



LONG-RANGE
CAMPUS
VISION
for
WESTTOWN SCHOOL

A MESSAGE FROM THE CAMPUS MASTER PLAN CLERKS

The Board of Trustees appointed us as co-clerks of the Steering Committee charged with the task of producing this *Long-Range Campus Vision for Westtown School*. The two of us embraced our work as stewards of the process, plan, and future vision for the campus. The Steering Committee endeavored to hear and to value every voice as fundamental to its process. Additionally, the Steering Committee encouraged stakeholders to boldly challenge existing norms, functions, and uses of buildings and spaces in order to generate fresh thinking, creative ideas, and new opportunities.

The Steering Committee produced the following document by adopting and being guided by a set of philosophical parameters which included:

- Reaching agreement on a set of core Campus Master Plan design principles to guide, focus, and prioritize elements of the new plan
- Ensuring transparency about our process and emerging themes with the entire school community
- Seeking engagement, inclusion, and endorsement by all stakeholders and interested community members
- Developing a plan that reflects community members' voices, concerns, ideas, and aspirations in accordance with Westtown's mission, strategic plan, and culture
- Being innovative in support of program design and excellence

- Highlighting campus programs and unique features to distinguish Westtown in a competitive school marketplace
- Serving as a welcoming neighbor and resource to the wider community

This vision respects the uniqueness of the Westtown campus while valuing the history and spiritual nature of the school, positioning the Meeting House at the geographic center of the campus. In this plan, campus natural resources are strategically and purposefully integrated into school and auxiliary programming. Capital projects recommended in this plan will afford future Westonians flexibility in terms of program design and teaching methodology. Finally, this *Long-Range Campus Vision for Westtown School* is designed to be implemented in phases as funding permits.

After hundreds of hours of committee work, focus group meetings, Town Hall meetings, and alumni gatherings over a 22-month period, on behalf of the Steering Committee, we enthusiastically offer this *Long-Range Campus Vision for Westtown School* for consideration.

Sincerely,



Robert Cottone
Trustee



L. Jay Farrow '75
Assistant Head of School

EXECUTIVE SUMMARY

The unique history and continued evolution of Westtown School, from a family's farmstead to a small Quaker boarding school, and eventually to the vibrant residential and day school that it has become, is celebrated in this Long-Range Campus Vision. The plan's aim is to:

- Protect and enhance the 600-acre campus;
- Seamlessly align the campus' built environment with the school's mission and strategic vision and values;
- Expand the 21st century learning environments;
- Promote a one-school community that engages all divisions; and
- Honor Westtown School traditions and its Quaker roots.

The Long-Range Campus Vision detailed in the pages that follow represents the culmination of a 22-month iterative and collaborative planning process that has been skillfully ushered by the dedicated Campus Master Plan Steering Committee. The planning process has engaged all of the constituencies of Westtown's campus community and represents their collective input as well as the school's commitment to providing an exceptional environment for educational exploration for students from pre-kindergarten through 12th grade. This ambitious plan is predicated on steadily growing the student body to approximately 675 students but is flexible to adapt to fluctuations. While the plan establishes many tangible, near-term milestones to serve the current community, the Campus Vision also keeps a keen focus on the longer range planning horizon, striving to ensure an even brighter future for the next generations of Westonians.

In brief, the key elements of the Long-Range Campus Vision for Westtown School are highlighted here:

Campus Shifts

The campus shifts, largely philosophical in nature, serve to reframe the way the community envisions and identifies with using the campus. The campus shifts will have some physical implications but are much less prescriptive than the catalyst or major projects elements of the Campus Vision. The plan includes the follow campus shifts:

- Refocus the campus on its spiritual center
- Strengthen educational program connection with the lake & farm
- Expand educational opportunities by engaging the site
- Expand and enhance the pedestrian campus through vehicular reorganization

Major Projects

The major projects are envisioned to be transformative projects that will require careful design and planning. These projects include:

- New Student Center
- New Middle School
- Main Building Renewal
- New Arts Quad

Implicit to this Long-Range Vision Plan is project sequencing flexibility. The framework can be adapted to suit various campus priorities, fundraising traction, and construction sequencing. It also allows for continued operations of the existing facilities and programs during construction, minimizing the disruption to the campus and the Westtown School community.

In summary, the Long-Range Campus Vision represents both a vision and a framework to guide Westtown School in shaping the next evolution of its campus.

BRIEF CAMPUS HISTORY

The concept of Westtown School grew out of a report called *A Plan for a School on an Establishment similar to Ackworth, Yorkshire, Great Britain, varied to suit the Circumstances of the Youth within the Limits of the Yearly Meeting of Pennsylvania and New Jersey* that was published by Owen Biddle in 1790. As founders scouted for a suitable site to be home to this future venture, a site in Chester County rose as a strong contender. The owner James Gibbons, a multi-lingual Quaker farmer/teacher sympathetic to the education of youth, ultimately sold the approximately 600-acre parcel of land to the Committee for the purposes of building a school.

The southern portion of the land had rolling hills that had been cleared for farming while the northern portion was covered in a virgin forest of mixed hardwoods. The site was served well by good road access to major nearby cities but was sparsely occupied with only a handful of structures. One notable structure was the original Gibbons Mansion House that could accommodate a sizeable family, and stood amidst the farm area. Chester Creek flanked the site's western edge and provided power for saw and grist mills and various swimming holes. It was noted that the hill top that was still covered with forest would be an ideal spot to build a school.

Since May of 1799, when Westtown School opened its doors and welcomed its first students, the academic and residential program and culture of the school have continued to evolve. Here are some significant milestones dates that mark these transitions:

- In the early days, all functions of living and learning happened under one roof and are depicted in the water color of the Main Building (circa 1803). It accommodated a mixture of

residential, classroom, and student life uses for approximately 200 girls and boys.

- Guerster House was built as the school's infirmary in 1803, rebuilt in 1873. Eventually it was converted into the freshman boys' dorm and then expanded in 2001.
- In 1865, a dam was erected to create a small lake which was enlarged to its current size in 1912. Recently the lake was dredged and the dam modernized in 2015.
- In 1869, Industrial Hall was completed to provide new classroom space for boys and then was relocated 200 feet in 1885 to make room for the new Main Building.
- The new Main Building replaced the original schoolhouse in 1888 and came equipped with modern conveniences of electricity and steam heat. The building was designed by Addison Hutton, a Quaker architect.
- The Athletic buildings have evolved numerous times. A natatorium was completed in 1903. Later, a new gymnasium was completed in 1953. In 1981 the original natatorium was replaced and the Athletic Complex was expanded with a Field House. The current Field House replaced the 1981 Field House in 2007.
- In 1913 Westtown's Dairy Farm was dismantled, moved, and modernized. It was originally built in 1870 and was located immediately south of the current location of today's Stadium Tennis courts.
- Bacon Cottage, housing the fine arts studio, was added to the campus in 1923.
- In 1926 the Greenwood Amphitheater was open for outdoor theatrical productions.
- The Meeting House was dedicated on Alumni Day in 1929.

- The Lower School, formerly known as the Lane School, moved to its current location in 1936 and has been expanded several times up to 2001.
- The Middle School (then only 7th and 8th grades) was moved to Industrial Hall in 1960 and then further expanded by reclaiming a play shed adjacent to Industrial Hall in 1983, when 6th grade shifted from Lower to Middle School.
- The library's award-winning expansion was added in 1963.
- The Belfry, completed in 1966, has served as the campus student center.
- The Arts Center was constructed in 1970 to support the school's robust performing and visual arts program.
- The Science Center was originally built in 1975, then renovated and expanded in 2014.
- In 2000 Oak Lane was closed to through traffic.
- The Campus Master Plan was completed in 2001.
- 2001 also marked the opening of Balderston Commons which serves as a residential hall for freshman girls. The tennis stadium complex was completed then as well.
- In 2002 The Farm @ Westtown (also known as the Mini-Farm) was established.
- The *Campus Master Plan Update* was completed in 2008.
- In 2016 the new Long-Range Vision for Westtown was completed.

As you can see, the campus has changed to suit the needs and priorities of Westtown throughout its history. And it will continue to evolve with thoughtful guidance and stewardship.

CAMPUS MASTER PLAN CORE PRINCIPLES

Prior to launching the Campus Master Plan, the Campus Master Planning (CMP) Steering Committee drafted the following principles to guide the creation of the master plan. The intent was that the Campus Master Plan and each of the subsequent projects embedded in the plan would be evaluated based on these criteria, and the results would assist in the prioritization process based on their alignment.

- ***Mission/Compliance***
Reinforce the school's mission and strategic imperatives.
- ***Support Program Excellence***
Provide facilities and site improvements to flexibly support changing goals and design of school program.
- ***Revenue Generation***
Suggest locations for use of the campus for distinctive program and revenue-producing opportunities.
- ***Parent/Alumni Engagement***
Make the campus even more inviting and user-friendly for parents and alumni.
- ***Philanthropic Impact***
Craft a visionary campus plan with aspirational projects to galvanize the community and encourage potential donors to invest in shaping the future of Westtown.
- ***Financial Sustainability***
Accommodate optimal enrollment in each division and growth of auxiliary program and ancillary income opportunities.
- ***Westtown Differentiators***
Strengthen the value proposition for joining the Westtown School community. Create programming and facilities that will set the school apart from its independent and public school competitors.
- ***Internal and External Community Impact and Enhancement***
Engage the township and surrounding community generously and as a good neighbor by presenting school facilities as a helpful and significant resource.
- ***Sustainability Initiatives***
Design future renovations in accordance with the school's Sustainability Mission Statement, and Planning and Design Policy for Sustainable Facilities; Consider building additional renewable energy generation systems as part of a comprehensive campus utility plan.

EXISTING CAMPUS

EXISTING CAMPUS PLAN

At the beginning of the campus master planning process, a survey of the campus was conducted to assess existing conditions. This effort helped identify opportunities and challenges at Westtown School, and established the basis for developing the conceptual alternatives, and a series of refinements which lead to the development of the final Campus Master Plan. The following is a summary of the key of the analysis.

LEGEND

BUILDINGS

- | | |
|---------------------------------|---------------------------|
| 1 Main Building | 24 East House |
| 2 Industrial Hall | 25 End of Lane House |
| 3 Middle School | 26 Farm Manager's House |
| 4 Lower School | 27 Townhouses |
| 5 Guerster House | 28 Farm House |
| 6 Meeting House | 29 Creamery House |
| 7 Greenhouse | 30 Garden Houses |
| 8 Barton-Test Theater | 31 Meadow View House |
| 9 Arts Center | 32 Lakeview House |
| 10 Science Center | 33 Head of School's House |
| 11 Balderston Commons | |
| A Balderston House Dorm | |
| B Bacon Cottage | |
| C Admissions | |
| 12 Power Plant | |
| 13 Business Manager's House | |
| 14 Walker House (Health Center) | |
| 15 Facilities Building | |
| 16 Allen House | |
| 17 Natatorium | |
| 18 Field House | |
| 19 Competition Gym | |
| 20 Belfry Student Center | |
| 21 Double Brick House | |
| 22 Lane House | |
| 23 The Cabin | |

OUTDOOR SPACES

- | |
|------------------------------|
| 1 Farm @ Westtown |
| 2 Lower Fields |
| 3 Arboretum |
| 4 Raiford Field |
| 5 Track |
| 6 Walker House Field |
| 7 The Greenwood Amphitheater |
| 8 Greenwood Field |
| 9 Stadium Tennis Courts |
| 10 Lake Shelter |
| 11 Fire Circle |
| 12 Ropes Course |
| 13 Crew Field |



There are many notable campus attributes present at Westtown School. In some cases, these characteristics fortify the sense of campus community and in other instances they diverge. The observations below help illustrate some of the campus strengths and challenges.

STRENGTHS

Site:

- The campus is picturesque and has many bucolic views over the farmlands;
- The mere size of the campus provides for various habitats, outdoor learning opportunities, and a buffer protecting the serene setting for the core of campus;
- The native woodlands are largely intact, an ecological asset to the campus and larger community;
- The 14-acre lake provides educational and recreational opportunities; and
- The Greenwood amphitheater is a beautiful outdoor venue with a spiritual presence.

Building:

- Lower School Gathering Room is a naturally well-lit space that provides an intimate setting for mid-size meetings;
- The Science Building renovation and expansion has immensely improved the educational opportunities for the sciences;
- The Athletic Center renovation and expansion have enabled the athletic program to flourish; and
- The historic Main Building, with its majestic splendor, sits atop the highest point anchoring the campus and is a constant reminder of the school's deep and exceptional heritage.

TRAFFIC FLOW

The campus has three separate entry points:

- East entry from Shady Grove Way accesses Lower School (LS), Middle School (MS) and Upper School (US);
- West entry from Westtown Road accesses US, Athletic Center, performing arts, Admissions, Facilities, and dining; and
- Southwest entry from Oak Lane accesses the LS and athletic fields.

The current vehicular circulation for the campus is less than ideal for multiple reasons.

The west entry from Westtown Road, albeit initially picturesque with its gently meandering road, nicely captures the handsome charm of the campus. However this campus experience is short lived.

Once travelers pass the Main Building's primary building entry at Central, they are confronted with the area of campus that lacks clarity.

Continuing along this road, visitors encounter the unsightly Dining Room service area, complete with a loading dock, dumpsters, and a transformer. Then, as the road bends to the north, a parking lot is squeezed in near Allen Cottage to accommodate 18 spaces.

And finally, the one-way loop road that serves this part of campus directs all vehicles through the facilities and power plant operation area. The circulation is somewhat disorienting and leaves visitors with an indelible impression that is less than stellar as they exit the campus.

An additional consideration is the impact of service traffic that frequently uses these access points to serve the campus with vital supplies and services.

The proximity, configuration, functionality, and aesthetics of the road network and service access points have proven to be an impediment to establishing a cohesive pedestrian realm immediately north of the dining hall and providing pedestrian connections to the lake and woodland areas. Resolving these conflicts would transform this part of campus.

Please note that the lack of vehicular connectivity on campus is not in itself a campus challenge, as it deters neighbors from using the campus as a shortcut and eliminates the traffic hazard associated with it. A stronger campus organization and wayfinding program can allay many of the orientation and navigational issues currently experienced on campus.



EXISTING VEHICULAR CIRCULATION

LEGEND

- Primary circulation
- Secondary circulation
- Pedestrian conflict
- Parking
- Campus entry
- ▲ Service entrance

THE FRAMEWORK

PROPOSED LONG-RANGE CAMPUS VISION

The framework of the Campus Master Plan is comprised of three main elements:

- Campus Shifts
- Catalyst Projects
- Major Projects

Each of these elements has multiple components which will be explained in greater detail later in this chapter.

CATALYST PROJECTS

The following projects were identified as catalyst projects that require a relatively small investment and yet have high educational or school impact, increase visibility, and help build momentum for some of the major projects to follow. They are as follows:

- New Farm Educational Center
- New Lake Educational Center

MAJOR PROJECTS

These projects are large projects that will transform various aspects of campus life. Due to their size, complexity, and substantial cost, capital campaigns will need to be closely orchestrated. The design and construction of each project should be developed in concert with these efforts to understand how to optimize the phasing and manage overall timeline for implementation.

- New Campus Center
- New Middle School
- Main Building Renewal
- New Visual Arts Quad



REFOCUS CAMPUS ON ITS SPIRITUAL CENTER

The school's Meeting House sits at the geographic center of the campus and is equidistant from all divisions. Its presence is understated and its utilization could be improved.

The Master Plan aims to celebrate and honor the Quaker heritage and traditions by creating a welcoming outdoor gathering space to the north of the building that encourages users from all divisions, visitors, and Friends alike to linger and socialize, thus strengthening the Westtown School community.

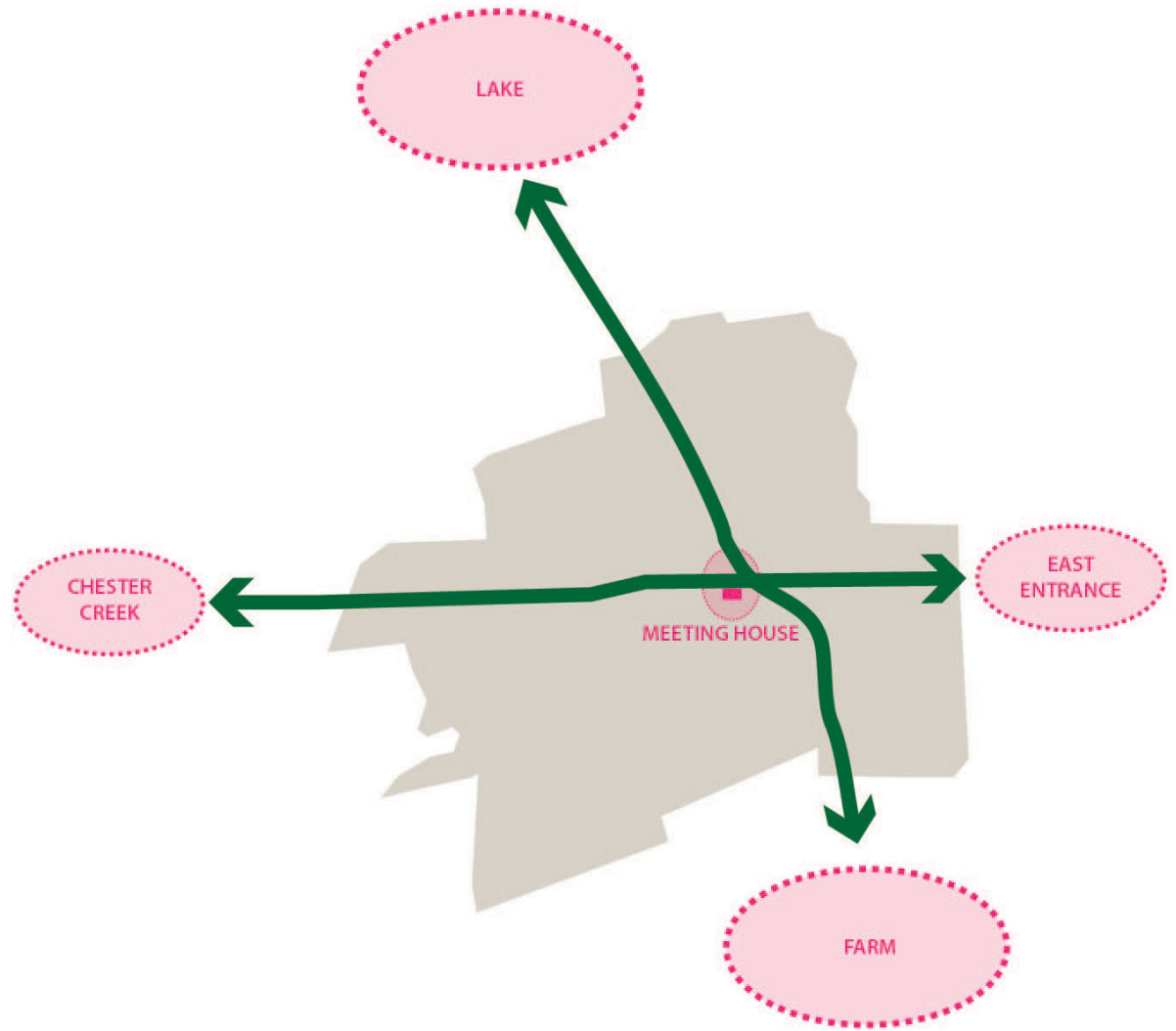


Diagram of the Meeting House as spiritual center

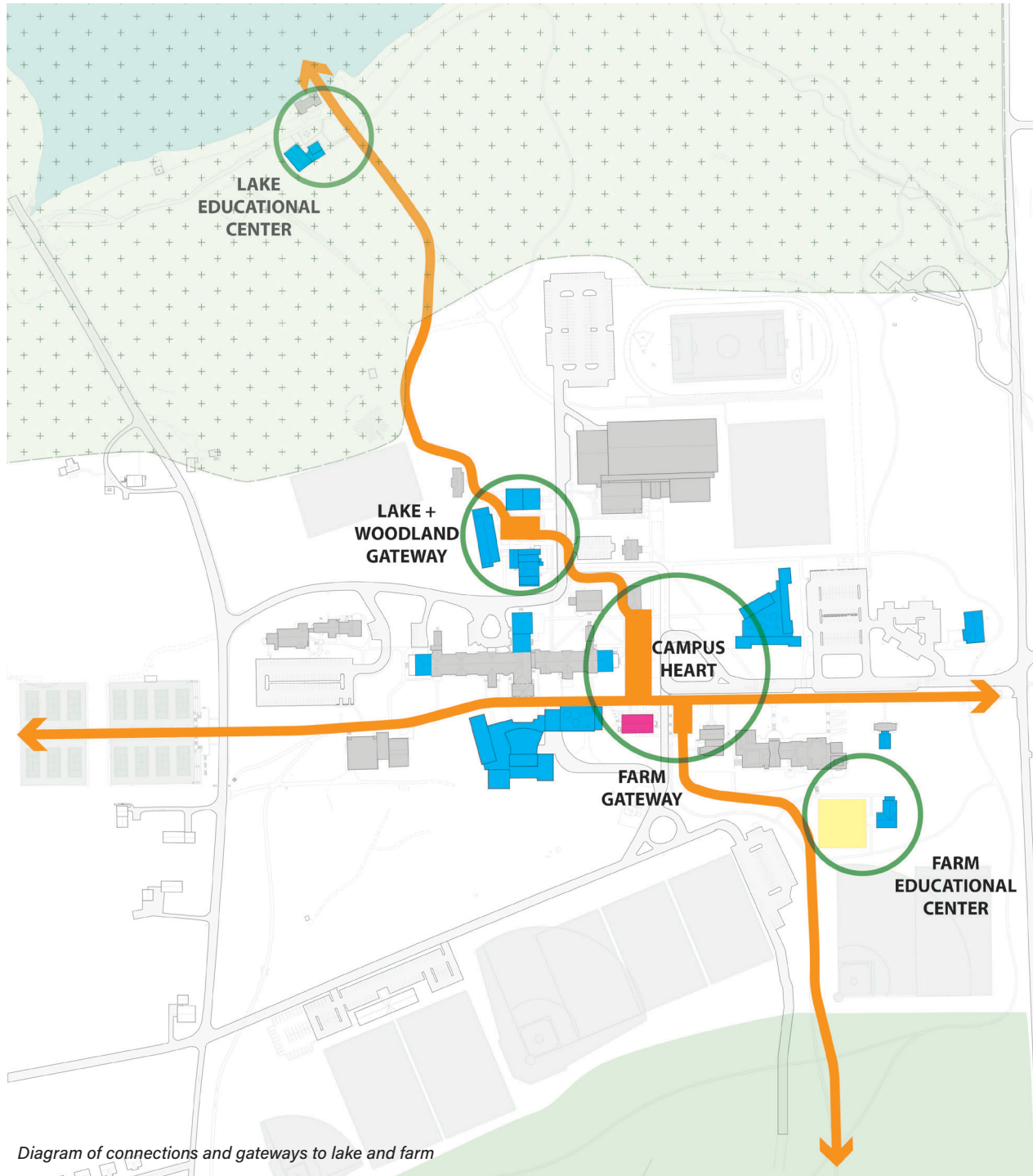


Diagram of connections and gateways to lake and farm

STRENGTHEN EDUCATIONAL PROGRAM CONNECTION WITH THE LAKE & FARM

Westtown's campus is framed by the farmlands to the south and north and punctuated with the centrally located lake. Westtown is fortunate to have both of these campus assets and should take full advantage of the educational opportunities they provide. Building two adequate facilities to anchor the remote locations to entice people to make the journey from the top of campus to the destination is only one part of the equation. The school will also need to make a commitment to relevant and integrated programming to ensure that the spaces are well managed.

In addition to establishing anchors at the lake and farm, providing the gateways and pathways to those areas will help mitigate the perceived distance and encourage everyone to explore, as Thomas S. Brown '29 refers to Westtown, "this precious patch of earth and water."

EXPAND EDUCATIONAL OPPORTUNITIES BY ENGAGING THE SITE

With such an immense campus, the opportunities for outdoor learning environments are incredibly robust. The Master Plan envisions introducing learning landscapes throughout campus that seamlessly blend the indoor and outdoor learning environments, trace the path of water towards the lake, and celebrate the richness of land and the agricultural traditions moving towards the farm. Each intervention should highlight the uniqueness of place, local conditions, and habitats.



Diagram of potential outdoor learning environments

EXPAND & ENHANCE THE PEDESTRIAN CAMPUS THROUGH VEHICULAR REORGANIZATION

The previous Campus Master Plan, completed in 2001, started the process of enhancing the pedestrian experience on campus by closing Oak Lane as a public road. It had bisected the top of campus from the lower fields. The previous Master Plan also began to take offline some vehicular circulation in the core of campus to improve pedestrian safety.

The next steps in expanding the pedestrian realm will require some bold moves, such as addressing the service areas in the core of campus. They are unresolved and are not conducive or supportive of a cohesive campus experience.

Looking at both the ideal functional adjacencies and campus operations, including service access, there is huge potential to refine the overall campus organization to mitigate, if not virtually eliminate, the negative service traffic impact to the top of campus.

The Campus Master Plan recommends employing a combination of techniques to improve the pedestrian experience on campus. These will include reconfiguring the vehicular network and elevating the pedestrian pathways to connect and enhance travel throughout campus.

Reorganizing the Campus

One of the most significant shifts will be relocating dining and facilities and grounds operations so that they can be serviced from Oak Lane. This shift will remove the dining loading dock and service access for maintenance vehicles out of the core of campus.

In addition, relocating all school administrative offices to the renovated Industrial Hall and former Middle

School building will allow all visitor traffic to be accessed from the east campus entry.

Reconfiguring the Vehicular Network

Realigning the existing one-way loop road surrounding Allen Cottage will simplify the circulation in this area making it easier to navigate by car and traverse on foot. The road re-alignment would allow for a courtyard to be established and serve as the gateway to the woodlands and lake.

The campus master plan also has a provision to provide a future loop road connecting the east and west sides of campus. Designing the road to sweep behind the track would discourage neighbors to 'shortcut' through the campus but would allow east-west circulation on campus.

Elevating the Pedestrian Network

Students and visitors largely experience the campus on foot and thus the quality of this experience is essential to building and supporting a positive campus experience.

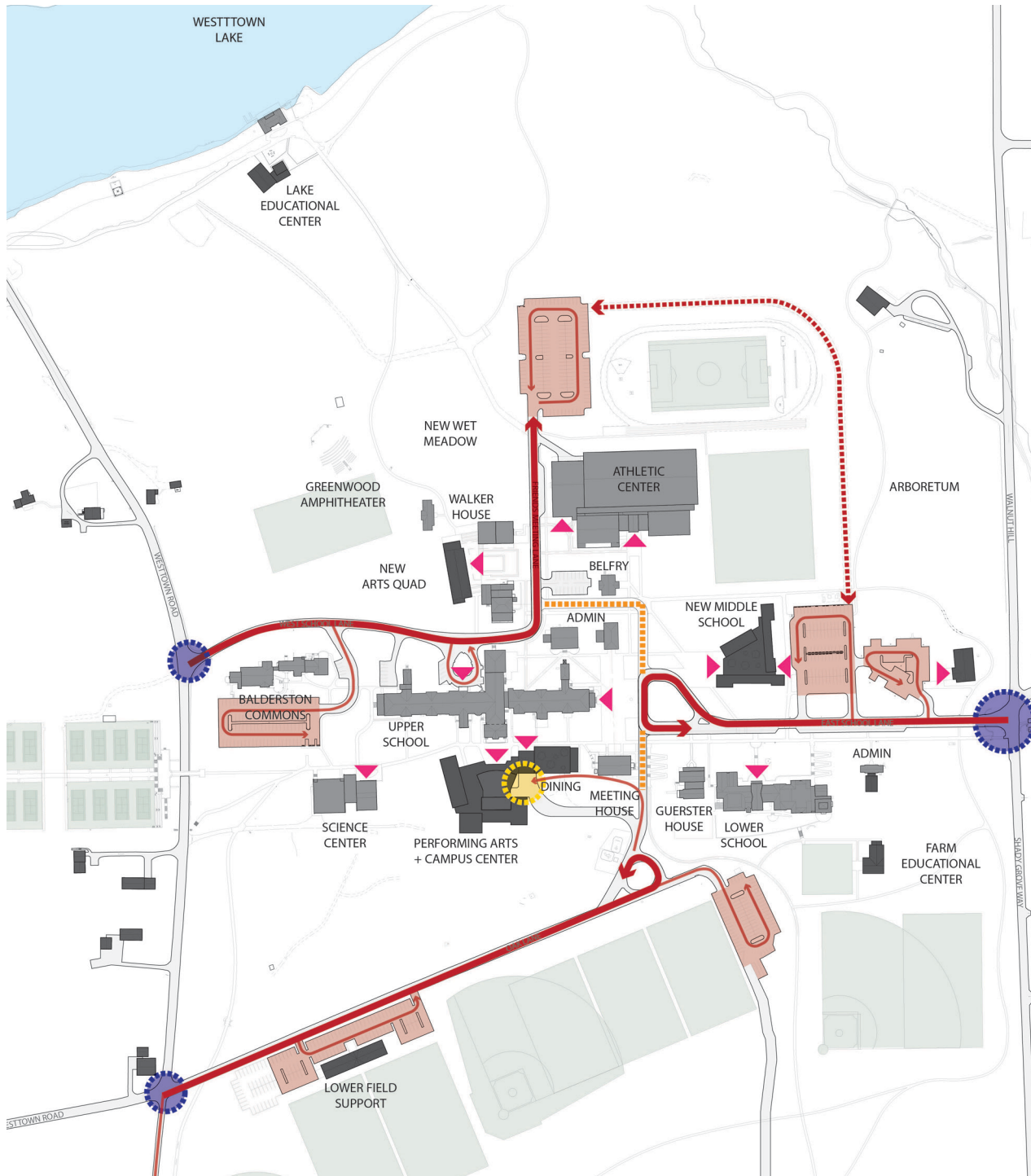
The Master Plan proposes several ways to enhance the pedestrian experience through place-making, improving campus vegetation, and establishing a robust pathway network, including enhanced universal access throughout campus.

The first of three new outdoor spaces envisioned by the campus master plan is the new ceremonial plaza in front of the Meeting House. The intention would be to encourage socializing and celebrate the one-school mentality and welcome visitors to the school. Another new gathering space is the new quad framed by the new Visual Arts Quad that would unify this collection of buildings and provide the gateway to the new wet meadow (currently Walker Field), the woodlands, and

lake. Next, the Middle School expanded recess area and entry areas will provide a right-sized outdoor recess space for students to recreate and interact.

Elevating the campus landscape to provide different outdoor learning environments for the school is an exciting opportunity. Having a system of these areas intentionally distributed throughout campus to provide a variety of settings will open the possibilities for innovative educational programming that will complement the superb curricular activities currently underway at Westtown.

Moving forward, Westtown School should consider developing a set of campus landscape guidelines to harmonize the campus aesthetics and create a consistent pallet of materials, plantings, and furnishing that will solidify the campus image and enhance the pedestrian experience throughout campus.



PROPOSED VEHICULAR CIRCULATION

Select highlights:

- Remove service from top of campus;
- Reconfigure Friends Meeting House Lane;
- Provide new and separate drop-offs for Middle School and Athletic Complex;
- Direct service traffic to Oak Lane;
- Maintain three campus entry points; and
- Potential for future loop road.

LEGEND

- Primary
- Secondary
- - - Limited access
- - - Future loop road
- Parking
- ⊖ Campus entry
- ⊖ Service
- ▲ Drop-off









PROPOSED PEDESTRIAN CIRCULATION

Select highlights:

- Connect campus core to lake & farm;
- Supplement existing east-west axis;
- Establish strong gateways to lake & woodland areas and farm to diminish the sense of travel time and distance to remote campus areas;
- Provide more outdoor teaching & learning environments;
- Enhance outdoor open space (both plazas and vegetated areas) to promote social interactions; and
- Provide more recreational areas.

LEGEND

-  Primary circulation
-  Secondary circulation
-  Social - hardscape
-  Recreational
-  Educational
-  Social - open space

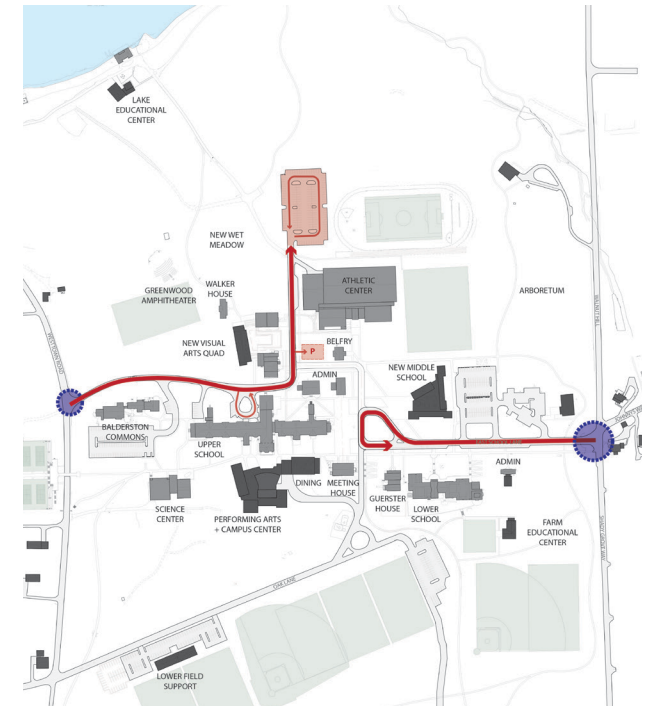
ROADWAY ALIGNMENT STUDY

Vehicular and pedestrian circulation on campus was a major point of discussion throughout the campus master planning process. The Steering Committee studied many alternatives with the following aspirations and programmatic goals:

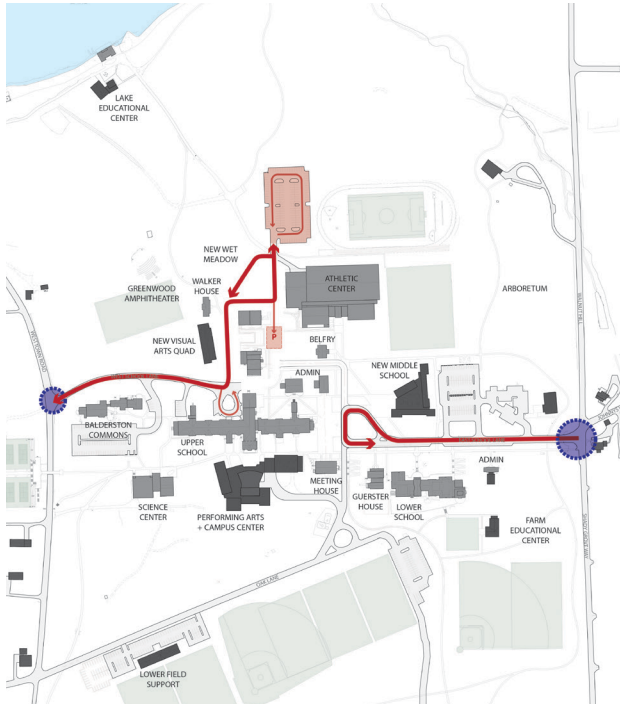
- Reduce/eliminate the pedestrian-vehicular conflicts
- Re-utilize existing structures
- Preserve the character of campus
- Enhance connectivity to the woodland and lake
- Provide a drop-off area on west side of the Athletic Complex
- Replace 18 resident parking spots

The options were vetted and the recommendation of the Steering Committee at this time is to pursue straightening Friends Meeting Lane utilizing the existing alignment of the north, two-way road segment (Option 1) and consider the potential of a future loop road (Option 4). The Steering Committee felt that the relocation of Dining and the Facilities and Grounds Operation to the Oak Lane access would significantly reduce service traffic impact on the top of campus. This traffic reduction in conjunction with simplifying and straightening Friends Meeting Lane would allow for a safer way to traverse a singular road crossing to access the new quad and result in much less vehicular-pedestrian conflicts while preserving the Greenwood and fields in this general area. This hybrid approach would also allow the new Visual Arts Quad to serve as the gateway to the woodlands and lake beyond and connect the east and west sides of campus while preserving the overall campus character.

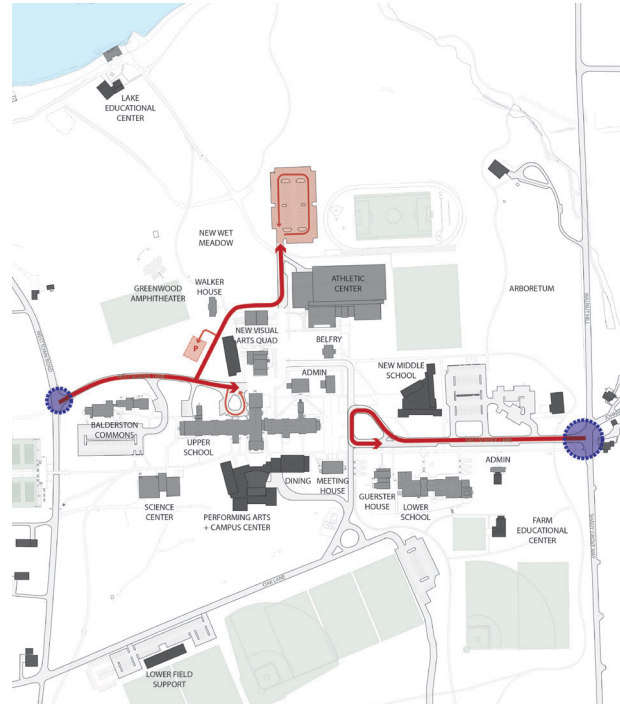
Of course, revisiting this issue in more detail will be required prior to reconfiguring the road network.



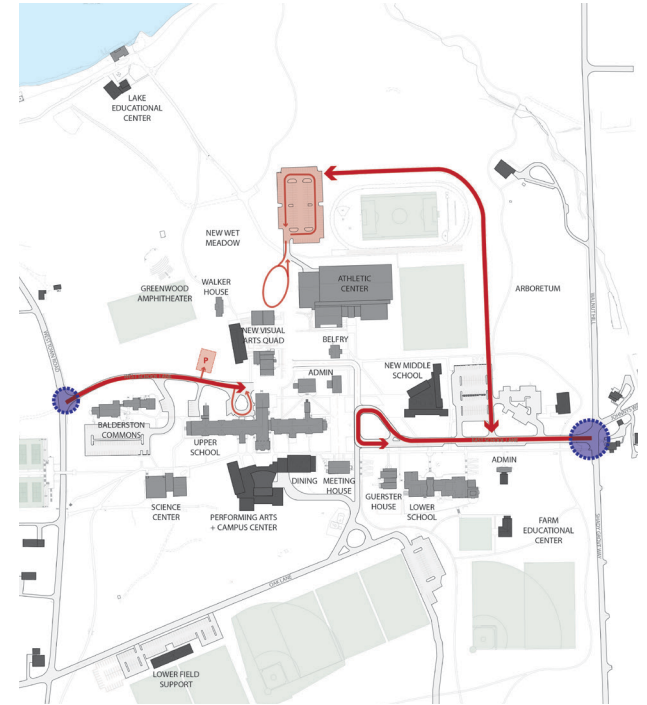
OPTION 1:
Straighten Friends Meeting Lane



OPTION 2:
Axial Alignment at Central



OPTION 3:
Jogged Friends Meeting Lane



OPTION 4:
East Bypass

FARM EDUCATIONAL CENTER

Re-locating Westtown's mini-farm closer to the Lower School and the core of campus will make this campus asset more impactful, simply due to greater access. However, coupling this move with building a small center can transform the educational opportunities at the farm. Whether establishing "Farm to Fork" initiatives, hosting environmental science classes, being home base to an afterschool farming club, or renting it for weddings or conferences, the facility will anchor the farm and provide adequate space for programming year round.

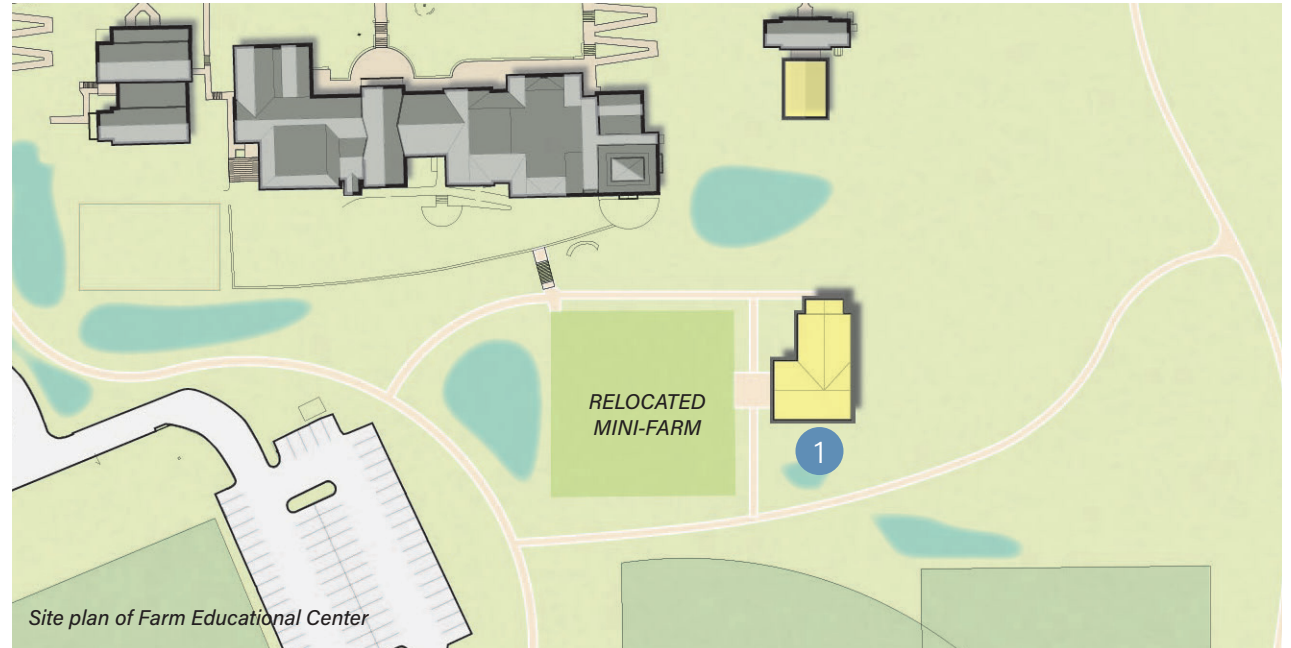
Note: The actual size, layout, and exact location of the center are to be determined.

FARM EDUCATIONAL CENTER

- 1 FARM EDUCATIONAL CENTER
Potential program elements include:
- Demonstration kitchen
 - Support spaces
 - Open porch

LAKE EDUCATIONAL CENTER

- 2 RENOVATED BOATHOUSE
3 LAKE EDUCATIONAL CENTER
Potential program elements include:
- General classroom
 - Laboratory
 - Open porch
 - Catering
 - Support space

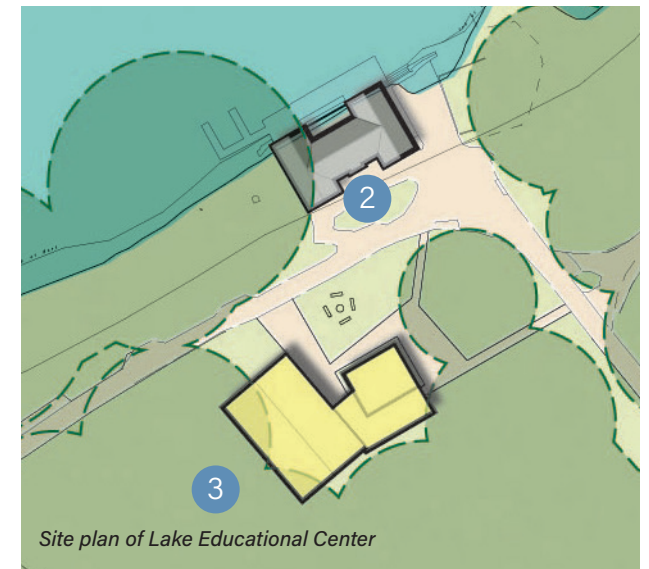


LAKE EDUCATIONAL CENTER

Creating ample functional space at the lake to host academic and social programs is essential. The boathouse, albeit charming, is too small to be converted into usable classroom space. The Master Plan recommends renovating the boathouse to upgrade its systems and perhaps create some small meeting spaces for social purposes.

A secondary structure, proposed outside of the existing 75 feet riparian buffer, is envisioned to provide a space for a laboratory, general classroom, and large porch with catering and support facilities to accommodate sizable social gatherings.

Note: The actual size, layout, and exact location of the center are to be determined.



NEW CAMPUS CENTER

Similar to the transformations of the Athletic Center and Science Center, upgrading the performing and visual arts will enhance learning and social opportunities.

Campus Master Plan Recommendation:

Given the conditions of the existing building, investing in a renovation may not generate the desired results. In recent years however, the theater has already received a number of upgrades so the Master Plan proposes preserving the theater portion of the building, removing the remainder of the existing building, and rebuilding space around the theater with a new mix of complementary uses.

The plan seeks to discover synergies between different campus functions that encourage all-division interactions and the building to be used throughout the day. The intentional, mixed-use, space programming of performing arts, dining, offices, and other student life functions, promotes serendipitous encounters, and entices individuals to enjoy the outdoors several times each day.

Expanding the Arts Center with a variety of student life spaces will provide a much-needed gathering spot for day and residential students and for all divisions.

Relocating the Dining Room and kitchen functions into the New Campus Center will allow the school to right-size the dining room

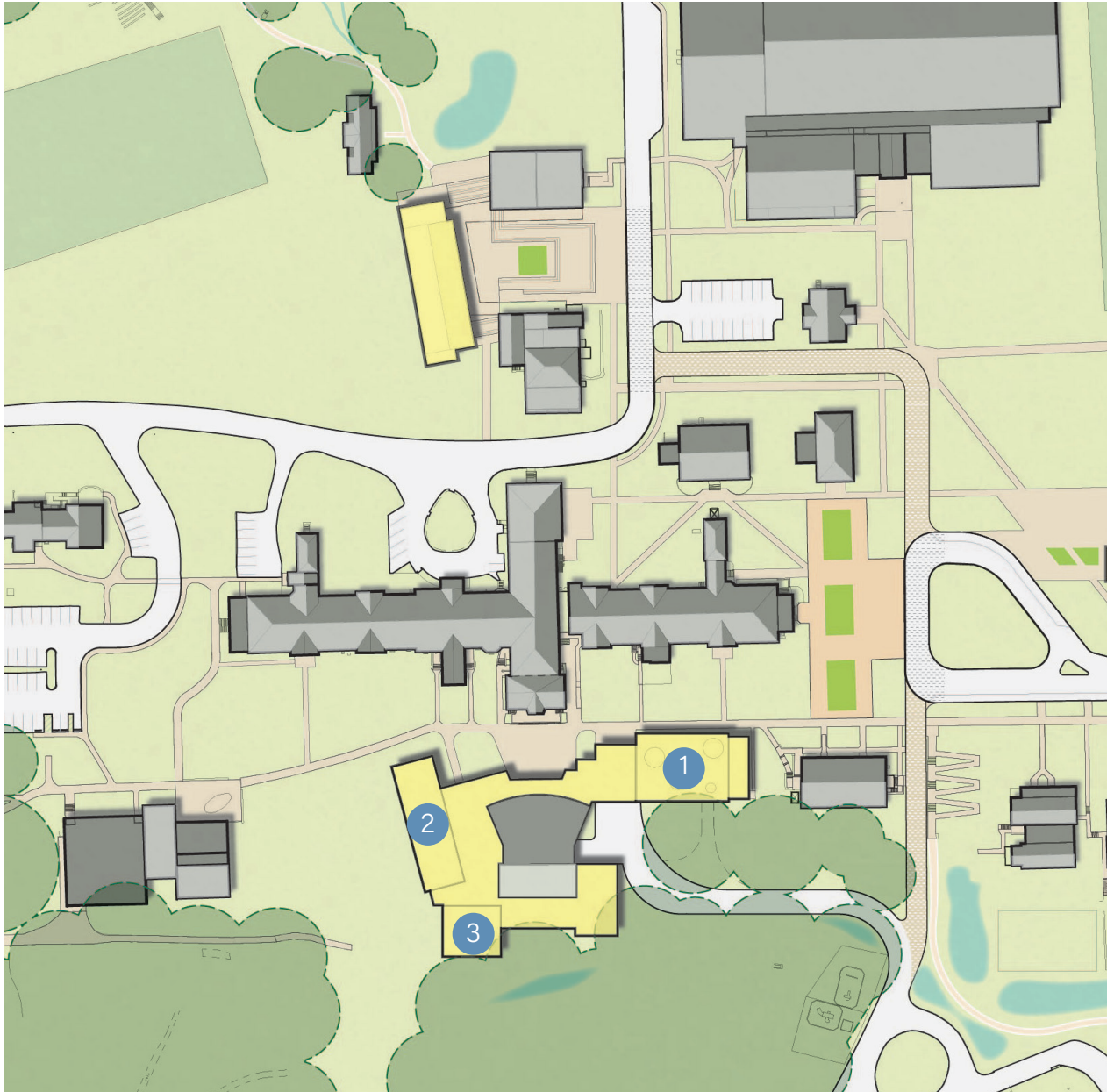
to accommodate the full residential program in one sitting and provide additional dining seating and meal options with an expanded, properly configured servery. It also relieves pressures on space in the Main Building and eliminates the service traffic impact on the core of campus related to the Dining Room since deliveries can be made via Oak Lane.

Proposed Opportunities

- Performing Arts: replace & expand in-place
- Dining: expand in new location
- Student Life: consolidate in new location

Potential Benefits

- Creates right-sized, state-of-the-art facilities for Performing Arts
- Increases ability to host large events on campus by coupling the theater and dining functions
- Preserves recent investment in theater
- Leverages synergies with new campus center & new dining
- Expands universal accessibility
- Provides connectivity between different floors
- Addresses deferred maintenance needs
- Builds community



NEW CAMPUS CENTER

- 1 DINING ROOM
Potential program elements include:
 - Seating & Servery (Upper Level)
 - Kitchen & Loading (Lower Level)
- 2 CAMPUS LIFE
Potential program elements include:
 - Social hub
 - School Store
 - College Counseling office
 - Collaborative learning space
 - Multipurpose space
 - Cafe
 - Parent & Alumni gathering space
 - Dean of Students office
 - Help desk
 - Movie screening
 - International Student Center
 - Game room
 - Health Center
 - Mailroom
- 3 PERFORMING ARTS
Potential program elements include:
 - Existing theater
 - New grey-box theater
 - Expanded choral & orchestra practice rooms
 - Dance practice rooms
 - Individual & small-group practice rooms

NEW MIDDLE SCHOOL

The current Middle School building is undersized for programmatic objectives as its configuration does not promote collaborative learning or socialization.

Campus Master Plan Recommendation:

The Campus Master Plan recommends that a new Middle School building be constructed on the Double Brick site.

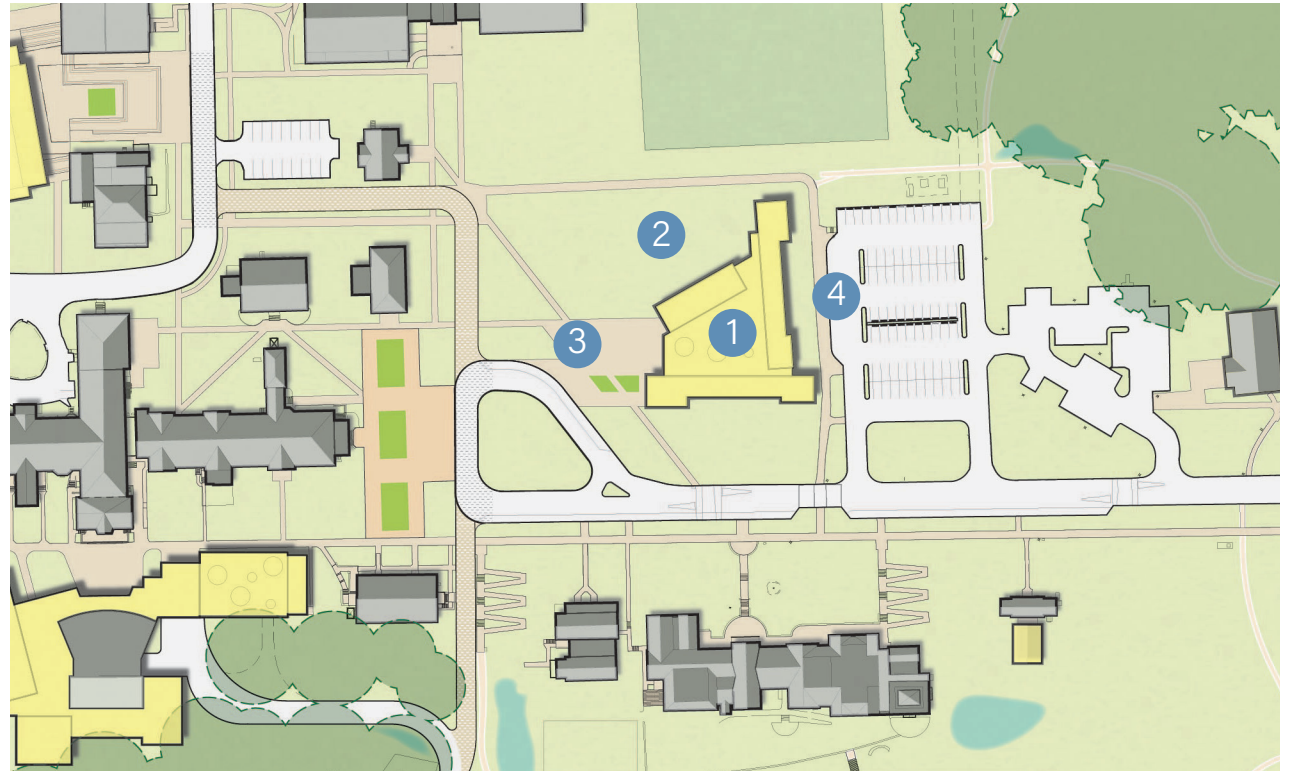
The new building and campus location will promote fully integrated teaching and learning environments for all subject matters, flexible teaching spaces, expanded space for school and social gatherings, and adequate storage. It also provides properly sized classrooms and accommodates the anticipated growth from two to three sections per grade without the need for temporary facilities.

Proposed Opportunity

- Expands Middle School in new location

Potential Benefits

- Provides state-of-the-art integrated teaching & learning environments
- Expands Middle School to accommodate three (3) sections per grade (current building capacity is two (2) sections per grade)
- Provisions for temporary classrooms unnecessary
- Addresses deferred maintenance
- Provides central gathering space for all MS meetings
- Expands recess area



NEW MIDDLE SCHOOL

- 1 NEW MIDDLE SCHOOL
Potential program elements include:
 - Three (3) sections per grade
 - Fully integrated educational environment to promote STEAM
 - MS library
 - MS administration
 - Maker space
 - Collaborative learning spaces

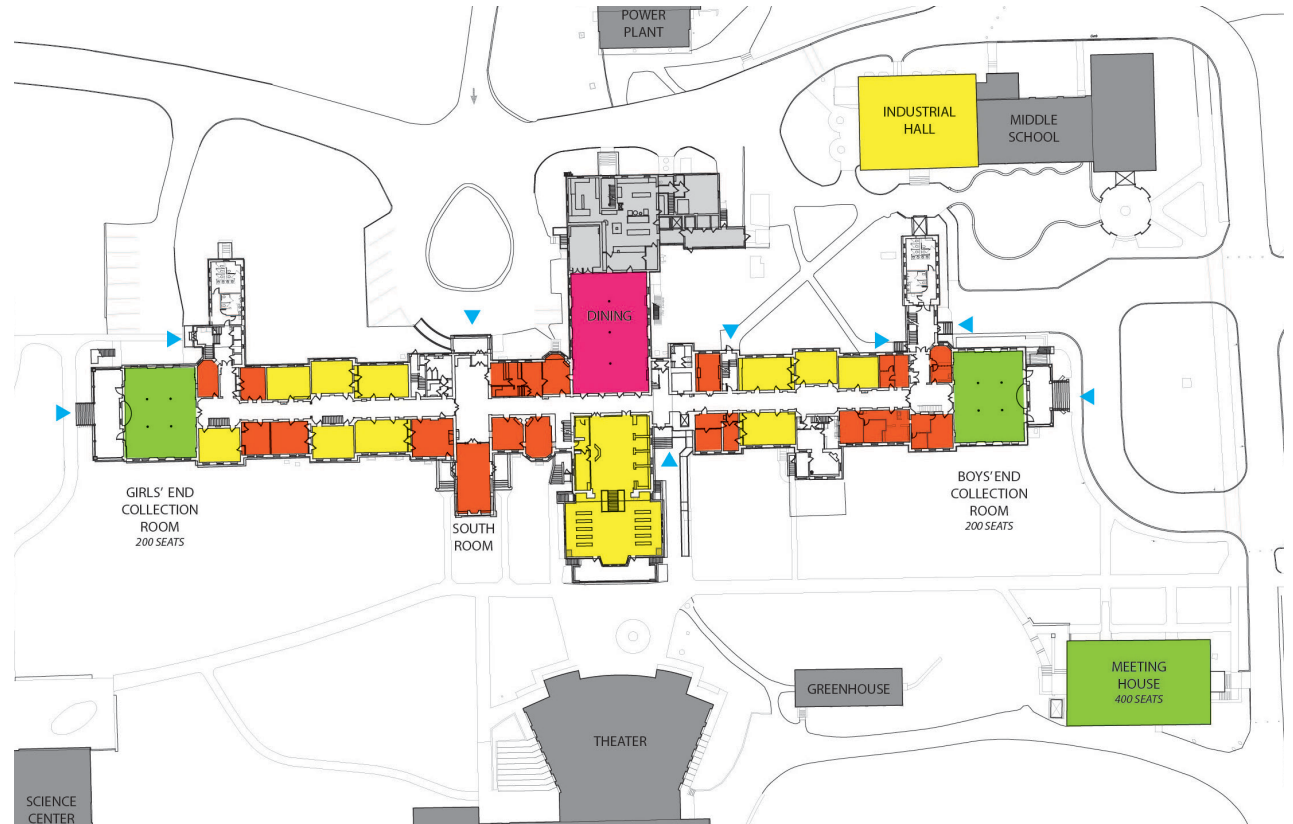
- 2 NEW MS ENTRY
Potential program elements include:
 - Outdoor classroom
 - Rainwater feature
- 3 NEW MS RECESS AREA
- 4 NEW MS DROP-OFF AREA

MAIN BUILDING RENEWAL

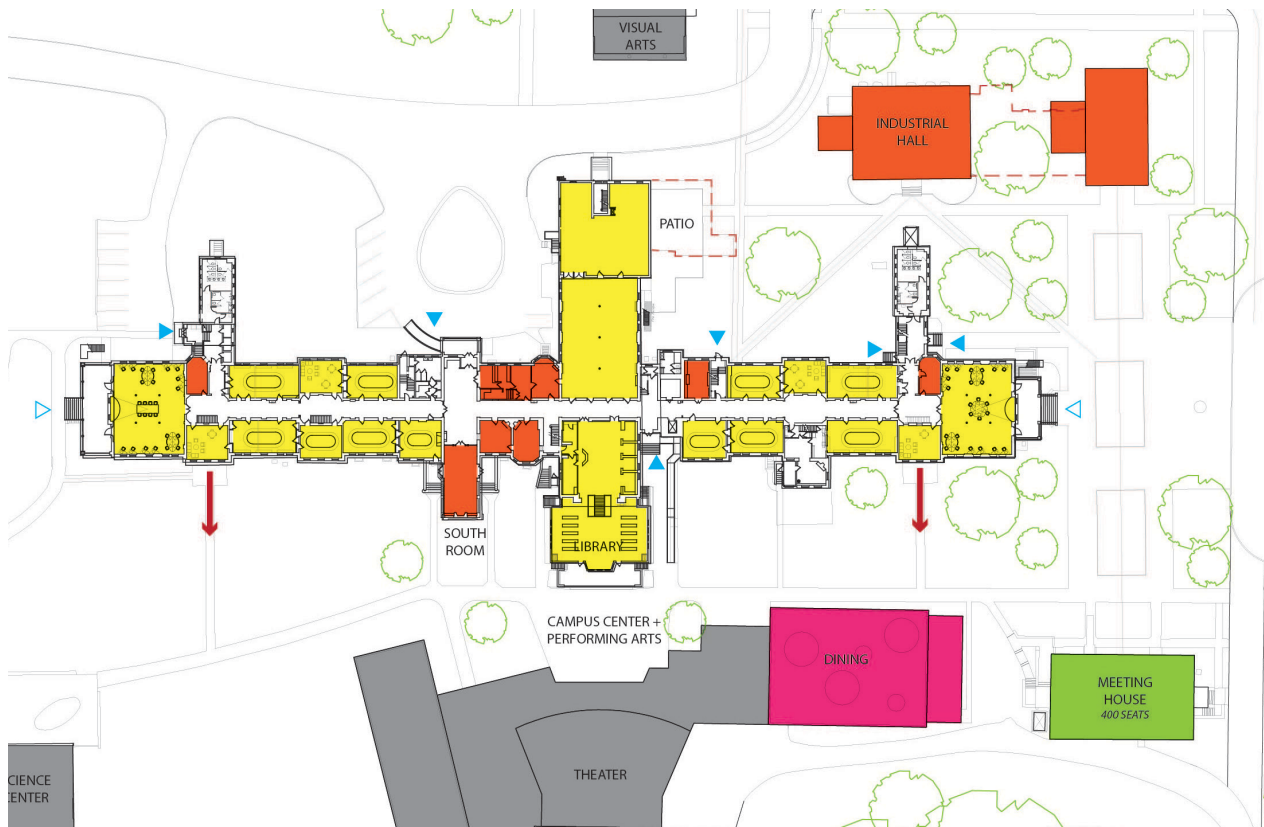
Over the years, the level of administrative and support services has grown and more offices have crept into the Main Building ultimately competing with the Upper School academic and social space needs.

Campus Master Plan Recommendation:

The Campus Master Plan proposes that some of the all-school administrative functions be relocated to Industrial Hall, renovated Middle School building, and expanded Lane House (not shown). The administrative areas currently located in the Main Building would be repurposed for classrooms or informal collaboration spaces. The Dining Hall/ Kitchen space will be repurposed for future academic programmatic needs. In all instances, the sensitivity to the architectural character would be of utmost concern.



Existing Main Building space use



Proposed Opportunities

- Create collaborative learning spaces
- Reclaim administrative spaces for US academic & social spaces

Potential Benefits

- Increases use of Meeting House
- Provides space for flexible collaboration and project-based learning spaces while preserving the architectural integrity of the spaces
- Reclaims first floor of Main Building for teaching & learning environments
- Expands co-ed social space for day & residential students
- Repurposes second floor former gym for co-ed social space
- Reclaims Dining Room & kitchen for potential student support spaces including, but not limited to:
 - Learning Resource Center;
 - Extension & modernization of library; and
 - Other academic support spaces.

Proposed Main Building space use

LEGEND

- Student program
- Administrative
- Reflection & Worship
- Dining
- Existing entrance
- New entrance
- Abandoned entrance

NEW ARTS QUAD

Composed of a mixture of adaptive reuse of existing buildings (e.g. the Facilities and Power Plant) and a new building, the new Arts Quad provides Westtown with an exciting environment for interdisciplinary collaboration between arts and other academic departments.

Campus Master Plan Recommendation:

The plan recommends leveraging the size and character of the existing building stock, primarily for the visual arts, and pairs it with a strategically sited new, state-of-the-art classroom building, complete with project-based learning environments, collaboration spaces, and art gallery. The new building will provide the backdrop for the new quad, overlook the new bioswale, and become the gateway to the woodland and lake beyond.

Proposed Opportunities

- Visual Arts: replace & expand in new location
- Upper School academic: relocate space from Industrial Hall
- Facilities building: relocate Facilities & Grounds to a new facility.
- Power Plant: decommission and convert space

Potential Benefits

- Creates right-sized, state-of-the-art facilities for visual arts
- Creates an environment conducive for integrated teaching & learning
- New Visual Arts Quad provides a gateway to the woodlands & lake.
- Repurposes existing buildings for visual arts uses



NEW VISUAL ARTS QUAD

- 1** REPURPOSE EXISTING FACILITIES BUILDING FOR VISUAL ARTS
Potential program elements include:
 - Ceramics
 - Print Making
 - 2-D Art
 - 3-D Art
- 2** REPURPOSE EXISTING POWER PLANT BUILDING FOR VISUAL ARTS
Potential program elements include:
 - Photography
 - Woodshop
- 3** NEW ACADEMIC BUILDING
Potential program elements include:
 - Art Gallery
 - General classrooms
 - Collaborative learning spaces
 - Digital Art
 -
- 4** NEW COURTYARD
Potential program elements include:
 - Terraces
 - Outdoor classrooms

NEW SYNTHETIC ATHLETIC FIELDS

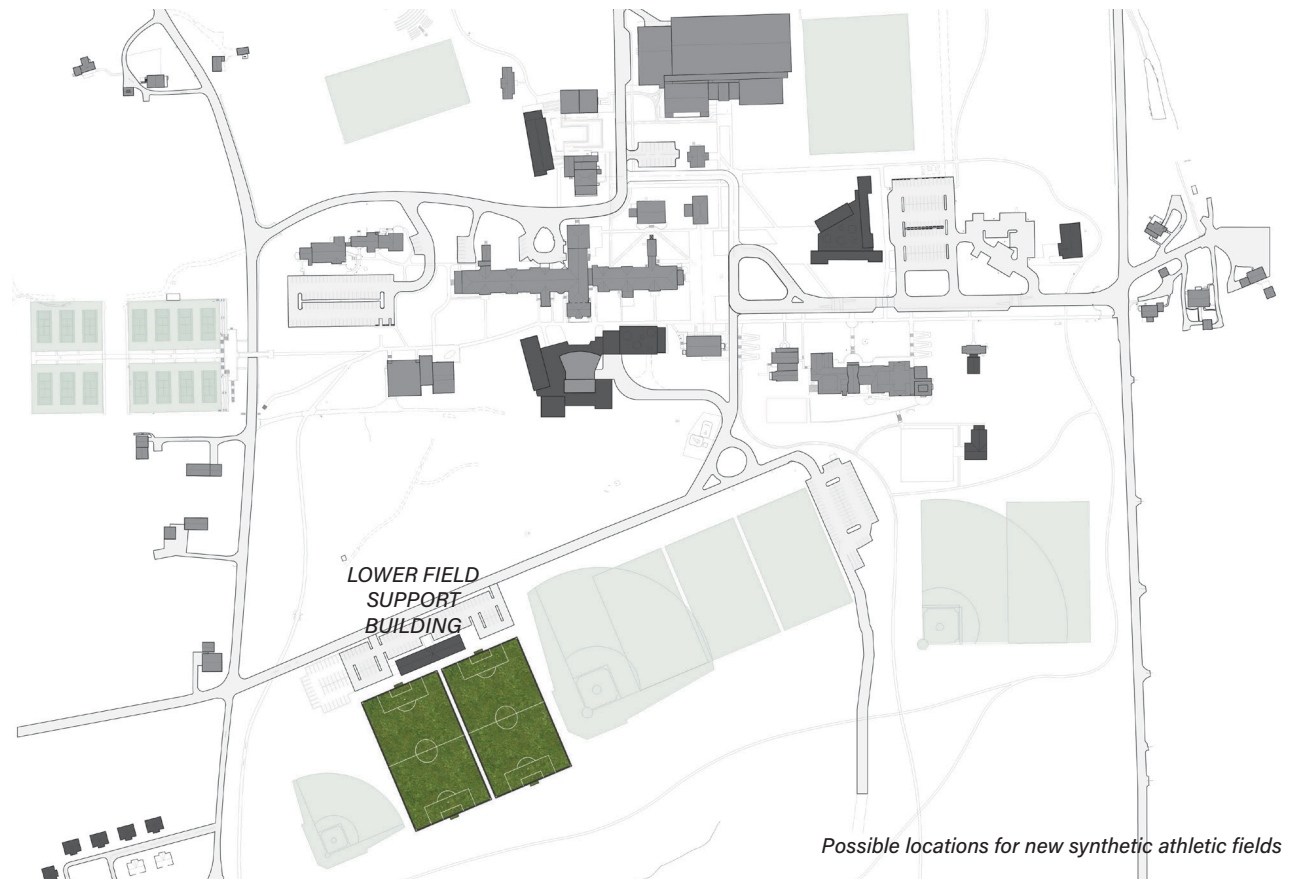
The athletic program and school administration have presented a compelling case to advocate for sorely needed synthetic fields to support increased use in the spring when conditions are poor on the natural fields. In addition to the ability to support higher utilization, synthetic fields provide a customary playing surface for specific sports like field hockey, not to mention the potential revenue that additional auxiliary programs could generate if facilities such as these were available.

Campus Master Plan Recommendation:

Several sites on campus were studied to test their suitability to accommodate synthetic fields and two locations are recommended.

The lower fields would be a prime location to install two side-by-side synthetic turf fields. This configuration would be highly effective for tournaments and rentals.

Westtown School may want to consider the installation of lights (or conduits for future light installation) to provide flexibility to expand rental opportunities and generate additional revenue. This of course must be weighed in the context of the impact and benefits to the overall school community, auxiliary programs, and township regulations.



NEW LOWER FIELD SUPPORT BUILDING

There are many school and auxiliary programs that take place on the lower fields including athletic practices and games, school events, and rentals. Having a modest support building would benefit the Westtown School community as well as enhance its abilities to host larger events and generate more income from rentals.

Campus Master Plan Recommendation:

At a minimum, the school should consider a building that includes bathrooms, concessions, and some storage for seasonal equipment. Ideally, it would support a more robust athletic and auxiliary program with team rooms to host home and away teams, in addition to a small training room for game-day use.

CAMPUS FACILITIES & GROUNDS OPERATIONS

The current Facilities and Grounds Building is located immediately west of the Athletic Center and amidst a tangled road network and on prime campus real estate.

There are two main reasons why the Facilities and Grounds Operations in this location is less than ideal.

First, one of the primary master plan objectives is to connect to the lake and woodlands with the top of campus. The Facilities and Grounds Operations is not a conducive, nor inviting function to the larger campus community and thus becomes an impediment to accessing the woodlands and the lake beyond. In addition the land that the building occupies is positioned well to mitigate the perceived distance to the lake and to serve as the gateway to the lake and woodlands.

Second, the Facilities and Grounds Operations generate a steady stream of service traffic on the west side of campus due to the need for supply deliveries and contractor meetings.

Listed below are some of the criteria discussed when considering potential new locations for the Facilities and Grounds Operations:

- Associated service traffic versus campus pedestrian safety
- Connectivity between the top of campus and the lake and woodlands

- Remoteness versus additional travel time for trades people
- Often Facilities and Grounds Operations do not enhance the pedestrian experience (e.g. stockpiling of materials, garages, etc.)
- Safe path of travel between Facilities and Grounds Operations and top of campus/Lower Fields (e.g. smaller vehicles and mowers are not safe to drive on major roadways)

Campus Master Plan Recommendation:

For the above reasons the Campus Master Plan recommends relocating the Facilities and Grounds Operations.

The Campus Master Plan has examined and identified a few locations that may be viable options for consideration. However each location should be examined closely in respect to the above criteria and vetted to determine the best location for Westtown School.

Lastly, due to the recent investment of the existing Facilities and Grounds Operations building, it is recommended that the building be repurposed to serve the Visual Arts program since the spaces are well lit and are well suited for this type of work. Westtown should evaluate if the pre-engineered portion of the building might be able to be re-used in its new location.

The vision for Westtown and its campus is both visionary and achievable through strategic phasing. The campus framework as envisioned provides a flexible road map for investment over the next two generations and ensures an auspicious future for Westtown School.

HIGHLIGHTED BENEFITS

- Allows Westtown to flourish now and for generations to come
- Ample opportunities for the integration of sustainability
- Promotes one-school/one-campus community
- Addresses immediate building needs
- Huge potential for catalyst projects to showcase Westtown as an innovative program leader in the competitive independent school industry
- Provides options for phased building and site projects
- Implementation minimizes impact on campus operations
- Provides future flexibility



WESTTOWN
SCHOOL