing scoreboards can be relocated, if needed. They work for both fields and were recently replaced.
 - f. **Lighting.** There will be full lighting for the fields.
 - g. **Softball Field.** The softball field does not need to be designed with a full soccer field. The football teams practice at the stadium. For equity, since there is a dedicated baseball field, there should be a dedicated softball field as well.
 - i. **Design.** The upper brown infield can be removed. This would allow that portion of the field to be designed as a multi-purpose space for the other sports. Tick marks instead of full line layouts should be added for UA 10 or 12 games.
 - ii. **Flag football** can be run the short directions (two games at once). Currently, they do not have flag football at this school, but it may be coming.
 - iii. The attendees recommended adding what is needed at the bottom ball field to make it a permanent fast pitch. The area past the arch of the lower outfield

will be a different color turf. Spectators can bring chairs to watch games from that location.

- iv. **Bleachers.** It would be nice to have more bleachers for spectators. There will be bleachers similar to what they currently have on the other field. The area is fairly constrained with roads and the property line near the water tower. The hardest part is to get the bleachers high enough to be able to see over the fence, especially in the outfield.
- v. **Storage.** All the storage is currently down in the bunkhouse. The Girls softball team has a storage area near the tennis courts.
- vi. **Community Use.** The community uses the fields. The field can be treated like one at a park, where you put plugs in and add the pads when needed for games. The biggest thing for the community is to have enough turf and space for people to use to play their games.
- h. **Baseball Field Design.** Baseball wants turf (green and brown) all the way around, no more dirt! The warning track is just a color change, not a material change. The mound will wear out faster than the rest of the field, but that section can just be pulled out and replaced when needed.
 - i. **Community Use.** Do we want to entertain the idea of using the baseball field for community sports that may need more space? The field will get more wear and tear. The community that voted for the bond has an expectation to be able to utilize the fields.
 - ii. **Sports Lines.** Too many court lines make the fields too busy. Tick marks will be used. Painted lines will not be allowed on the fields. Andy will put together a drawing to show how the lines could be installed.
- 7. **Stadium Bleachers.** The district is looking at the feasibility to add additional seating capacity to the grandstand. They may change the visitor side to the opposite side and construct more seating on the side closest to the road. The added seating is not currently part of the bond project. The district may just go through the KCDA program.
- 8. **Circulation and Parking.** Andy gave an overview of the ideas that went into the bond site plan. The drop off area at the main entrance will change shape depending on the shape of the building design. Parking will be optimized where possible. Additional stalls are shown to make up for those that will be lost with the building expansion. There is a third lane that is added for additional queuing for vehicles entering the site to pick up students. The DLC busses will move to pick up students next to the DLC classrooms. This will help to separate bus traffic from car traffic. The following items are a summary of the comments made on the proposed site plan layout:
 - a. **Queuing.** There is space for 35 cars can queue in the proposed design. Those who work in the building felt that up to 100 cars are waiting to pick up students. The queuing area will be expanded as much as possible. Currently, folks queue up in the traffic lanes and block the cars behind them from accessing the parking lot.
 - i. You could loop things around a bit more and that would allow for more cars.

- ii. Adding a queuing lane to the road on the west side of the softball field would also help. There is often a backup of cars that enter the site near the lower parking lot to pick up by the main entry.
 - b. **Buses.** There are two rounds of buses that pick up in the bus area. The bus turnaround can be hard, but it is doable. The buses have changed the way they circulate on site since Covid.
 - i. Some parents try to come in through the bus lanes at the back of the site to avoid all of the car traffic on the other side. They get in the way of the buses. The school has had to start closing that gate once the busses have arrived to prevent this problem.
 - ii. The district likes to separate bus traffic from parent traffic, it helps to mitigate potential issues.
 - c. **Pedestrians.** Need to work on the pedestrian pathways to make them clear.
 - i. Elevated crosswalks could be added, those force drivers to slow down.
- 9. **Intersection.** BCRA shared photos of the current intersection and discussed the proposed plans for the traffic circle. The circle takes up quite a bit more space than the current intersection. The existing reader board as well as both signs at Mountain View will be impacted and will need to be relocated or replaced. The circle will allow cars to move through the area with more flow. The intersection improvements are required and are triggered by the school addition. The district doesn't have much control over the intersection, they are following the requirements set out by the City of Bonney Lake.
 - a. **Pedestrians.** There are a lot of students that walk back and forth between Mountain View and Bonney Lake High School. Currently there are regular crosswalks and traffic lights to help students cross safely. Some attendees were concerned about students crossing safely after the roundabout was installed.
 - b. **Safety.** Adding a roundabout in the city will help to slow drivers down, making the crosswalks a bit more user-friendly. Rapid rectangular flashing beacons will also be installed to alert drivers to pedestrians.
 - i. The line of site is better in a roundabout since the driver doesn't have to look two different ways at the intersection as traffic only moves in one direction.
 - ii. An overpass was suggested as a solution. The district cannot build an overpass.
 - iii. The Bonney Lake Police have been doing a good job patrolling and helping to keep the students safe.
 - c. **Tehaleh.** When the Tehaleh development was looking to expand, there was talk of them improving the road. At that time, the district had to adjust their driveways to accommodate the increased traffic. Tehaleh also was supposed to do improvements in coordination with the city, but the requirements were dropped.
 - d. **Timing.** Some attendees liked the idea of the roundabout but did not feel that it would solve the problem. The problem is that both schools are released at the same time. There should be a delay between the dismissal times. School schedules are a challenge. The way the schedule is set up has more to do with busses and their capacity. Parents who are picking up the kids are also affected.

- e. **Schedule.** The intersection work should be started in 2027. The school building work will start in 2026. The new middle school at Tehaleh will be online in the fall of 2029. This should help alleviate some of the overcrowding and traffic issues at Mountain View.
10. **Signage Exercise.** BCRA presented four different boards with several images of different types of site signage. The team was asked to place colored stickers on those images that they liked. Yellow, blue, and green stickers were used. The color of the yellow, blue and green stickers means the same thing; that the image is favorable. Purple stickers were to be placed on images that people disliked. The results of this exercise are shown in the following sections.
11. **Monument Signs.** The team discussed the likes and dislikes as indicated by the dots on the monument sign board.
 - a. The laser cut sign indicating the Prairie Line Trail had the most unfavorable votes.
 - b. Those who attended liked the reader board with a masonry base. They liked that the sign was both a reader board and a monument sign. They liked the masonry surrounding the electronic message screen.
 - c. The signage code doesn't allow a sign to be over 10 feet tall. The base needs to be made of masonry or concrete and should match the building materials.
 - d. The principal spoke to the community meeting where those who attended resoundingly requested a reader board.



Figure 1: Monument Signs – Board 1



Figure 2: Monument Signs – Board 2

12. Wayfinding Signage. The team discussed the likes and dislikes as indicated by the dots on the wayfinding signage board, see Figure 3.

- The laser cut sign indicating Jefferson Lincoln was not a favorite.
- The map would be great if it was somewhere on campus where people who are walking could stop to figure out where they should go depending on the event that they are there to attend. Often events are held on one side of the building, but the parking for the event is on the other side, which means that folks are walking from one side to the other.
- The prairie line trail sign is generally liked. Those who disliked that sign want to make the lettering larger, to ensure that they can be read by people driving. The signage should be more prominent.
- The blue sign that says family/service is nice, because it is big and easy to see and read.
- We want the signs to be proud and clear so that people can see them. Sometimes the signs are hidden by plants, so placing them in a prominent location is also important.



Figure 3: Wayfinding Signs

13. Informational Signs: The team discussed the likes and dislikes as indicated by the dots on the informational signage board, see Figure 4. In general, the team did not think there was a need for them, especially when they could use more wayfinding. Some attendees worried about vandalism and maintenance of the signs. The small sign indicating a site feature was generally well liked. A similar sign could be used outside to explain a sustainable feature of the building.

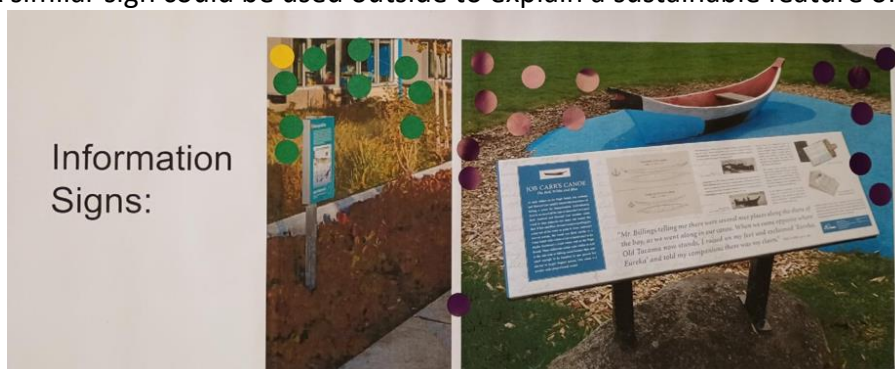


Figure 4: Informational Signs

14. **Site Signage - Other.** BCRA asked if there were any types of signs that were missing from the categories that were presented.
 - a. Higher level signage that is a bit larger so that it is visible to drivers.
 - b. There are road signs that are not on school property that give directions to BLHS and MMS. The district was not sure if they were installed by the city or by the school district. It would be nice if those signs were updated to match the new signs on site.
 - i. The team will look into ownership of these signs to see if there are options to update them.
15. **The Next Steps:** The next meeting is scheduled for April 22, 2025, at 2:30 pm. The focus of the meeting will be to review the schematic plan for the building. It will be the last planned meeting for the Educational Specifications Committee.

END of Meeting Minutes

Bonney Lake High School Expansion & Intersection Improvements

Educational Specifications – Workshop #5

March 25, 2025



Project Introduction

Project Fundamentals

Project Visioning

Programming

AGENDA:

- Project Overview
- Committee Role
- District / BLHS Promise / Vision
- Vision / Story
- Goals / Guiding Principles
- Fields
- Transportation
- Parking



BLHS Expansion & Improvements - Agenda

LR



Date	Time	Topic	Location
2/11/25	2:30-4:30pm	Workshop #1 - Kickoff	BLHS Library
2/18/25	2:30-4:30pm	Workshop #2: Classrooms, Specialty Classrooms & JROTC	BLHS Library
2/25/25	3:30-5:30pm	Workshop #3: Administration, Security, Entry	BLHS Library
3/18/25	2:30-4:30pm	Workshop #4: Support Functions - Technology, Maintenance, Custodial Maintenance	BLHS Library
→ 3/25/25	2:30-4:30pm	Workshop #5: Site - Transportation, Fields, Parking	BLHS Library ←
4/22/25	2:30-4:30pm	Wrap-up Meeting	BLHS Library



BLHS Expansion & Improvements – Ed Specs Schedule

LR



Imagery:



BLHS Expansion & Improvements

RP

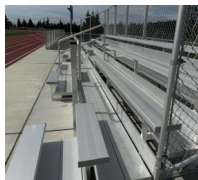
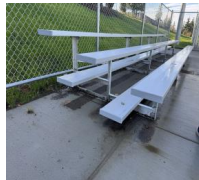


Fields:

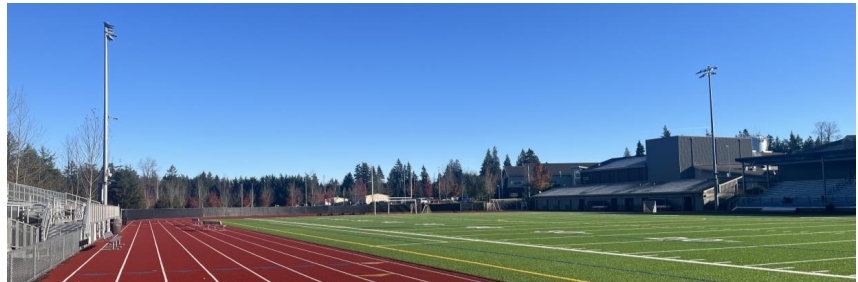
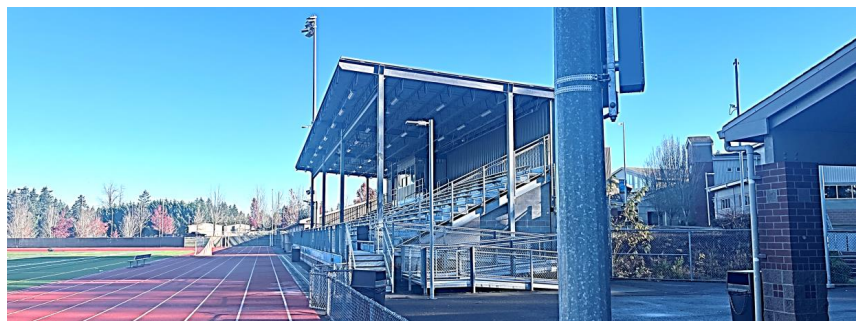


BLHS Expansion & Improvements

AR



Bleachers:



BLHS Expansion & Improvements

AR





Circulation & Parking:



BLHS Expansion & Improvements

AR

Intersection:



BLHS Expansion & Improvements

WJ



Intersection:



BLHS Expansion & Improvements

WJ

Monument Signs:



BLHS Expansion & Improvements

RP



Monument Signs:



BLHS Expansion & Improvements

WJ

Wayfinding Signs:



BLHS Expansion & Improvements

RP



Information Signs:



BLHS Expansion & Improvements

RP



BONNEY LAKE HIGH SCHOOL EXPANSION Educational Specifications – Workshop #6

Meeting Minutes

April 22, 2025

Issued: May 5, 2025

Attendees:

Aaron Tomyn – Director	X	Jeanette Morse – Assistant Principal	X
Amanda Ross – Building Specific	X	Jess Workman – Current Intern	
Breanna Naccarato – Admin Support	X	Jenni Denison – Interiors	X
Brenda Kuehthau – PE	X	John Boatman – CP/Facilities Manager	X
Brian Kaelin – Athletics	X	Joe Haggerty – CTE JROTC	
Brian Scheerer – Safety/Security		Kerri Hubler – Volunteer	X
Charlotte Marrison – Nutrition		Lori Robbin – Managing Partner	X
Cheryl Roper – Current Intern	X	Marina Tanay – Director	X
Christopher Spadafore – Project Manager	X	Matt Guilanians – Program Manager	X
Dasha Berry - Counselor	X	Mike Olson – Gen Ed Teacher	
David Coutts – Maintenance	X	Patrick Bradley – Building Specific	
Emily Wojo – Building Specific		Randy Kroum – Parent	
Erynn Marlar – CTE		Ross Parker – Educational Planner	X
Heather Kellington – Building Specific		Scott Nall – Volunteer	
Izumi Taijeron – Leadership	X	Shaniah Andal – CTE	X
Jace Kellington – Building Specific		Steve Sjolund – Elementary/Secondary	X
James Anderson – CSO		Tony Clarke – Principal	X
Jason Silbaugh – Intern Applicant	X	Wade Jensen – Project Architect	X

AGENDA ITEMS

1. **Introduction:** BCRA reviewed the agenda for the meeting.
2. **Ed Specs Meeting Schedule:** BCRA reviewed the schedule for the Educational Specifications (Ed Specs) meetings. This is the last scheduled meeting. Today's meeting is a wrap up of the process and presentation of the schematic site and building layout, showing spatial adjacencies.
3. **Committee Roles and Responsibilities:** This meeting concludes the work of the committee. The district thanked everyone for their involvement in the process and for providing valuable input.
4. **Project Vision, Goals, and Guidelines:** BCRA reviewed the visioning work done during meeting 2 and finalized in meeting 3 to remind the team of the overarching goals for the project.
5. **Proposed Site Plan:** BCRA reviewed the proposed site plan with the new addition overlaid on top of the existing site plan. The proposed addition is rotated so that the front of the classroom wing is parallel to the revised drop-off area in the front of the building. Turning the wing allows for the new main entrance to be the first element that people see when they

drive into the site. The proposed addition is more compact than the one shown in the bond planning information. A compact building footprint allows for more space for parking.

- a. **Queuing.** The proposed site plan shows wider lanes for queuing on the path into the site from the future roundabout as well as from the entrance by the field.
 - b. **DLC Loading Zone.** The DLC classrooms are located on the lower level of the addition with space for four DLC buses directly adjacent to the classroom wing.
 - c. **Access.** A new ramp and stair will be added from the entry plaza to the DLC loading zone. On the opposite side of the new addition, a new stair will replace the existing stair to access the entry plaza from the existing lower-level classroom wing.
 - d. **Entry Plaza.** The new entry plaza has a large overhang, shown by the dashed line, to allow students a larger, covered space to wait during pick up and drop off.
 - e. **Fencing.** The team will evaluate if fencing is needed to secure the new courtyard formed between the new addition and the existing building at the ground level. It could be a nice outdoor space for DLC students.
6. **New Learning Spaces - Addition.** BCRA shared the proposed color-coded floor plans for the addition. Each color represents a different space type. These are not finalized floor plans; they represent the different types of spaces that will be included and their general relationships to each other.
- a. **Classrooms.** The plan shows nineteen additional learning spaces with eighteen in the addition and two in the existing administration area. In the existing building, the robotics lab expansion reduces the number of existing classrooms, so we end up with nineteen total net add for the project. We may lose a few classrooms depending on the budget. The team discussed the three on the third floor above the administration area, if the budget is tight, those classrooms may be removed.
7. **New Learning Spaces – Remodeled.** When new classrooms are added, some of the existing interior spaces will be remodeled to accommodate programmatic needs. When the DLC program moves into the addition, their existing spaces will be remodeled back into typical classrooms. The DLC life skills room can become a science lab with the addition of a new floor plate that would expand the room to the exterior wall.
- a. **JROTC.** Will take over the existing stage area and the adjacent drama classroom. That space will be renovated into a classroom, logistics (storage) area, office, bathroom, and changing area. The stage level will be demolished in this area and the floor lowered to the ground floor plane.
 - b. **Stage.** There will still be a raised platform in the commons at the existing stage opening for school announcements and presentations. A new ramp will be added to allow for ADA access to the platform.
 - c. **Student Leadership.** Currently, student leadership has class on the stage. They will move into the existing career center when the career center moves upstairs to a new floor plate constructed above the stage that is closer to the main administration area.
 - d. **Robotics.** The robotics classroom will expand into the existing adjacent science room. Half of that space will be used for storage. The items currently stored in the loft above the stage will be relocated to the new storage area. These items belong to the drama program, predominantly costumes for plays.

- e. **Classrooms.** There are two classrooms that will be added into the existing administration area so that they can take advantage of daylight on the window wall.
- 8. **Addition – Second Floor.** BCRA reviewed the addition plans in detail.
 - a. **Entry.** A new main entry vestibule and double height welcome center creates a new visible front to the building.
 - b. **Administration/ Student Services.** The administration area surrounds the welcome center. The student services and counseling area are close to the added administration area. The existing administration area is reconfigured to accommodate student services. The counseling center moves to a new floor plate above the stage.
 - c. **Circulation.** The circulation path around the commons will be connected with a new walkway that can look down over the commons.
 - d. **Learning Community.** The new learning community consists of four general classrooms, one science lab with a prep room, teacher support space and restrooms. Stairs at both ends of the new addition allow for a connection to the other floors.
- 9. **Addition – Ground Floor.** The ground floor plan shows the connection between the existing and new portion of the building.
 - a. **DLC.** Below the upper floor learning community, and partially built into the hillside, is the new DLC area. This area has three classrooms, a life skills area, and teacher support space.
 - b. **Service.** The bulk of the mechanical and electrical space serving the addition is on the lower level using space that will need to be excavated in order to construct the floor above.
 - c. **Storage.** Additional storage is shown behind the reconfigured JROTC area. Right now, it is designated as general building storage. The space likely needs to be excavated for the building addition above.
- 10. **Addition – Third Floor.** The upper floor learning community has a similar layout to the main floor. There is another science room and three classrooms that are shown over the administrative spaces below. The flex area above the welcome center could be open to below similar to the spaces at Sumner High School.
- 11. **Feedback.** The following comments were made by those in attendance on the proposed plans:
 - a. **Leadership.** Student leadership seems far from the administration area. They communicate with administrators all the time and need easy access to a printer. A printer can be added to the student services space which would solve this issue. The proximity of the student leadership area to the Commons is also important. The proposed space has good proximity to the Commons.
 - b. **Storage.** The storage for the costumes will be designed to be as efficient as possible. It may not fit all of the existing props.
 - c. **Record Storage.** The record storage area is proposed to be in the main administration area. It should not be next to the conference rooms. The space should not be in the public area of the school.

- d. **Vestibule.** The team will discuss the layout of the vestibule and the preferred circulation between the vestibule and the welcome center/ learning community in future meetings.
 - e. **DLC.** Attendees suggested adding exterior doors to the DLC classrooms and creating a courtyard adjacent to the classrooms for their use. This is not currently part of the scope of the project but can be evaluated as the design progresses.
 - f. **Phasing.** Attendees asked what the front office was going to look like during construction. The design team hasn't looked at the phasing for construction yet, they will review this as the design is developed.
 - g. **Welcome Center.** There were concerns about the size of the welcome center. How do we activate that space?
 - i. The principal sees that space used frequently for events and after hours groups. The space can be used for signing yearbooks and distributing graduation robes.
 - ii. It can be a space to display trophies and awards.
 - iii. There can be an area to display student artwork (monitor or display area).
 - iv. Monitors showing activities or highlighting performances.
 - v. Kiosk where parents can pay fees and fill out online forms.
 - vi. Seating with tables and chairs and coffee bar.
 - h. **Commons.** The existing projection screen will need to be moved to a new location. There will still be a need for projection in the commons. A jumbotron can be an add alternate.
12. **Building Massing and Entry.** BCRA showed the proposed addition and how it connects to the existing building in three dimensions. The program areas are blocks right now and the massing of the building will be developed as the design progresses. The views do show the double height welcome center that was inspired by the entry imagery that was preferred by the Educational Specifications Committee.
13. **Signage Exercise.** BCRA gave a recap of the information collected during the signage exercise at the last meeting. Of the monument signs, the reader board with a masonry base had the most votes. For wayfinding, a sign with a map could be a good addition to the site if it is located on a walking path to allow visitors to orient themselves. Signs are needed for wayfinding on site that are easy to read by those in vehicles who are driving around the site. In general, the team did not think there was a need for informational signs, especially when they could use more wayfinding.
- a. **Street Sign.** The directional signs that are off site are owned by the city. The team will work with the city to see if those signs can be updated to match the signage designed for the site.
14. **The Next Steps:** This is the final meeting for the Educational Specifications Committee.

END of Meeting Minutes

Bonney Lake High School Expansion & Intersection Improvements

Educational Specifications – Workshop #6

April 22, 2025



Project Introduction

Project Fundamentals

Project Visioning

Programming

AGENDA:

- Project Overview
- Committee Role
- District / BLHS Promise / Vision
- Vision / Guiding Principles
- Site Layout
- New Learning Spaces
- Reconfigured Learning Spaces
- Signage/ Wayfinding Recap



BLHS Expansion & Improvements - Agenda

LR



Date	Time	Topic	Location
2/11/25	2:30-4:30pm	Workshop #1 - Kickoff	BLHS Library
2/18/25	2:30-4:30pm	Workshop #2: Classrooms, Specialty Classrooms & JROTC	BLHS Library
2/25/25	3:30-5:30pm	Workshop #3: Administration, Security, Entry	BLHS Library
3/18/25	2:30-4:30pm	Workshop #4: Support Functions - Technology, Maintenance, Custodial Maintenance	BLHS Library
3/25/25	2:30-4:30pm	Workshop #5: Site - Transportation, Fields, Parking	BLHS Library
4/22/25	2:30-4:30pm	Wrap-up Meeting	BLHS Library







BLHS Expansion & Improvements – Ed Specs Schedule
LR



Build The Hill
*(serving the community, expression of pride,
student success and contribution)*

Modern, Flexible, Timeless

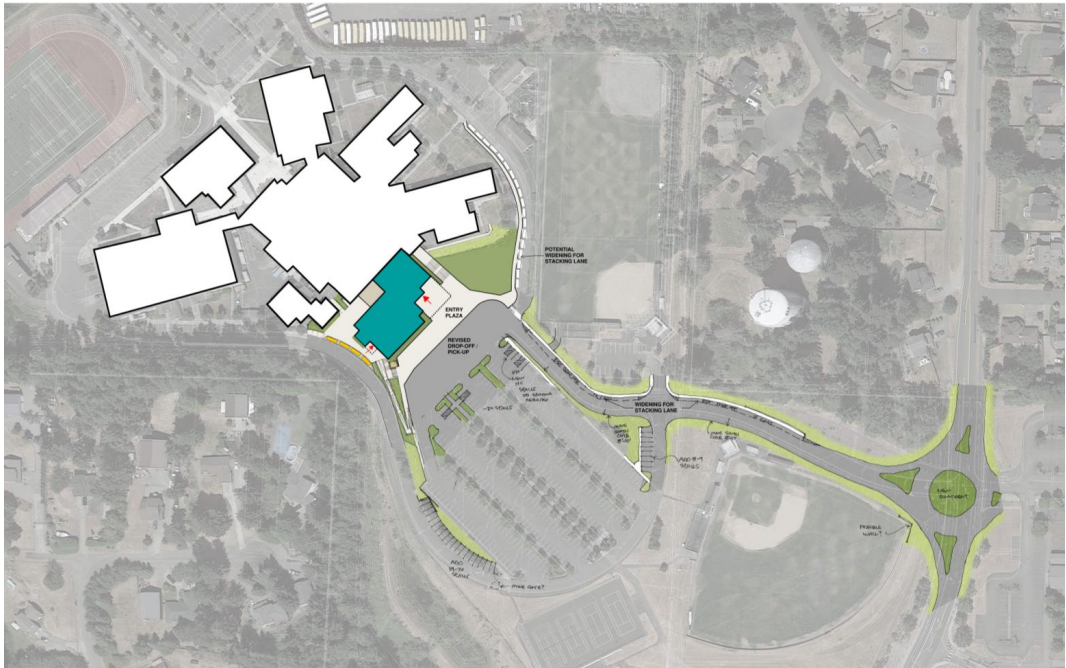
- General**
 - Success – within budget, time, and scope
 - Manage Expectations
 - Understand Future Needs
- Scope/Program**
 - More Learning Spaces
 - Dedicated Use of Learning Spaces
 - Optimized Storage
 - Improved Athletic Facilities
 - Integrating Existing & New
- Qualitative**
 - User & Learner Centered
 - Efficient Flow, Wayfinding, Teacher Movement
 - Celebrated Entry
 - Safe & Secure
 - Durable, Cleanable, Maintainable
 - Celebrate Mountain View
 - Effective & Functional
 - Celebrating the Mascot
 - Growing Roots
- Future**
 - Plan for Growth




BLHS Expansion & Improvements – Vision/Story and Guiding Principles
RP

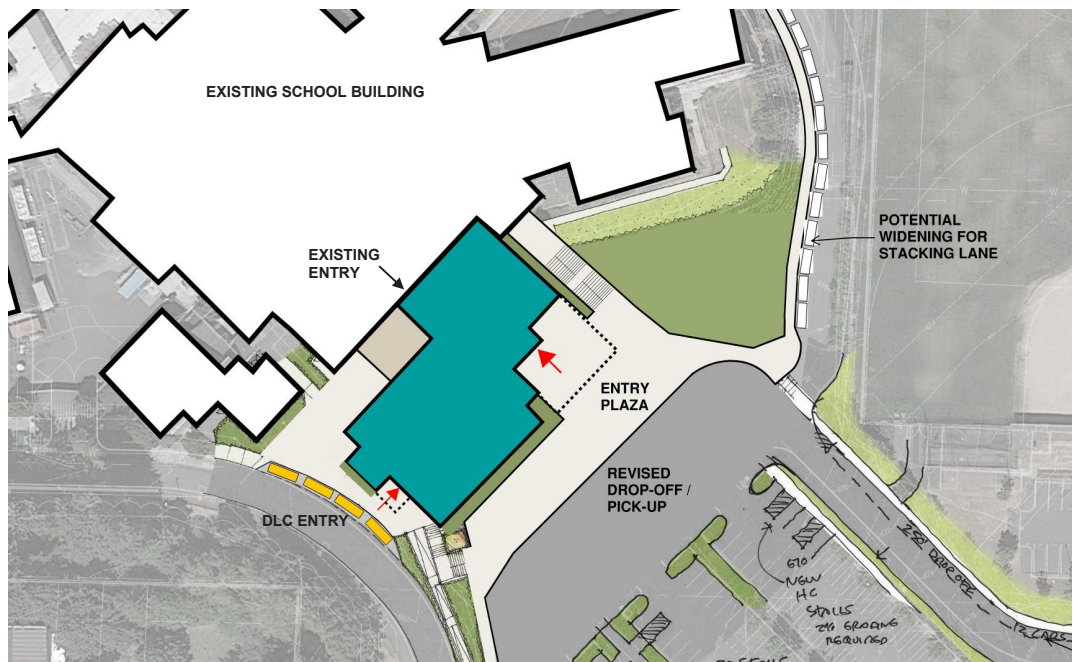


Site:



BLHS Expansion & Improvements

Site:

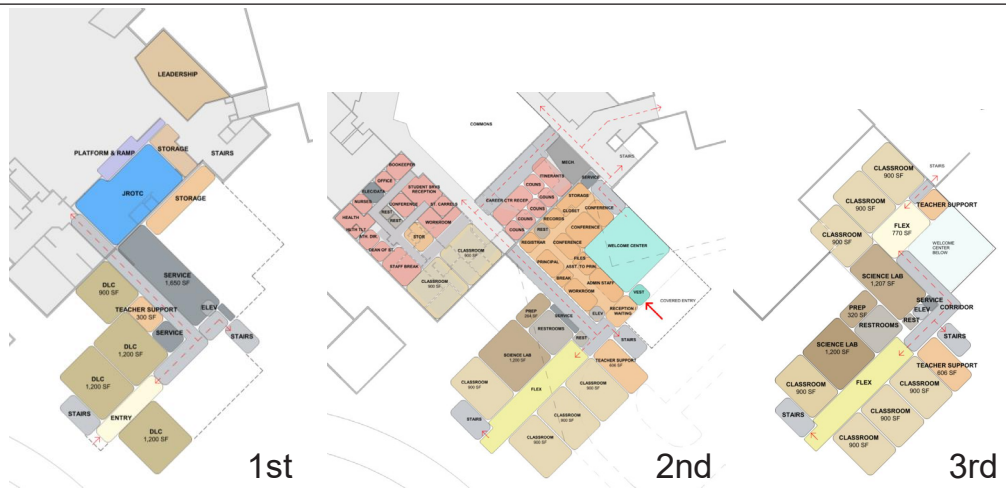


BLHS Expansion & Improvements



- Welcome Center
- Admin / Teacher Support
- Gen Ed Classrooms
- Science
- DLC
- Student Services
- JROTC
- Commons Platform
- Circulation
- Services

New Learning Spaces



19 NET ADDITIONAL LEARNING SPACES

11 new Gen Ed Classrooms
 3 new Science Labs
 4 new DLC rooms
 = 18 new Learning Spaces in addition
 + 2 in existing Admin
 -1 Science Lab at expanded Robotics Lab



BLHS Expansion & Improvements

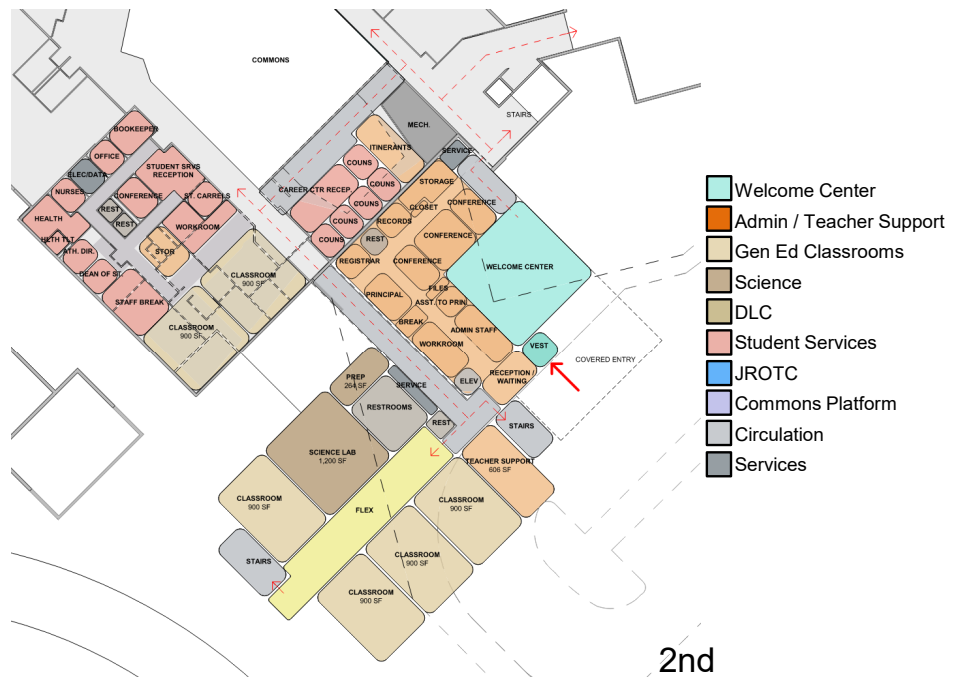
New Learning Spaces



BLHS Expansion & Improvements

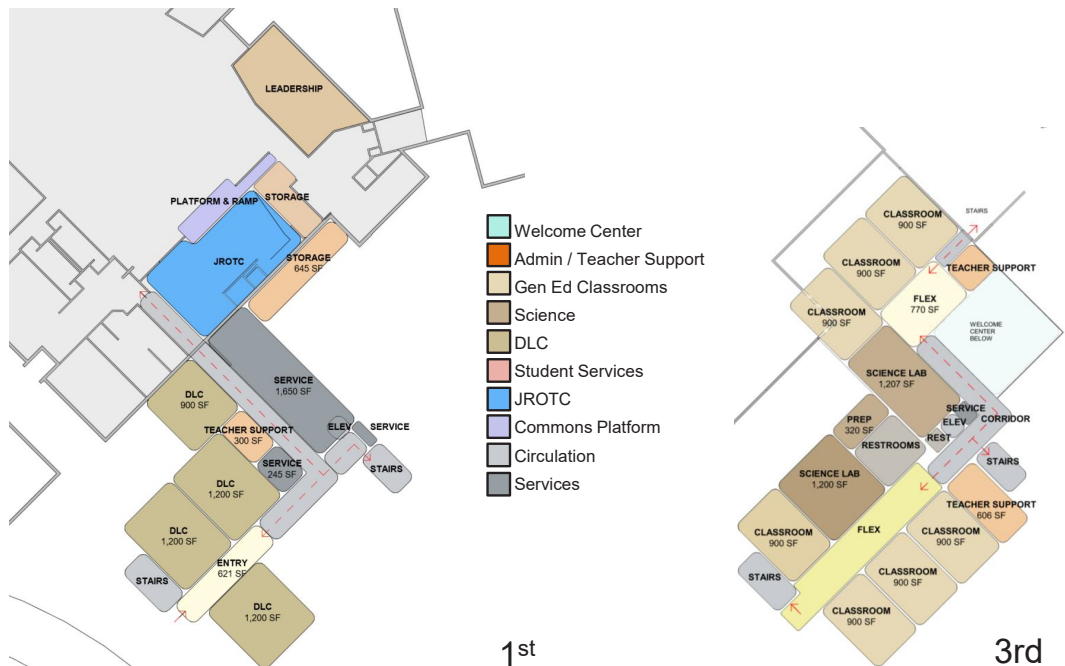


New Learning Spaces



BLHS Expansion & Improvements

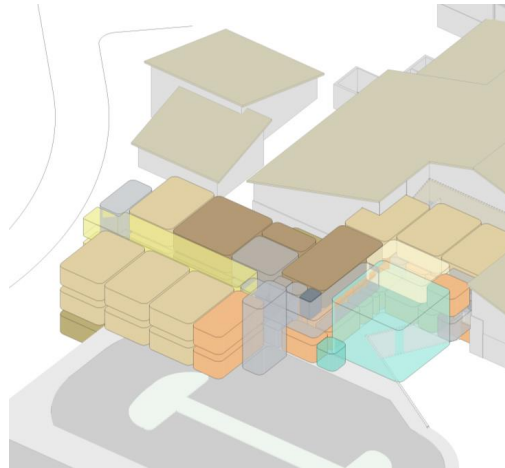
New Learning Spaces



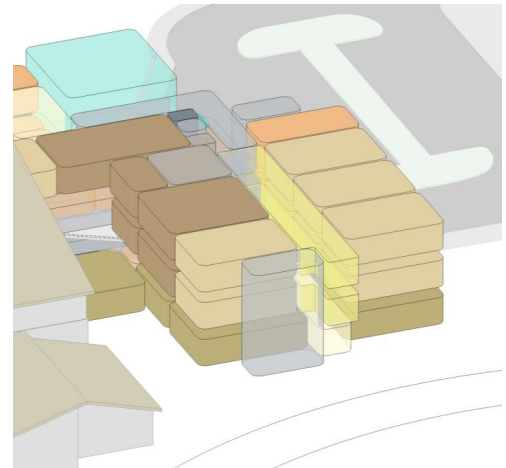
BLHS Expansion & Improvements



New Learning Spaces



FROM THE NORTHEAST

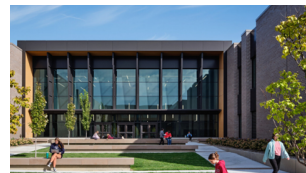
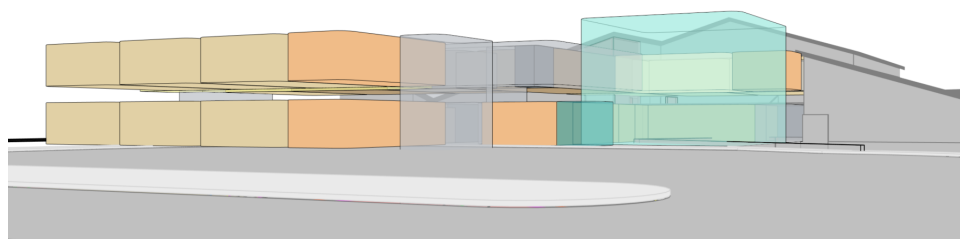


FROM THE SOUTHWEST



BLHS Expansion & Improvements

New Learning Spaces



BLHS Expansion & Improvements





Signs:



BLHS Expansion & Improvements

WJ

Signs:



BLHS Expansion & Improvements

WJ



Thank-you!



BLHS Expansion & Improvements

LR





Tacoma, WA

2106 Pacific Avenue, Suite 300
Tacoma, WA 98402
T (253) 627-4367

Spokane, WA

304 W. Pacific Avenue, Suite 210
Spokane, WA 99201
T (509) 842-3818

bcradesign.com