



ARCHITECTURE & DESIGN, LLC
211 North 13th Street, Suite 503
Philadelphia, PA 19107
(215) 557-9200
www.metarchdesign.com



BRYN ATHYN CHURCH SCHOOL

SOCIETY BUILDING & SCHOOL
ADDITIONS & RENOVATIONS

PROGRAMMING DOCUMENT

OCTOBER 18, 2019



“we have a

camaraderie

that is really important to us.”

-BACS Teacher



upcoming...

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OVERVIEW



INTRODUCTION

Bryn Athyn Church School (BACS) began working with Metcalfe, an architecture and design firm, in May of 2019 to redesign the School and Society Building complex and grounds.

This report intends to summarize the programming phase of the project, which will provide a map for our journey towards a new home for Bryn Athyn Church.

Metcalfe has met with most of BACS's faculty and administration, solicited input from the parents and students via an online survey, and met with the Pastor's Office staff and Society Building

administration. That information constitutes the core of this report.

The Metcalfe and Bryn Athyn Church team will begin the design process in the fall of 2019, with a projected start-of-construction late in 2020 and the full facility open in the fall of 2022.

The Bryn Athyn Church project committee is: Reuben Mergen, Stewart Asplundh, Daryl Baker, Aline Brown, Eric Carswell, Brita Conroy, Greg Henderson, Emily Posey. Amie Leighton of Space Strategies LLC will be BACS's Owner's Representative.



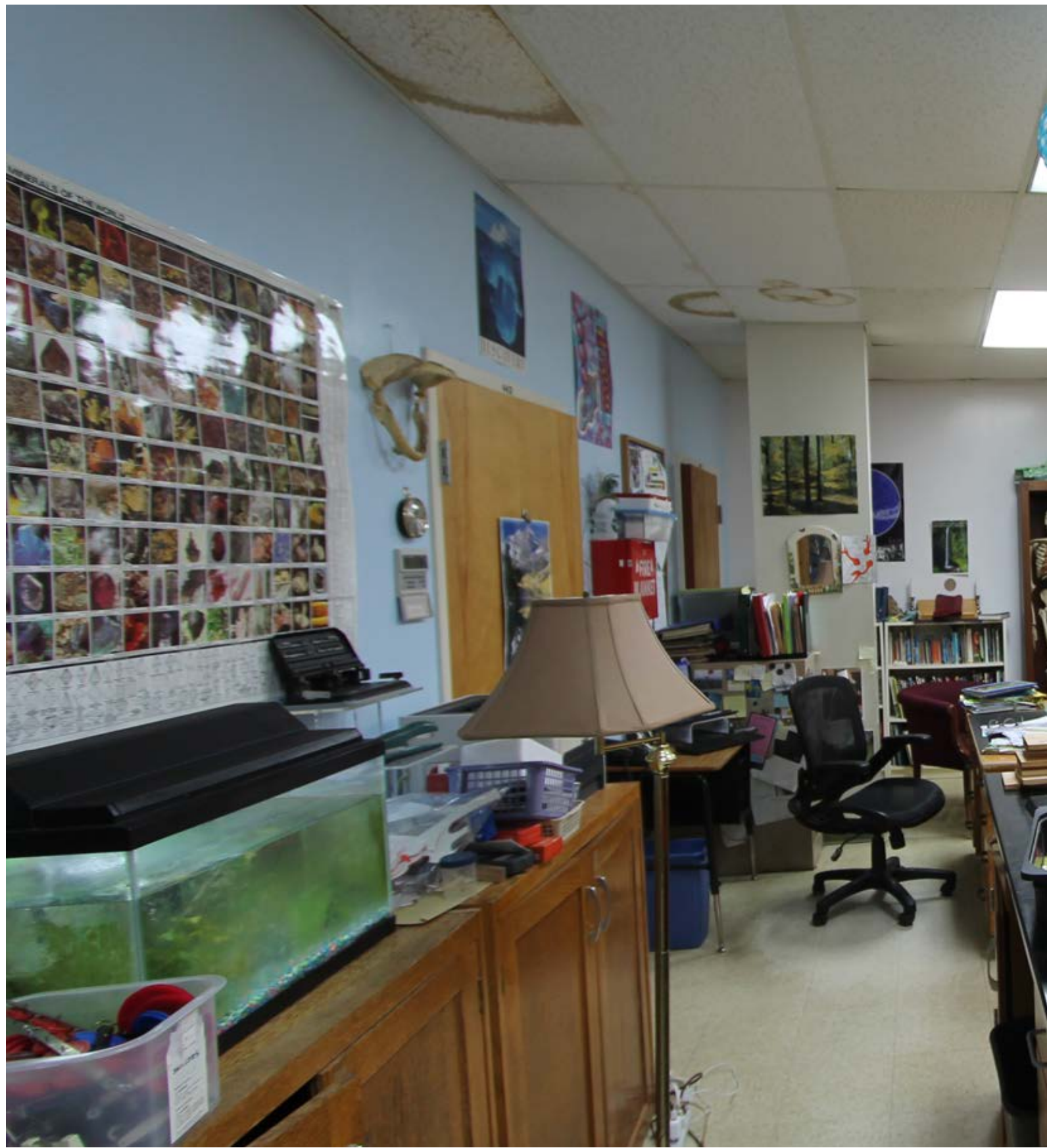


PROJECT GOALS

At our first meeting, Metcalfe asked the group how BACS would measure the success of this project. The group agreed that the project must balance “the best of holding on to ... and refreshing” the existing buildings in order to “profoundly serve” the students and produce “a new pride in our school.”

Metcalfe has spent significant time on campus learning about BACS’s culture. The school is a unique environment with a close-knit student, faculty, and administration group that is focused on a “New Church education.” Worship is a part of every school day. The school pedagogy emphasizes critical thinking and comprehension so that students “act in a free way based on [their] understanding.”







EXPLORATION



OVERVIEW OF METHODS

Over the course of the programming phase the Metcalfe team met with teachers from each academic unit, the pre-school, and the library, art, religion, technology, science, music, and gym teachers, as well as the school administration and school secretary, the volunteer coordinator, SSC director, Pastors' Office staff and Society Building constituent group. Those discussions are summarized in this report.

Metcalfe and BACS coordinated three online surveys for teachers, students (4th – 8th grades) and parents. This was circulated at the end of August, just as the 2019 school year was starting. Metcalfe received responses from 34 of the 44 teachers, 93 from the parents, and 39 from students.

Metcalfe has reviewed the Facilities Planning Report (Space Strategies LLC, September 12, 2018), all available drawings of the buildings, the BACS Parent Handbook, and the BACS Curriculum(K-8) by Grade. Metcalfe received reports by Sasaki (2009), Spillman Farmer (2009), and Ewing Cole (2001). We have spent more time with the “primary documents” than with the reports of previous design consultants. These will be a resource as we move into the design phases of the project.





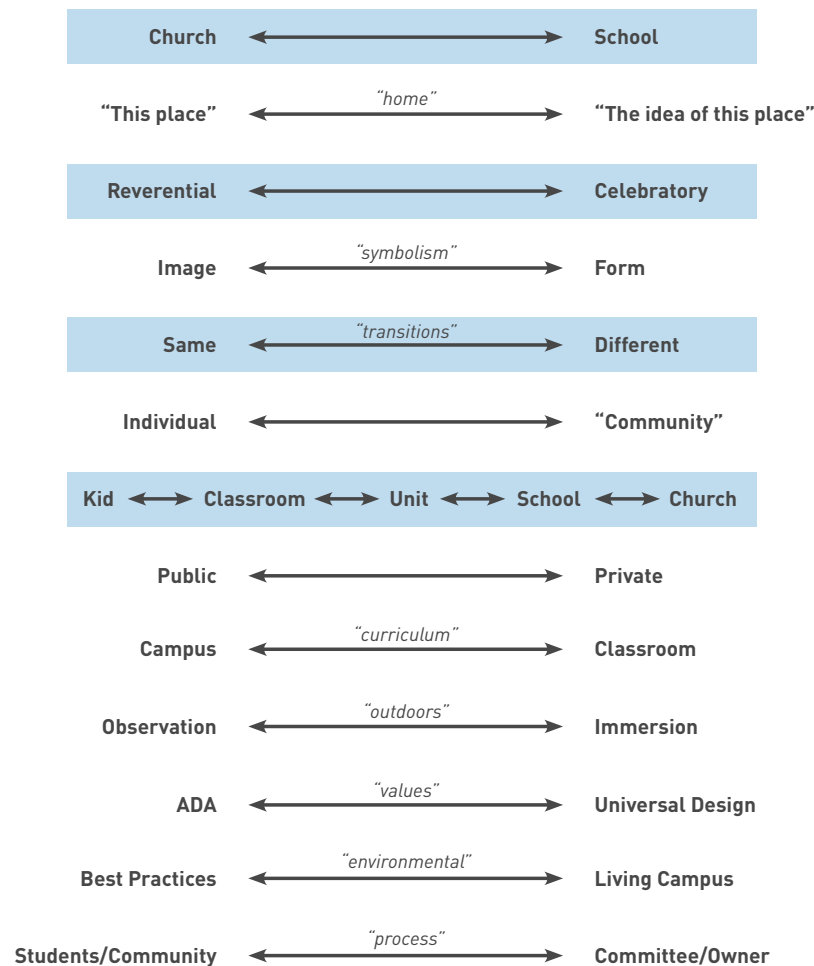
OVERVIEW OF FACILITIES PLANNING REPORT

This programming report is in many ways the second chapter of the work that Amie Leighton, Space Strategies LLC, started in her Facilities Planning Report. It has been an excellent resource, covering the building's history and providing a high-level conditions assessment.

The report estimates the total cost from various preceding reports (just over \$7M). This was for repair only, not modernization of the envelope (i.e. increasing insulation).

Amie also conducted interviews with constituents, these conversations are summarized in the report and provided an excellent foundation for both the Survey Monkey questions and our longer conversations with similar constituent groups.

The report concludes with a discussion of the value inherent in the 6 or 7 separate building projects that are part of the current BACS. The 3 buildings designed and constructed in the 1950's, in a distinct modernist style, are valued very highly and will be retained as the heart of the school moving forward.



SPECTRUM QUESTIONS & MEASURING SUCCESS

The first project meeting between Metcalfe and the BACS project committee culminated in a high-level discussion of the project. Metcalfe asked BACS how they would define the project's success. Eric Carswell said that the project should balance "the best of holding on to ... and refreshing" the existing buildings. The group agrees that the projects must "profoundly serve" the students, as well as instill "a new pride in our school."

Metcalfe led the group through a series of spectrum questions. This was a way for us to get to know the school, and for the school to define the project for the design team, and for themselves. The spectrum pairings were church/school, reverential/celebratory, classroom / school, and the thresholds between the units. Metcalfe asked BACS to identify themselves with one of the two values, or somewhere between the two ideas.



CONSTITUENT INTERVIEW: PRE-SCHOOL TEACHER

While the preschool is part of the Bryn Athyn Church it is not part of the BACS elementary school. The pre-school program is hosted by BACS, and serves as an important “feeder” program, but is separate from BACS from an administrative, or financial perspective. This has potential to create some conflicts of interest, but in practice, the relationship seems functional and productive. The pre-school is a “developmental” program which focuses on age-appropriate skills and play. It is a part of the New Church and aims to take “a really gentle approach.”

“We’re really interested in helping kids have a sense of who God is.”

The pre-school supports four programs, for two, three, and four-year-olds, as well as an after-school care.

“I really love this room. There’s something about the light, and size, and the high ceilings, and being able to be outside.”



CONSTITUENT INTERVIEW: PRIMARY TEACHER

The BACS primary unit is made up of the kindergarten through third grade classes. There are two classrooms for each grade level. All classes except the third grade are housed in one of the original classroom buildings, a classic mid-century modern building.

“I really like the wood aspects; I feel like there’s something grounding about having natural elements in the classroom.”

“The worship area is the focus of the room.”

All the classrooms in the primary unit connect directly to the outside. This is highly valued by all the teachers and students and is an important part of the school’s self-image and daily operation. Two of the teachers stated that:

“Sometimes I just send them outside and say ‘run there and come back again’ and then we can focus.”



CONSTITUENT INTERVIEW: INTERMEDIATE TEACHER

The 4th through 6th grades constitute the intermediary unit. These six classrooms are housed in the second oldest building in the school complex, done in the same style and quality as the original building.

“I love the light that we get in this classroom”

The teachers focused on their sense of community, and recognized that they were particularly close-knit.

“We have a camaraderie that is really important to us.”

This is reinforced for the students by the tradition of having lunch in the classrooms.

“We all have lunch together, and part of me likes that, it keeps it small.”

This does create some issues with cleanliness, electrical and plumbing requirements, and pest control.

The intermediate area is the crossroads of the school. All the faculty groups are cognizant of noise as they move throughout the school. One faculty member observed that being courteous in the hallways was a good way to “promote charity.”



CONSTITUENT INTERVIEW: UPPER UNIT TEACHER

The upper unit is made up of 7th and 8th graders who are divided into classrooms by gender. The classrooms are housed in one of the 1980's era additions which, though much newer, is not of the same design or material quality as the 1950's buildings. The school's computer lab, and a basement flex classroom are also a part of the upper school wing. The upper school does not make much use of the computer classroom, as carts for tablets and laptops are now available. The upper unit feels particularly connected to the primary unit, due to the fact that they share outside space at recess, and developmental differences between the middle school students and the intermediates.

“Kids are generally not that tolerant of a state through which they have just passed. Don't put them with the intermediate kids.”

However, the upper unit and primary unit students are more compatible.

“The older kids know to take care of the little kids.”

“When they're out here playing together in the yard, they'll play soccer together. It's adorable.”



CONSTITUENT INTERVIEW: SPECIALIST TEACHERS

Metcalfe spoke to each of the specialist teachers, in their teaching spaces when possible. These conversations are summarized below.

SCIENCE

- Good classroom layout, with teaching area in the center, and lab benches around the perimeter.
- Natural gas infrastructure is not desired.
- More sinks, and electrical outlets are necessary.
- The science curriculum does not currently make much use of the grounds around the building.

STUDENT SUPPORT CENTER

“Because we’re a faith-based school our aim is to have many students whose families are a part of this faith have their kids be here. So, our admission process is much more inclusive than many of the private schools. As a result,

we have a variety of student abilities in our population.

Once we have the kids in our setting, we need to meet their needs the best we can”



“The space determines the model that we use and now might be our chance to change that. It is interesting having ... eighth grade leave and kindergarteners file in.

This is a neutral space and a neutral territory.

If we were all in one spot that could be intimidating for little guys to have to walk past an eight-grade classroom and likewise if I'm an older student, it would be embarrassing to be downgraded into kindergarten territory”

The central question for the SSC is if the teaching spaces should be grouped together, or dispersed throughout the school.

“Right now, there isn't a cluster of student support center classrooms OR classrooms designated to different areas it's kind of this weird hybrid.”



GYM

Among the first words mentioned in our discussion with the gym teachers was “storage”.

A large portion of the gym support space is dedicated to two shower areas that are out of date, and used as inefficient, overflow storage.

The Locker room is small, and the shower is too big. The locker room doesn’t have lockers, and there’s no dedicated team storage.

Storage of wrestling mats is an issue, they’re used for wrestling and a month of PE class

Visiting locker rooms are “not a high priority” but would help.

The gym isn’t air conditioned, and heat can be “problematic”

Having a classroom would help, for small group exercise classes, and health class,

this use could coincide with the spaces in the year when an event takes over the gym (roughly 4 weeks per year).

The teachers love the existing divider, but it needs maintenance.

Not having water or restrooms near the sports fields is a “big problem”





TECHNOLOGY

- Five years from now

“We would only need one of these rooms.”

- Acoustic separation is necessary
- Use by homeroom teachers varies by grade

SCHOOL SECRETARY

- “Connection to school should be heightened”
- Don’t need any more paper storage than what exists currently
- The current copy room isn’t highly functional, more space is needed.

SCHOOL ADMINISTRATION

- Teacher’s report to Greg, but Kirsten often functions as an intermediary, partially due to her proximity to the teacher’s lounge
- The Principal and Vice Principal’s offices should have some degree of separation from each other.



LIBRARY

- The librarians agreed that they like being a place for meetings
- They need separate areas within the library for different activities.
- They do teach classes in the library
- Third through 6th graders can use the library at lunchtime.

“The introverts need time to re-charge.”

- The librarians would like to be located closer to the building entrance, enabling them to be more active as a community space.
- The library and computer lab could be more integrated or adjacent to one another.

MUSIC

- The current music room has three student practice rooms. These are well liked and could be increased in quantity.
- The ensemble, or strings room, is in flex space, not a purpose-built music space.
- Sound transmission is an issue.
- BACS hosts private music lessons after school. The music rooms should be close to the public entry.
- Storage needs are large and varied, everything from large instruments to sheet music.



SOCIETY BUILDING STAFF

Metcalfe met with a group of staff involved in the Society Building. Several problems were identified. The building’s entry is “not welcoming” and is “too small.” The ceiling is low, and the space is constrained, so that is as though you’re “inviting people in through the mud room.” The entrance should be obvious and address the road, but still be covered and accessible for wheelchair users.

Heilman Hall hosts a range of events through the year for up to 250 people, including a weekly Informal Service. Despite this use as a public event space, the Society Building lacks a nursery, pre-function space apart from the lobby, and a small-group meeting space. ADA restrooms and dedicated storage are also inadequate.

The gym is used for a variety of sports and events. The largest events are the graduation ceremony and the annual Christmas Program. There is seating for 700 at these large events. As mentioned already the foyer is undersized for this scale of event.



PASTORS' OFFICE STAFF

The Pastors' Office is a part of the Bryn Athyn Church School and Society Building Complex. There are currently 6 private offices and an open work area for 12 people (some of whom are part time).

It is important for the office to be open and warm for spontaneous meetings and interactions. The entry needs to be visible and inviting. On the other hand, one-on-one pastoral counseling is another important office function, which requires some amount of discretion and privacy.

The office suite should include adult restrooms and a kitchenette, and a copy / work area. The conference room is used to manage school supply deliveries at the end of the summer. The updated program includes a smaller conference room and a dedicated lounge space.

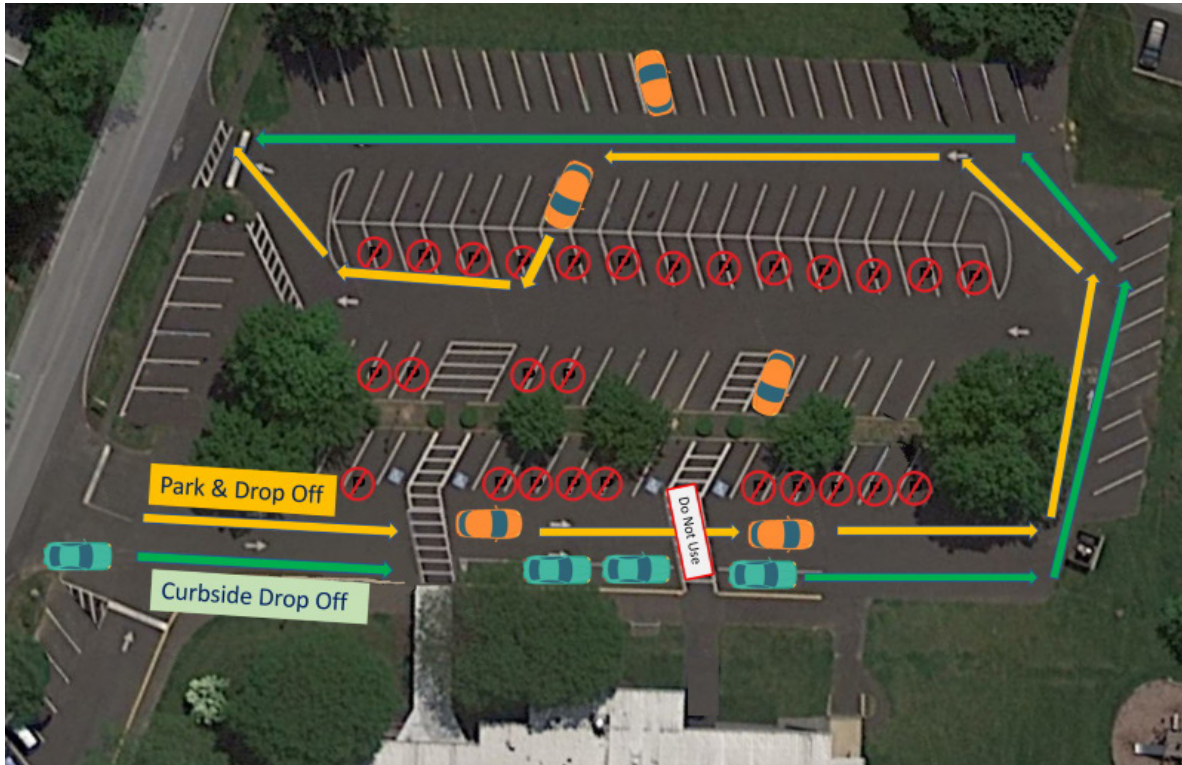


Diagram courtesy of Bryn Athyn Church School, <https://brynathynchurchschool.org/>

SITE

The project committee discussed multiple issues involving the site. Foremost is the conflict between the main parking lot to the east of the Society Building and pedestrian circulation. In conversation the access road to BATS and student circulation to the athletic fields were identified as two of the main problems.

In our observations of the site it seemed like car circulation and students walking across the parking lot was the main conflict. This conflict was limited to pick up and drop off. The school has taken effective steps to minimize this conflict by deploying a student crossing guard at the main entry and codifying vehicular circulation to minimize cars backing up.

There is also single loaded parking along the entirety of the Tomlinson road street frontage. This works very well for the bus queue but adds a significant barrier between the neighborhood and the school and alters the “curb appeal” of

the school. We will study this carefully during schematic design.

There are a number of unrelated uses on the BACS property. The Bryn Athyn Thrift Shop (BATS) is the most significant outside use (it is housed in the original barn of the former farm and orchard). BATS is accessed via a gravel service road that divides the sports fields from the school. BATS has a dedicated and organized leadership group.

At the southwest corner of the BACS site there are two outside uses: the Bryn Athyn Swim Club, and the Scouts Building. As discussed in the Survey Monkey synopsis almost all BACS families have used the Swim Club, while most male students and nearly half of female students have attended functions at the Scouts building.

The current understanding is that these non-school activities will remain in place on the BACS campus.





SURVEY RESULTS TEACHER RESPONSES

With significant input and review by BACS, Metcalfe wrote and posted three online surveys for teachers, parents, and students. The school sent out the links in late September and the community quickly responded. Metcalfe received 34 teacher responses, 93 from parents, and 39 from students.

The Teacher survey clarified a few important issues. The second and third questions were related to how the building addresses the road. The teachers felt strongly that the building should have a “warm, welcoming street presence” (90% Agree). The following question asked if it was “very important” to have the staff parking near the classrooms. Forty four percent of respondents were “neutral” with the remainder only slightly split towards the “agree” responses: 11 agrees, versus 8 disagrees.

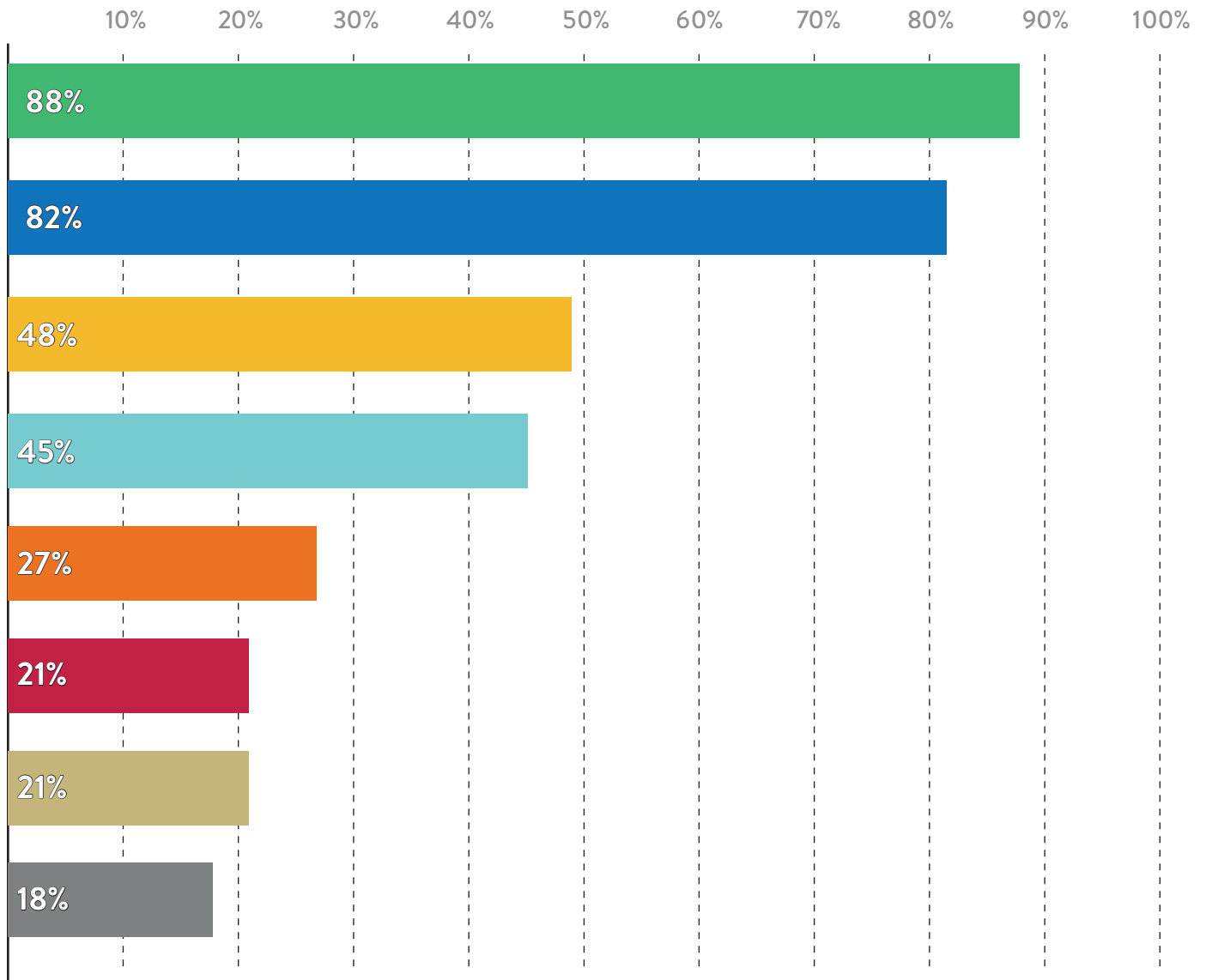
The next questions concerned outdoor teaching spaces. Seventy five percent of teachers felt that

they would use an outdoor space only in spring and fall. Most teachers thought that they would use the space for “general instruction,” one third of teachers thought they would also use the space for religion or science classes. The final section allowed for “other” responses; information filled in included:

- Special projects, rehearsals
- Art, sketching, painting, and drawing
- Lunch
- Class / group meeting
- Gardening and activities
- Literature and Journal writing

Basically, any lesson “that didn’t involve bringing a bunch of materials out with us.”

WHAT ARE THE MOST IMPORTANT CHARACTERISTICS OR USES FOR THE TEACHERS' LOUNGE (ASSUMING IT'S A NEW ROOM, IN A NEW PLACE)? (CHOOSE ALL THAT APPLY)



■ Informal social space for quick breaks during the work day

■ Privacy (for teachers to talk together)

■ Social events for teachers

■ Working space for collating hand-outs, etc.

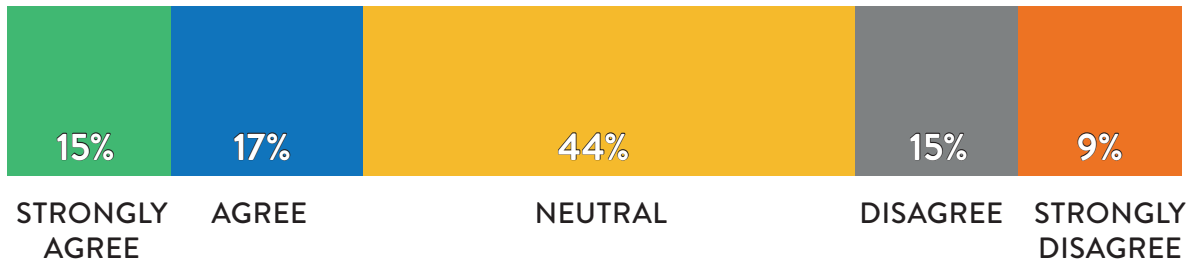
■ Resource center for curriculum guides, etc.

■ Meetings or educational events

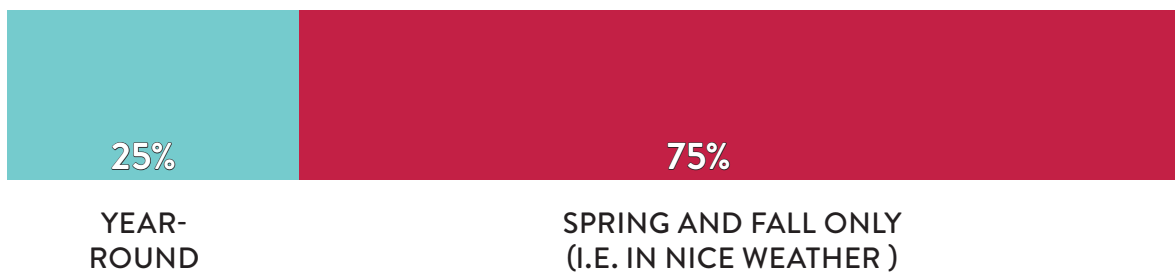
■ Other (Please specify)

■ Privacy (to make personal phone calls, for example)

IT IS VERY IMPORTANT FOR ME TO BE ABLE TO PARK MY CAR NEAR MY CLASSROOM.



IF THERE WAS AN OUTDOOR CLASSROOM SPACE AVAILABLE, HOW OFTEN WOULD YOU USE IT?



One major concern with the renovation is the amount of storage for classroom supplies. 48% of teachers felt that “storage just needs to be in an accessible and safe place,” i.e. it could be located anywhere in the building, 32% wanted the storage to be within their academic unit, 20% felt that “all my supplies need to be in my classroom.”

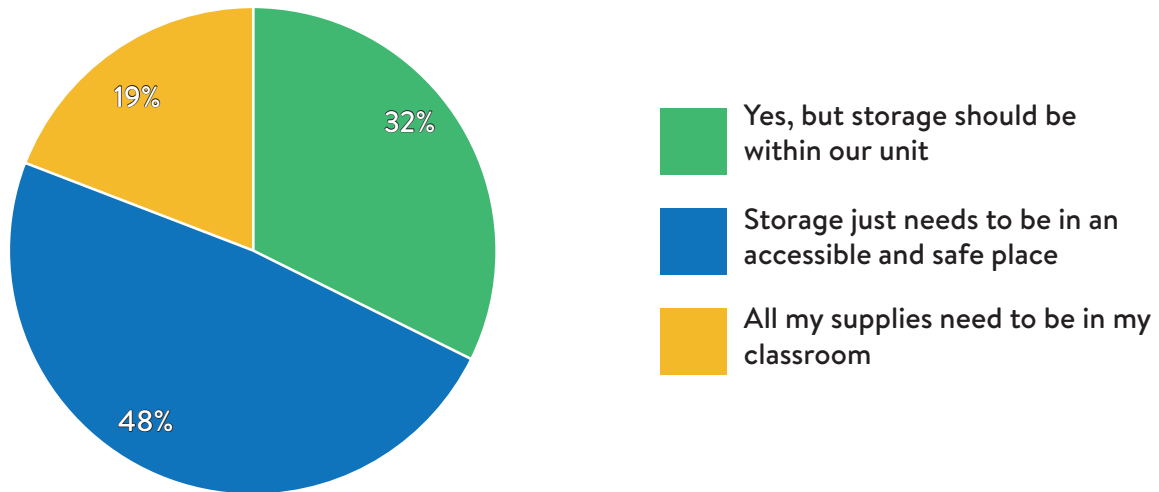
Another question addressed the necessity of a dedicated computer lab, respondents leaned to agreeing that “it is better to have laptops (or tablets) accessible in the classroom than to travel to a computer lab” Only three respondents disagreed, 14 were “neutral” and 16 agreed. One teacher commented later that “if we don’t have laptops or tablets for every student then it makes sense to travel to a computer lab.”

The final question asked if “there was anything else you’d like us to know at the beginning of the school renovation project.”

Priorities included:

- Natural light in the classrooms and access to the outdoors
- Sinks in the classroom – for lunch time
- The “school mission should have subtle and overt recognition in all locations and spaces.”

ARE THERE TEACHING SUPPLIES (TEXTBOOKS, DISPLAY MATERIALS, COSTUMES, PROPS, ETC) CURRENTLY IN YOUR CLASSROOM THAT COULD BE STORED SOMEPLACE ELSE, AND IF SO, WHERE?



IT IS BETTER TO HAVE LAPTOPS (OR TABLETS) ACCESSIBLE IN THE CLASSROOM THAN TO TRAVEL TO A COMPUTER LAB.





SURVEY RESULTS PARENT RESPONSES

The parent survey received 93 responses, most respondents had 2 students generally separated by one grade (a 1st grader and a 3rd grader for example.)

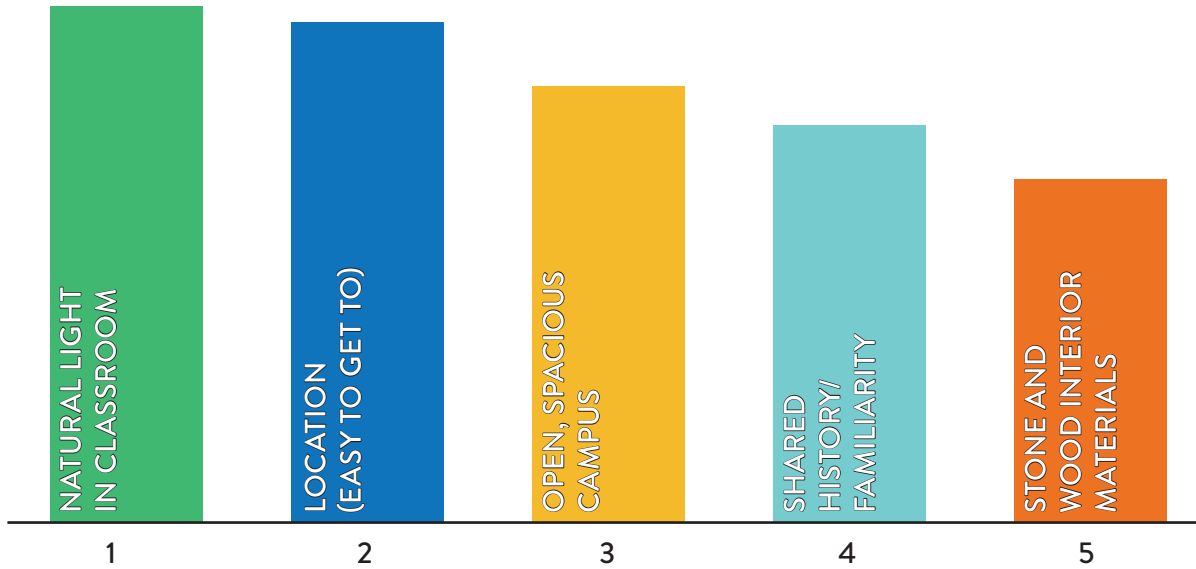
The first question asked “what do you like best about the BACS building and grounds” the responses, ranked best to least:

- Natural light in classrooms and corridors
- Location (easy to get to)
- Open, spacious campus
- Shared history / Familiarity
- Stone and wood interior

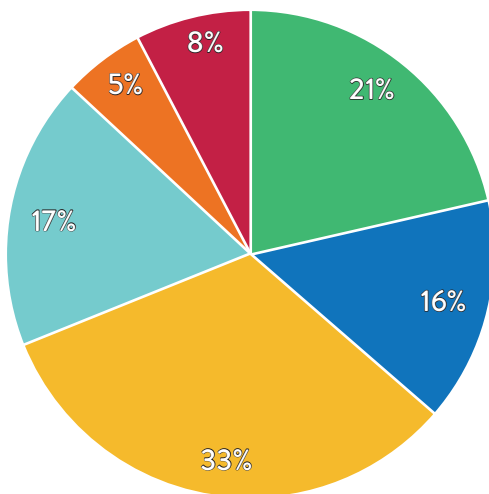
The following question asked “what you like least about the BACS building and grounds” and allowed each respondent to fill in their answer. Many responses mentioned one of the following issues:

- “Aging structure” “buildings could use a bit of updating” “old looking”
- Air conditioning
- Student pick-up and drop-off arrangement and logistics
- The building’s circulation / sprawling arrangement / “too spread out”
- Roof leaks; “buckets in hallways”

WHAT DO YOU LIKE BEST ABOUT THE BACS BUILDING AND GROUNDS? (RANK 1 (BEST) THROUGH 5 (LEAST))



HOW OFTEN ARE YOU ON THE BACS CAMPUS OTHER THAN FOR PICK UP AND DROP OFF?



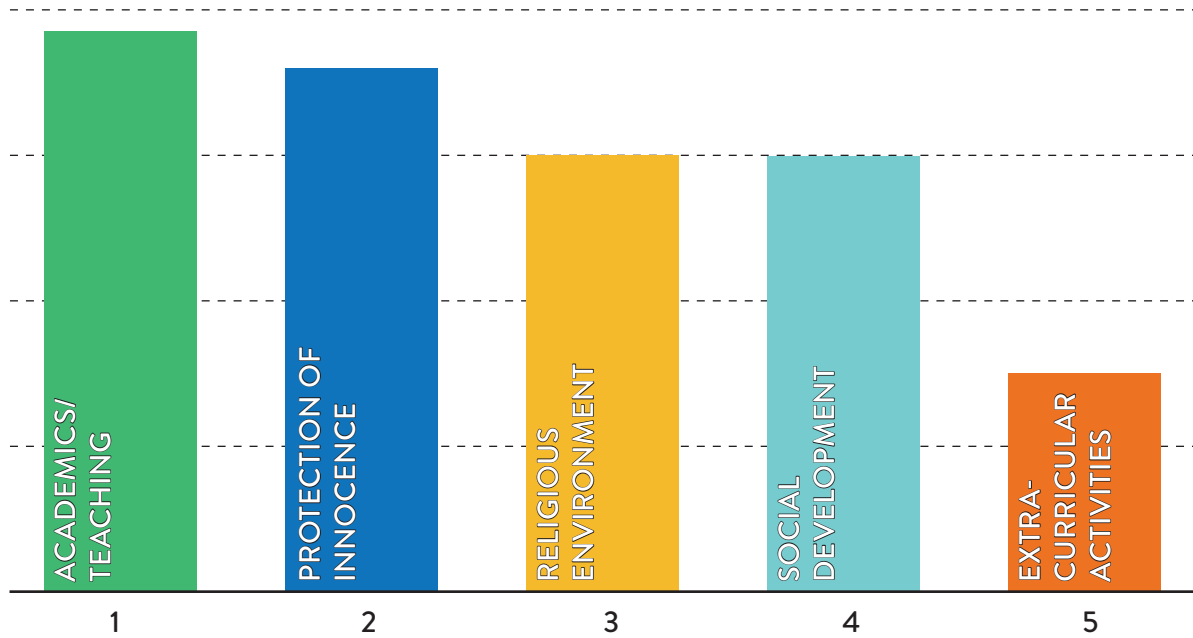


The next Parent Survey question was like the first: “what is most important to you in your child’s BACS social / educational experience.” The leading two responses were “academics / teaching” and “protection of innocence” these were followed by “religious environment” and “social development” with “Extracurricular activities” being the lowest ranked of the 5 given choices.

The final two questions dealt with priorities and desires for the renovation project. Parents felt that maintaining connections to the outdoors was the most important thing for the project. The final question allowed people to fill in “anything else you’d like us to know.” Responses were varied but concerns focused on:

- Security
- Energy efficiency and Sustainability
- Maintain connection to outdoors
- First cost versus “Financial sustainability”

WHAT IS MOST IMPORTANT TO YOU IN YOUR CHILD'S
BACS SOCIAL/EDUCATIONAL EXPERIENCE?
(RANK 1 (BEST) THROUGH 5 (LEAST))





SURVEY RESULTS STUDENT RESPONSES

The student survey received 39 responses, from students from fourth through eighth grade (most were in sixth grade, fourth and eighth grades were least represented). Respondent were divided nearly equally between genders.

The third question asked “what’s your favorite place at BACS” the gyms and the library were heavy favorites, with “your classroom” receiving the third most votes and playground and art tied for 4th. Responses regarding favorite places were divided equally among genders (that is “gym” had nearly equal number of favorites from both genders). The responses from male students were more varied.

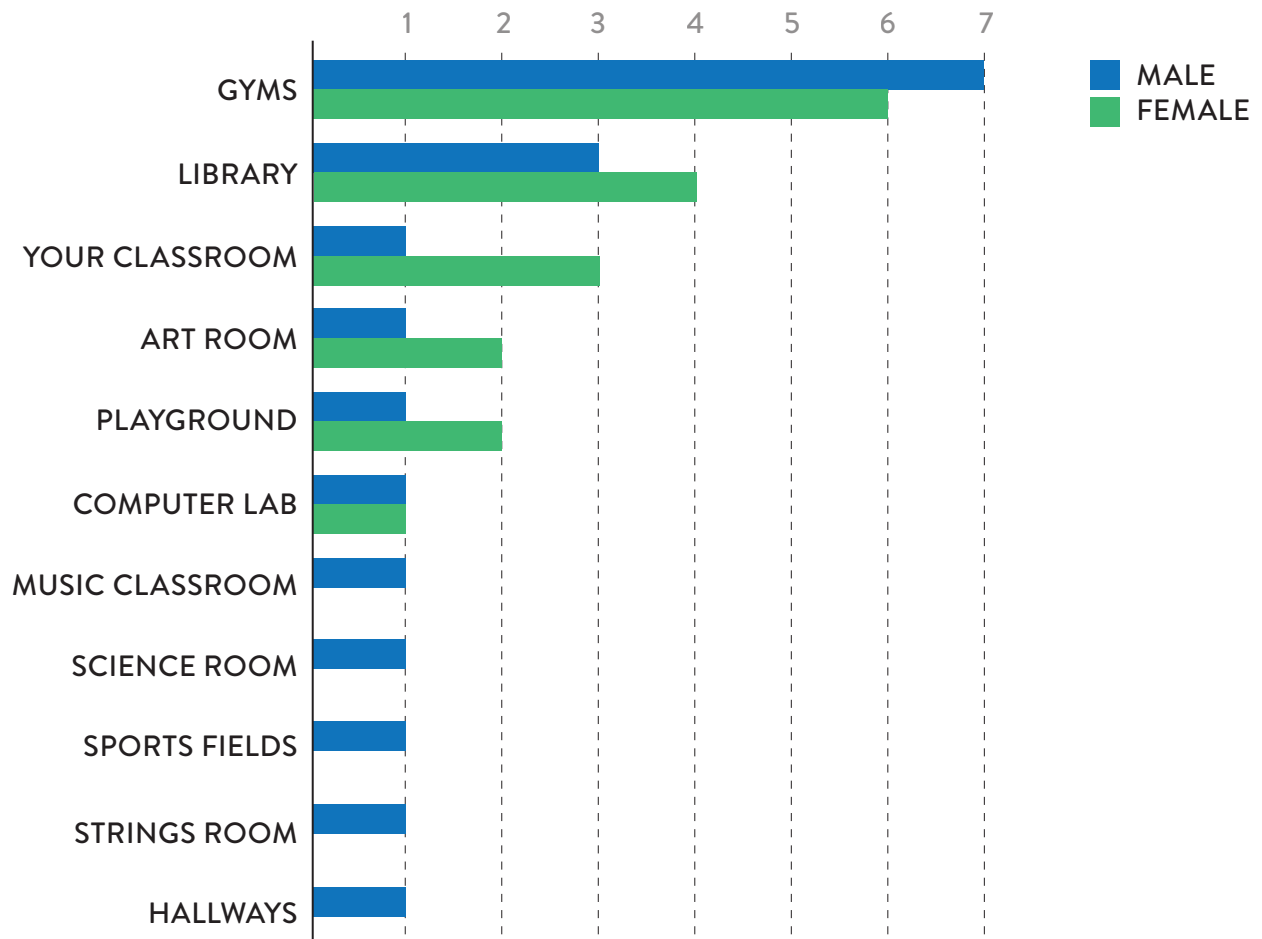
The next question asked about the uses of the other spaces on campus. Ninety seven percent of respondents had been to the swim club, 85% had been

to BATS. Fifty four percent had been to the Scouts’ building; (68% of males had been there, and almost 50% of female students).

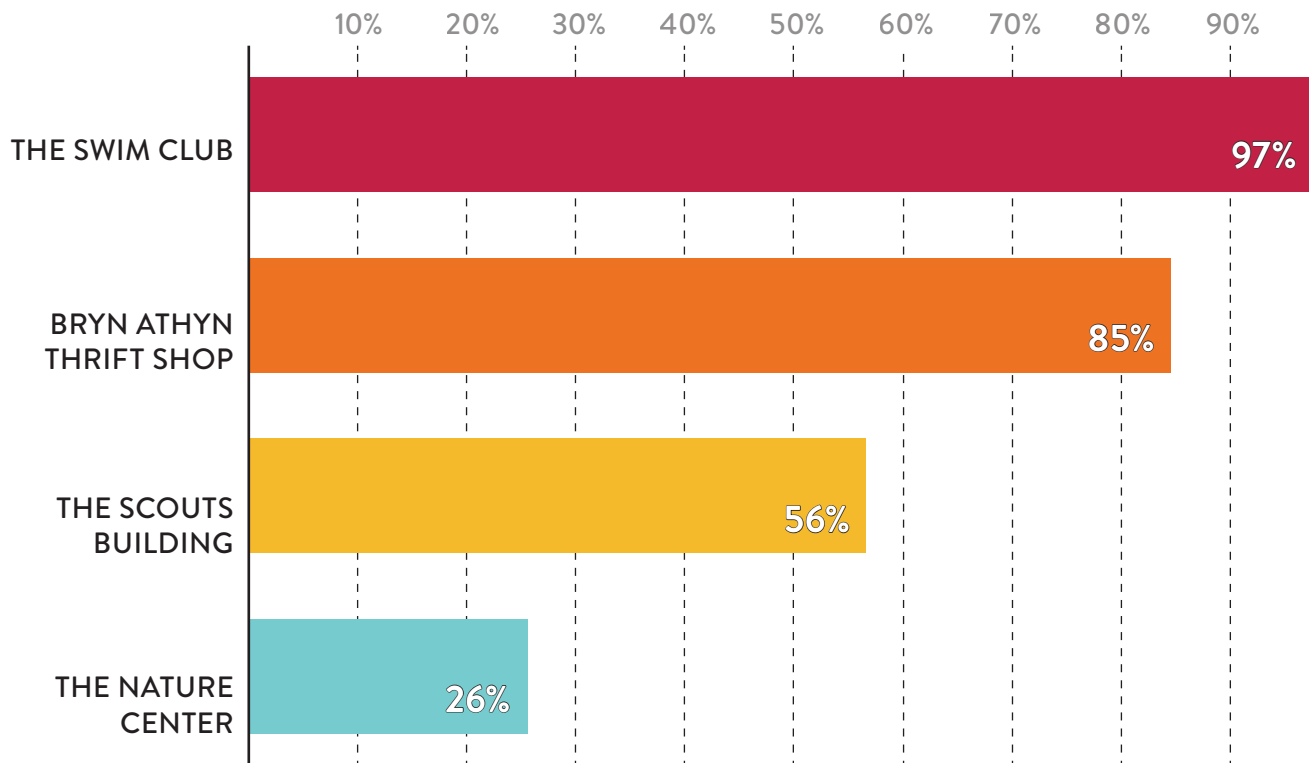
The next couple questions dealt with outdoor instructional space. Ninety seven percent of students want to use outdoor space more than once a week, and 92% would still want to go outside even in marginal weather (as compared to 75% of teachers who would only use the space in nice weather).

Most students said that they generally go home right after school, though 36% did say that they do spend a lot of time on campus during specific parts of the year (“for example: sports or rehearsals”).

WHAT IS YOUR FAVORITE PLACE AT BACS?



IN THE LAST YEAR, WHICH OF THE
FOLLOWING PLACES HAVE YOU BEEN TO?
(PICK AS MANY AS APPLY)



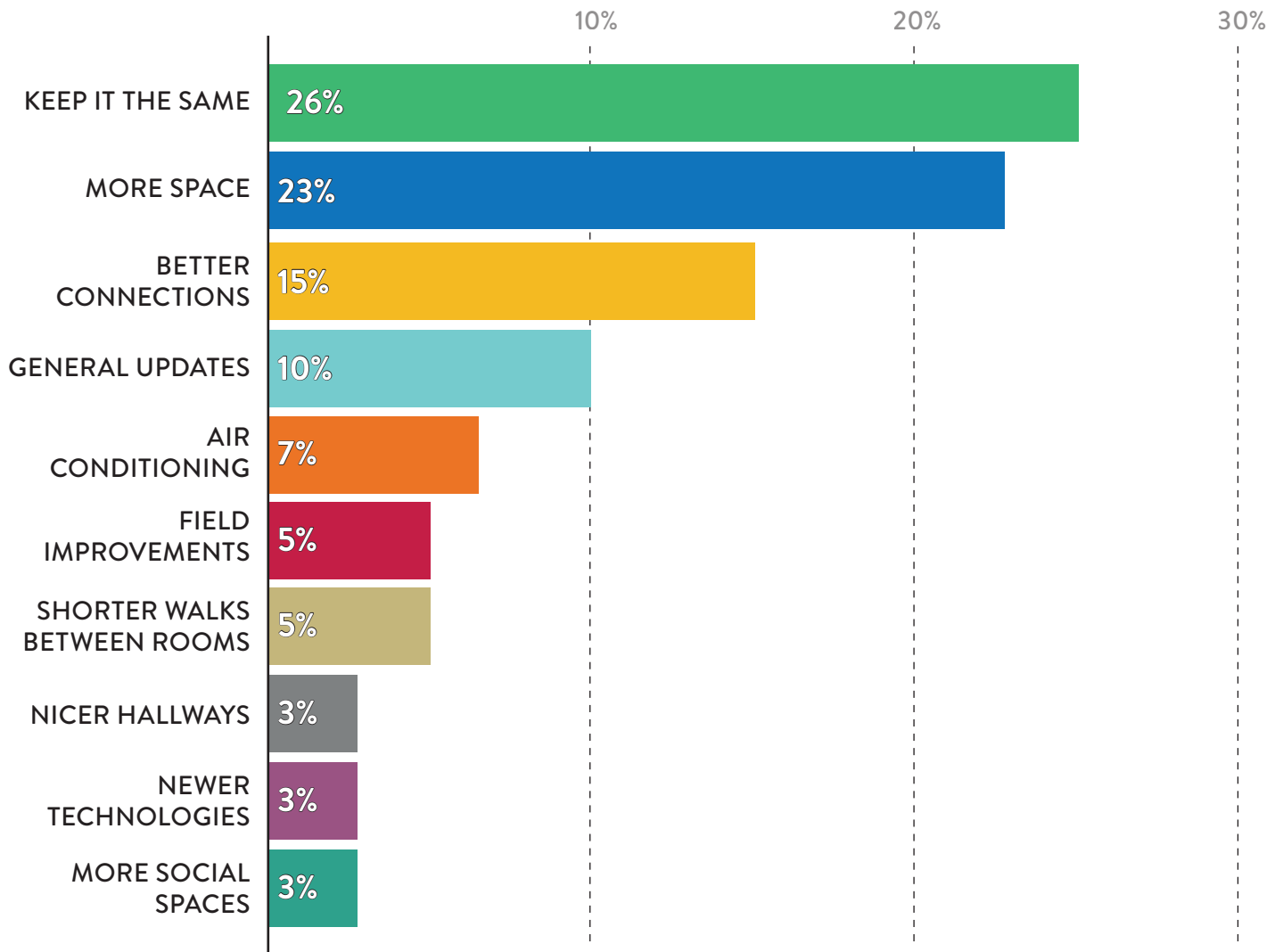
The final question was a ranking of provided examples of “single most important thing for the redesigned school.” Twenty seven percent of students thought we should “keep it the same.” An “other” category was offered, and 11 people filled in an answer. These responses included:

- Air conditioning
- Safer site circulation
- “Everything to be updated to a modern standard”
- “More hang out places!”

HAVE YOU BEEN IN THE SCOUTS BUILDING IN THE LAST YEAR?



WHAT IS THE SINGLE MOST IMPORTANT THING FOR THE REDESIGNED SCHOOL?





Bryn Athyn College

SITE VISIT: HISTORIC DISTRICT

The Metcalfe team spent half a day touring the Academy of The New Church, Bryn Athyn College, Bryn Athyn Cathedral, and Glencairn Museum. The following are the teams notes on that visit.

Academy of the New Church is the high school affiliated with the General Church of the New Jerusalem. It is housed in a group of traditional and historic buildings across Buck Road from BACS, and several surrounding athletic fields (some of which abut the BACS property). The buildings and grounds are beautifully maintained, with recent and ongoing renovation and maintenance projects.

Bryn Athyn College is a small campus located directly across from the Cathedral. There has been a significant amount of building at the College over the last several years, and a new student union is set to open soon. The new construction is in a more traditional style, with contemporary touches. The materials and construction are of very high quality.



Bryn Athyn College



Bryn Athyn College



Bryn Athyn College



Bryn Athyn Cathedral

The Cathedral is an exquisite work of architecture. The original construction, and subsequent maintenance emphasize artisanal craftsmanship and quality to a degree that few institutions can match. Construction on the cathedral took place from 1913-1928. The attention to craft and materials tie into the Arts and Crafts movement, the theology of The New Church, and the stylistic interests of the Church as carried forward by Raymond Pitcairn.

We concluded our visit at Glencairn Museum (1928-1939). It was originally built as the private home for Raymond Pitcairn's family in a historical Romanesque style. In many ways it is a partner to the Cathedral project, both in materials and level of craftsmanship. The house is full of religious centered domestic imagery, and medieval art. The "organic" geometric experiments first deployed at the cathedral seem to have a stronger expression in this smaller domestic building. Alignment of centers, square corners, and axuality are not a concern. The house has a rigorously casual approach to geometry which gives the composition an unusual depth and warmth.



Bryn Athyn Cathedral



Glencairn Museum

The attention to craft, details, and materials embodied so well at the Cathedral and Glencairn have already been successfully translated into a contemporary style (and more feasible price point) in the 1950's Vincent Kling buildings at BACS.

These individual buildings in Bryn Athyn mirror the larger movement in architecture from Pugin's gothic revival writings, through William Morris, to Frank Lloyd Wright. The American modern style grew directly out of the philosophies that fostered the arts and crafts movement in the late 1800's, just as the original BACS buildings share an underlying value with the church's historic core.

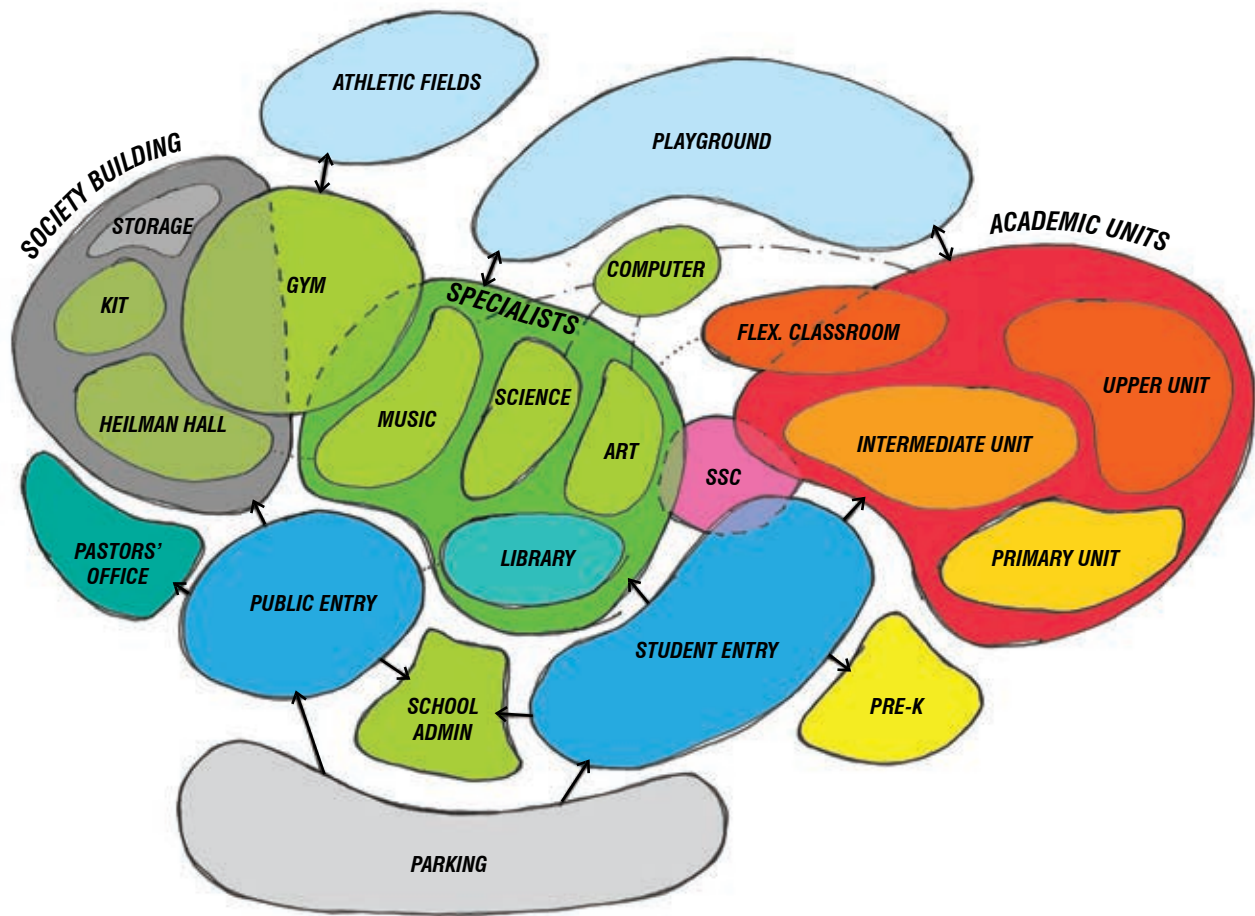


Glencairn Museum





DIRECTIONS AND CONCLUSIONS



SPACE PROGRAM

Often in the programming phase of design projects the deliverable is a single chart listing square footages and room uses. In addition to the qualitative data we’ve collected, described in the preceding pages, the quantification of spaces has also been done.

The following chart is divided into groups by use: Academic units, Specialist Classrooms, School space and Academic support, and Society and Church Administration. These groups capture all the existing uses in the BACS complex, and all the proposed spaces. The columns contain square footages of what exists currently, what is proposed, the difference between the two, and a notes column. This provides a base for the beginning of the building design phase and will be carried forward as we compare and evaluate floor plans.

BACS Program	EXISTING			PROPOSED			Net Adjustment		NOTES
	# OF SPACES	EXT'G (AVG)	EXT'G TOTAL	# OF SPACES	SF	TOTAL SF	# OF SPACES	SF	

Revised 10/29/2019

Revised 10/29/2019

Academic Units	Preschool	2,089			2,181			92		
	Classrooms	2	914	1,828	2	914	1,828	0	0	Some degree of separation from Primary Unit recommended
	Classroom Restrooms	4	22	88	2	45	90	-2	2	One multi-fixture restroom per classroom
	Reception/Waiting	0	0	0	1	90	90	1	90	Separate entry for different drop off / pick up
	Office	1	173	173	1	173	173	0	0	Currently also School Director of Admissions office
	Primary Unit	10,260			10,510			250		
	Kindergarten Classrooms	2	1,911	3,822	2	1,911	3,822	0	0	
	Classrooms (1st-3rd grades)	6	933	5,598	6	933	5,598	0	0	
	Storage	1	440	440	1	440	440	0	0	Storage and circulation should be separate
	Classroom Restrooms	16	25	400	16	25	400	0	0	Third grade doesn't need/want rest rooms in classroom, provide ADA facility
	Laptop Computer Storage	0	0	0	1	100	100	1	100	Could be centralized or per academic unit
	Teacher Workroom	0	0	0	1	150	150	1	150	Copier, storage, work space
	Intermediate Unit	5,301			5,716			415		
	Classrooms (4th-6th grade)	6	856	5,136	6	856	5,136	0	0	
	Storage	3	55	165	6	55	330	3	165	Find additional storage, within unit or remotely
	Laptop Computer Storage	0	0	0	1	100	100	1	100	Could be centralized or per academic unit
	Teacher Workroom	0	0	0	1	150	150	1	150	Copier, storage, work space
	Upper Unit	9,301			7,718			-1,584		
	Classrooms (7th and 8th)	4	1,172	4,688	4	1,172	4,688	0	0	
	Upper Unit Storage	4	77	308	4	77	308	0	0	Classroom closets
	Shared Classroom	1	862	862	0	0	0	-1	-862	See Shared/Flex classroom below
	Shop	1	700	700	1	700	700	0	0	Used for 6-week elective
	Central Storage	1	1,000	1,000	1	1,000	1,000	0	0	Not all used for Upper Unit
	Computer Room	1	1,743	1,743	1	872	872	0	-872	Reduce size by 50%, see Library, below
	Teacher Workroom	0	0	0	1	150	150	1	150	Copier, storage, work space
	Shared / Flex Classroom(s)	0	0	0	2	1,000	2,000		2,000	Algebra, Fourth Grade Science, Health/Fitness, Enrichment, yoga, guitar ...
	Religion Classroom	0	0	0	1	1,000	1,000		1,000	Religion

BACS Program	EXISTING			PROPOSED			Net Adjustment		NOTES
	# OF SPACES	EXT'G (AVG)	EXT'G TOTAL	# OF SPACES	SF	TOTAL SF	# OF SPACES	SF	

Specialist Classrooms	Science	1,028			1,600			572		
	Classroom/Lab	1	808	808	1	1,200	1,200	0	392	
	Prep / Project Room	1	130	130	1	200	200	0	70	
	Fourth Grade Science	0	0	0	0	0	0	0	0	Shared classroom, above
	Storage	1	90	90	1	200	200	0	110	
	Music	3,120			3,575			455		
	Large Room	1	1,625	1,625	1	1,625	1,625	0	0	Located away from offices and unit classrooms, sound proofed
	Ensemble Room	1	715	715	1	650	650	0	-65	
	Practice Rooms	2	75	150	4	100	400	2	250	4 existing practice rooms, also used for Storage and Computer
	Instrument Storage	1	75	75	1	200	200	0	125	
	Computer Room	1	75	75	1	200	200	0	125	
	Music Library	2	240	480	1	300	300	-1	-180	
	Chair Storage	0	0	0	1	200	200	1	200	Stackable chairs, minimize dedicated NSF
	Art	1,560			1,560			0		
	Classroom	1	1,416	1,416	1	1,416	1,416	0	0	
	Storage	3	48	144	3	48	144	0	0	Currently three individual closets
	Gymnasium	15,815			15,815			0		
	Large Gym (dividable)	1	11,725	11,725	1	11,725	11,725	0	0	
	Storage	1	1,700	1,700	1	1,700	1,700	0	0	
	Locker Rooms	2	1,000	2,000	2	1,000	2,000	0	0	Provide two staff showers per gender. Guest locker rooms TBD.
	Office	2	145	290	2	145	290	0	0	
	Laundry	1	100	100	1	100	100	0	0	
	Health/Fitness Classroom	0	0	0	0	600	0	0	0	Use proposed flex classroom, above
	Library	2,495			2,445			-50		
	Large Space	1	2,173	2,173	1	1,723	1,723	0	-450	SF Move to reading nook line
	Media Lab	0	0	0	0	850	0	0	0	Computer room included with Upper Unit, above
	Reading Nook -Story/Video Area	0	0	0	1	400	400	1	400	See above - reassigned NSF
	Storage	1	89	89	1	89	89	0	0	
	Office	1	83	83	1	83	83	0	0	
	Workroom	1	150	150	1	150	150	0	0	

BACS Program	EXISTING			PROPOSED			Net Adjustment		NOTES
	# OF SPACES	EXT'G (AVG)	EXT'G TOTAL	# OF SPACES	SF	TOTAL SF	# OF SPACES	SF	

School Space and Academic Support	Student Support	1,955			2,360			405		
	SSC Offices	2	125	250	2	125	250	0	0	
	SSC Common Space	1	300	300	1	300	300	0	0	
	Instruction Rooms	6	135	810	9	135	1,215	3	405	Verify SF for 6-9 students and instructor. Decentralized.
	Enrichment Trailer	1	595	595	1	595	595	0	0	Enrichment housed in New Flex Classroom
	After School Care	0	0	0	1	1,000	1,000	1,000		Multi-purpose space for K-6 after school care, may be part of Flex Classrooms
	Volunteer Support Center	362			625			263		
	Coordinator Office	0	0	0	1	125	125	125		Currently included in work area
	Common Workroom	1	322	322	1	400	400	78		
	Storage	1	40	40	1	100	100	60		
	Nurse's Suite	267			361			94		
	Waiting	1	203	203	1	100	100	0	-103	
	Exam/Treatment Room	0	0	0	1	90	90	1	90	
	Restroom	1	28	28	1	45	45	0	17	
	Office	0	0	0	1	90	90	1	90	
	Storage	1	36	36	1	36	36	0	0	
	School Administration	1,909			2,562			653		
	Waiting/Reception	0	0	0	1	200	200	1	200	Currently a bench in the hallway
	Secretary	1	165	165	2	100	200	1	35	Currently second secretary works in teachers' lounge
	Private Offices	3	210	630	3	150	450	0	-180	Principal, Vice Principal, and School Pastor; Dir of Admissions included above
	Conference Room	0	0	0	1	225	225	1	225	
	Faculty Lounge	1	837	837	1	437	437	0	-400	
	Curriculum Space	0	0	0	1	300	300	1	300	Teacher's reference library, currently part of lounge, above
	Network/Server Space w/ Desk	1	120	120	1	150	150	0	30	
	General Building Storage	0	0	0	1	300	300	1	300	See upper unit central storage, above
	Office Copy/Work/Restroom	1	157	157	1	200	200	0	43	
	Small Meeting	0	0	0	1	100	100	1	100	

BACS Program	EXISTING			PROPOSED			Net Adjustment		NOTES
	# OF SPACES	EXT'G (AVG)	EXT'G TOTAL	# OF SPACES	SF	TOTAL SF	# OF SPACES	SF	

Society and Church Administration	Worship/Performance	5,914			6,614			700		
	Heilman Hall	1	3,228	3,228	1	3,228	3,228	0	0	To be used for performing arts
	Chair Storage	0	0	0	1	250	250	1	250	
	Stage & Backstage	1	1,321	1,321	1	1,321	1,321	0	0	
	Theater Storage	1	495	495	1	495	495	0	0	
	Social Lobby	1	870	870	1	870	870	0	0	
	Pastor Storage	0	0	0	1	200	200	1	200	
	Bleacher Storage	0	0	0	1	250	250	1	250	"Black box" tiered seating?
	Kitchen	2,090			2,590			500		
	Kitchen	1	1,295	1,295	1	1,295	1,295	0	0	
	Pantry / Storage	1	160	160	1	160	160	0	0	
	Lounge	1	150	150	1	150	150	0	0	Small office space adjacent to Kitchen
	Multi-purpose Room	1	485	485	1	485	485	0	0	This room has no defined use
	Table and Chair Storage	0	0	0	1	500	500	1	500	See also Gymnasium and Heilman Hall storage, above
	Pastor's Office	2,625			2,653			28		
	Private Offices	7	179	1,253	7	179	1,253	0	0	
	Conference Room	1	465	465	1	250	250	0	-215	
	Group Lounge	0	0	0	1	250	250	1	250	
	Open Office Work Area	1	500	500	1	500	500	0	0	Two individual work stations, and collaborative space
	Storage - Office Files	1	75	75	1	100	100	0	25	
	Storage - School Supplies	1	332	332	1	300	300	0	-32	Distribution center for new supplies

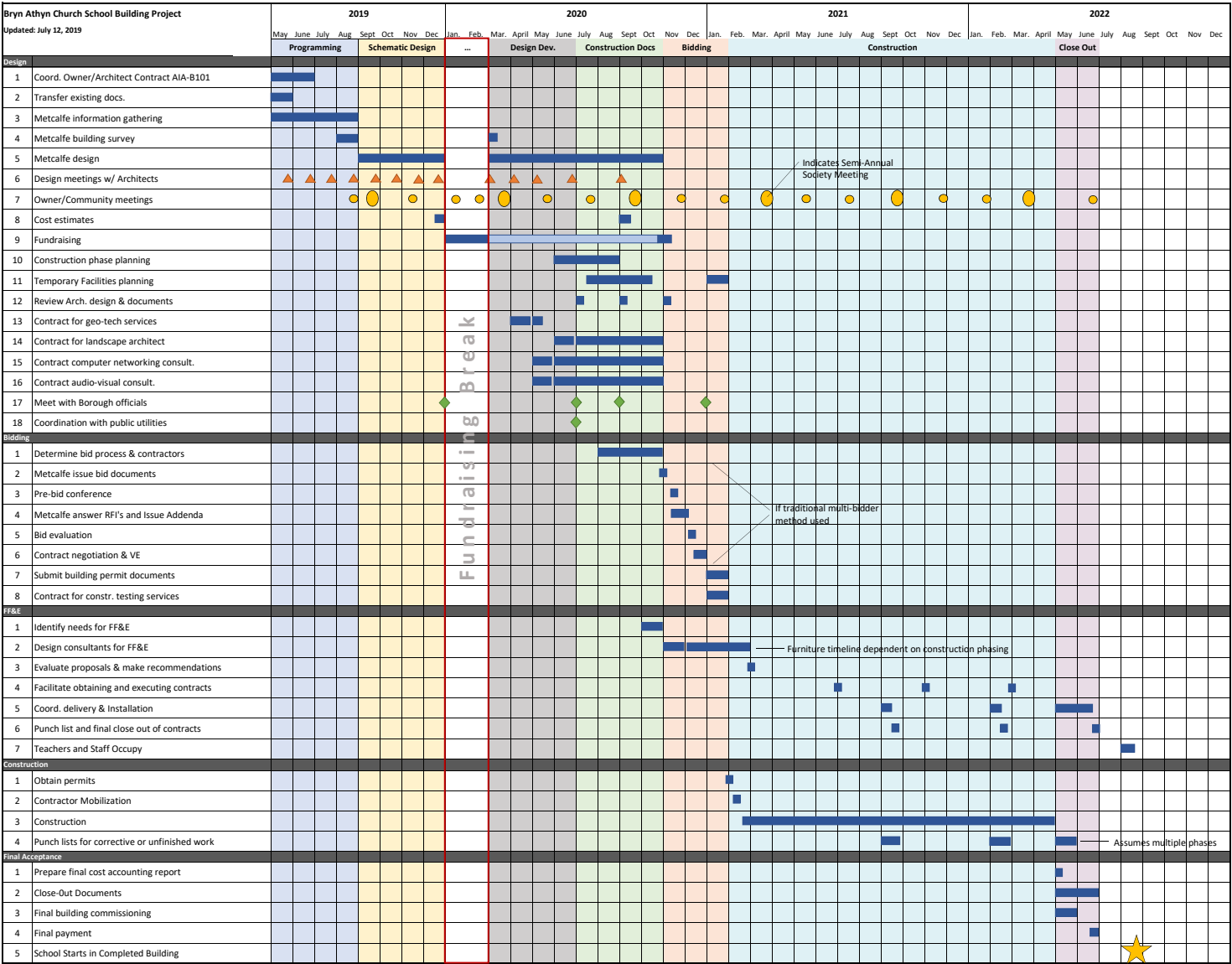


EXISTING DIAGRAM





APPENDIX



Schedule courtesy of Space Strategies LLC

SCHEDULE

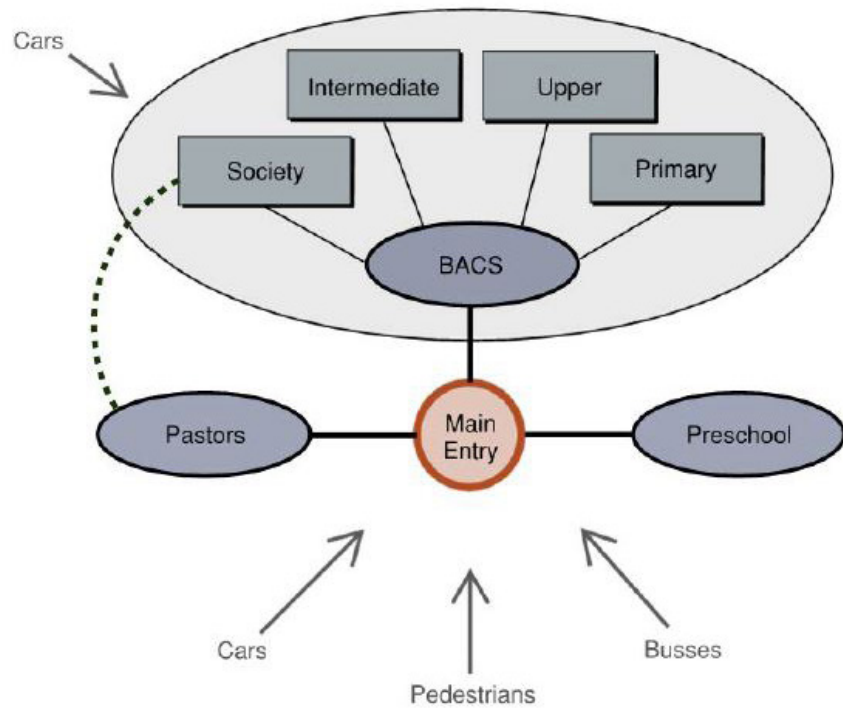


Diagram courtesy of Space Strategies LLC

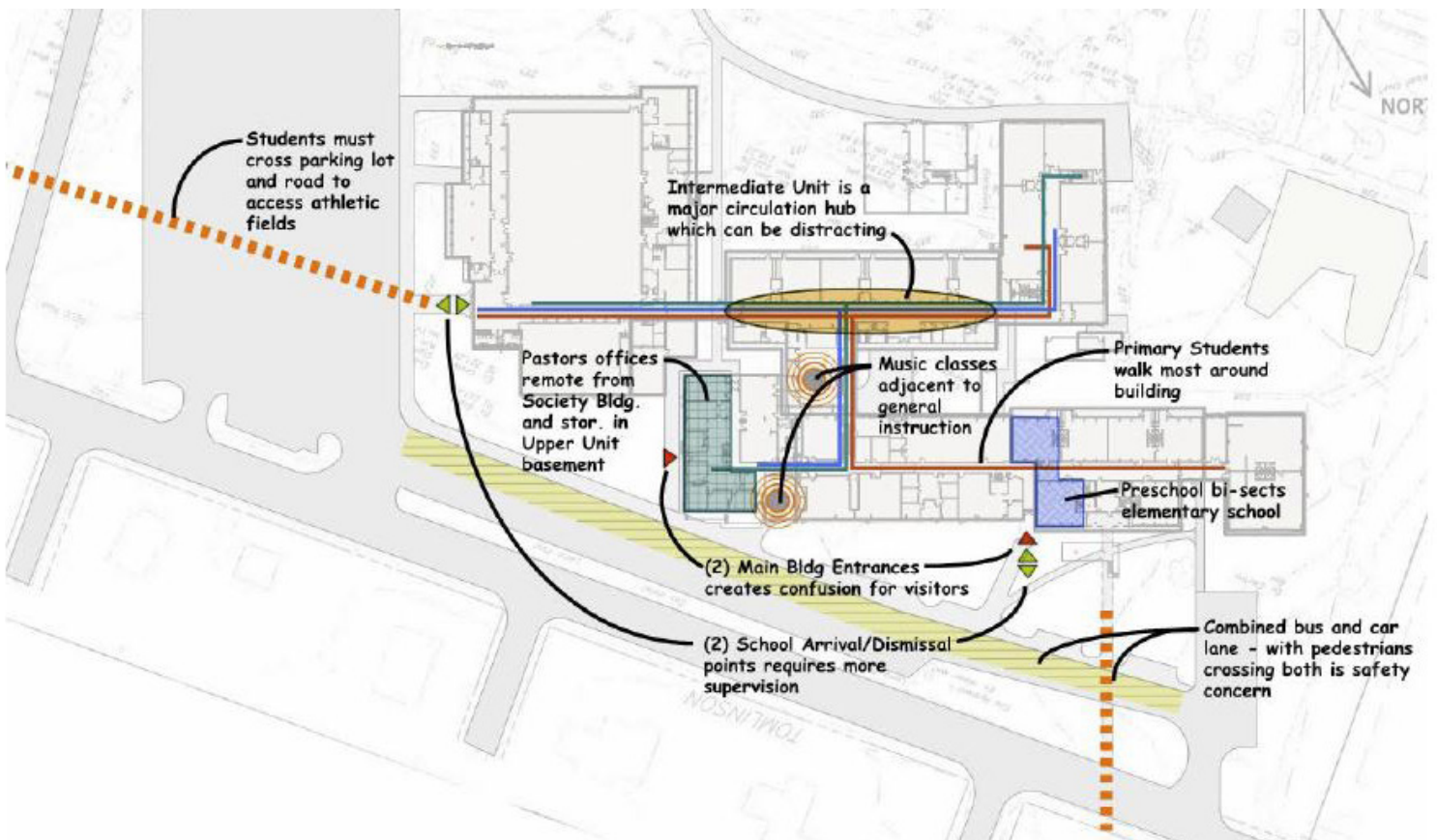


Diagram courtesy of Space Strategies LLC

FACILITIES ASSESSMENT EXCERPTS