

September 8, 2005
Visioning Meeting Draft Summary

The following summary reflects our best effort to extract the prevailing points that emerged from the Visioning Meeting held at Cottonwood Valley Charter School on September 1, 2005. The intent of this summary is to provide a set of goals that will guide all decisions made throughout the programming and design process. The goals are open for debate and adjustment, and we hope to finalize them before the design charette, which will be held the first week in October. (A “charette” is a creative process akin to visual brainstorming that is used by design professionals to develop solutions to a design problem within a limited timeframe.) Please note that there are some concepts generated during the visioning meeting that did not make it into this summary – these tend to be those that are highly specific and more appropriate for the programming and/or design charette phase of this process. We will ensure that these ideas do not get lost during the process.

In addition to the goals derived directly from the meeting participants’ input, the design team developed an overarching guiding principle that embodies the principles of sustainable design as it applies to the Cottonwood Valley Charter School.

Guiding Principle

The constructed environment is appropriate to the context of the school and local environment with respect to: resources, health and well being, and the enduring role of the school within the community.

Goals

1. The constructed environment will be adaptable and diverse to accommodate teaching methodologies, children of different abilities, and generations of classes to come.
 - empowering
 - integration of needs and abilities
 - flexible
 - allow for separation of activities within single room
 - multi-use spaces
 - “manipulatable” environment
2. The total environment will interlace with and support the learning experience to invite exploration and self-discovery.
 - daylighting
 - textured, exploratory spaces
 - didactic environment
 - sustainable design elements should be demonstrable/“teachable”
 - outdoor environment provides learning opportunities
 - exposed infrastructure
3. The campus will provide opportunities for regular school interaction as well as spontaneous encounters and exchange of ideas.
 - commons/gathering areas
 - opportunities for parents to linger and communicate
 - school community groups should not be isolated from each other

4. A unique and enriched constructed environment will foster a sense of belonging.
 - Welcoming/inviting/open
 - “homey”
 - not institutional/not antiseptic

5. The campus design fosters a symbiotic relationship between the school and community.
 - welcoming/inviting/open
 - community members (individuals or organizations) can provide opportunities to students on campus (banking/teller program, farm to school)
 - campus is flexible to accommodate use by community (meeting facilities, park, performing arts space, continuing ed)
 - campus provides opportunity for the teaching community

6. The design is exciting, engaging and fun.