

Campus Planning Process

The Campus Planning Committee based its two-year study on the thorough design work completed by earlier Campus Planning work groups and added to it the realities associated with evolving requirements for public construction due to security and safety concerns, the growing commitment to sustainable and green building practices, the acquisition of new property and the impact of the unpredictable economy on future funding of capital improvements. Initial thoughts were presented to the community at a Focus Group held in Fall 2009 and again at an All School Meeting in Spring 2010.

Next Steps

The EWS Board of Directors and College of Teachers have approved the Campus Development Master Plan as conceived and summarized in this brochure. The Campus Planning Committee is now working with with Orange County land planning staff to apply for approval from the Orange County Board of Commissioners. Once approved at the County level, permitting and approval for future facilities projects can be handled by staff, as long as the project is within scope of the Campus Development Master Plan.

Authors, Contributors and Inspiration

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For more information about this plan, please request a copy of the full recommendation from the business office.

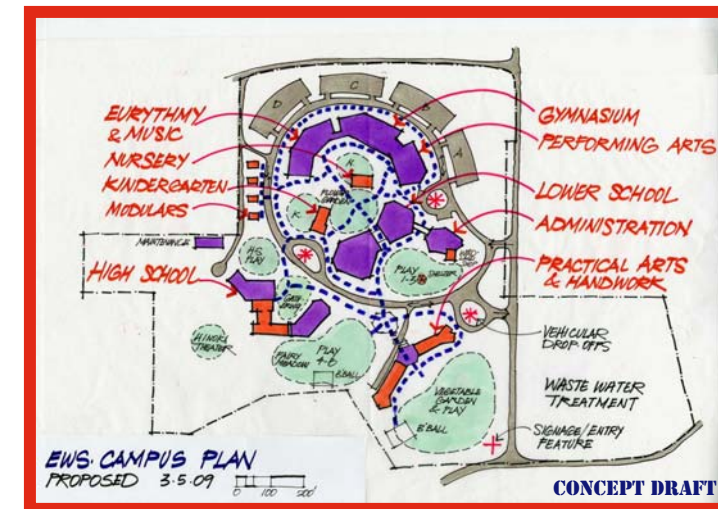
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EMERSON WALDORF SCHOOL

CAMPUS DEVELOPMENT MASTER PLAN



Summary of Design Concepts and Process

Fall 2010

EMERSON WALDORF SCHOOL CAMPUS DEVELOPMENT MASTER PLAN

Summary of Design Concepts



In early 2010, the Campus Planning Committee, a joint committee of the Board of Directors and the College of Teachers, presented a Campus Development Master Plan that incorporated program expansion plans with the spaces needed to house the students, faculty, administrative staff and their associated activities in the short term and the long term.

Following is a summary of the concepts identified as important to the campus design based on the following four overriding planning principles.

House programs first, create a clear physical organization, incorporate sustainable building practices/ principles, develop facilities in a focused way

Concentrated development. The majority of the school’s curriculum buildings will remain on the original 20+ acre parcel. The use of the “farm property” for sports and independent development of a gardening program allows the space to remain as a highly effective natural buffer to the railroad tracks and to future development that may take place on the adjacent Town of Chapel Hill Operations Center property.

Heart for the school. The “heart” of the school is defined and shifts to the area between the current modular buildings and the Woodland Cottage. The middle of the triangle formed by the Early Childhood and Kindergarten buildings and the new Lower School building provides a natural and organized connection between all the buildings and their functions.

Face for the school. The “face” of the school becomes the reconfigured Woodland Cottage /Administration building. The main entrance to the school is further up New Jericho Road making the school offices readily accessible to visitors and allows views of the main curriculum buildings nestled into the hillside above and behind.

Gymnasium/Performing Arts/Eurythmy buildings. These buildings are located in an arc stretching north then west from New Jericho Road, up and behind the existing Early Childhood building. Their location provides space for nearby parking and makes construction possible in phases with minimal interruption to existing classes.

Practical and Fine Arts/Handwork spaces. The existing East and West Wings of the Lower School are reconfigured to house the Practical Arts/Fine Arts/Handwork programs including studio-like spaces for students and faculty. Some of this space will also be used for faculty offices, meeting rooms, and remedial programs. The area between the East and West Wings may remain as an open-air memorial to Barbara Shell or become an enclosed gathering space for small performances and exhibits.

Traffic and parking. The heart of the campus is encircled by a ring road, which allows access to the curriculum buildings while preserving the natural and pedestrian-friendly area within. Occasional turnouts for dropoff/pickup are included as well as traffic-calming structures to ensure slow vehicle traffic through campus during transition times. Convenient and ample parking for the Gymnasium/Performing Arts/Eurythmy buildings is on the outside of the ring road for safety and aesthetics.

CONCEPT MAP FOR AN ENVISIONED EWS CAMPUS (2030)



NOTES ON CONCEPT MAP: *The physical shape for the new structures is not yet known—when interpreting the map, the most important thing to note is the location of the buildings and their relationships to each other, and not the size of the building as noted. The buildings have been placed so they will have aesthetically pleasing faces from more than one side.*