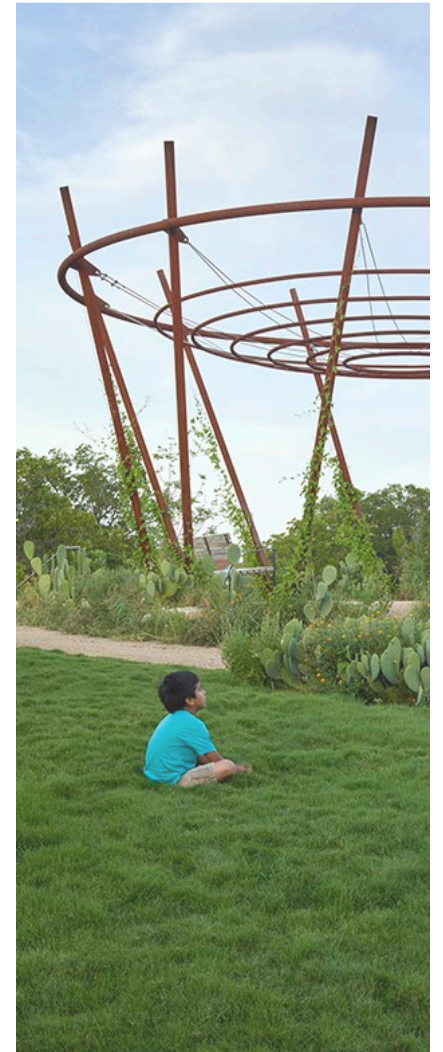
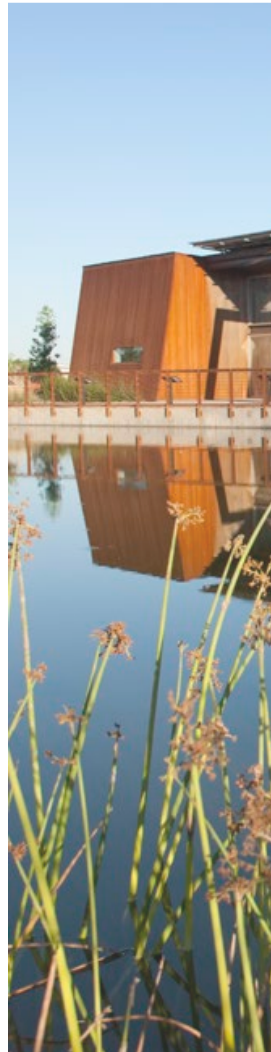


THE NEW SCHOOL

Creighton School District



stakeholder engagement



Creighton Kids Congress



New School Design Advisory Committee



Community Input Meetings



Creighton Governing Board

opportunity with outdoor connection from STEAM *Student Kitchen*
pergolas & comfortable spaces **Nice / Comfortable place**
garden & connect with nature drawn to large shade trees
Modular nature of garden space **SHADE** fun place for kids to hang out
fun ways to build & use imagination Structured outdoor learning spaces
arizona weather is often nice & should be taken advantage of
Plentiful sunlight Invigorating geometry **Like the Idea of Getting Kids in Nature**
Shaded play space during hot months Nice space to enjoy when hot outside
Creative and cost-effective ideas vs. typical playground equipment
like the idea of water play as way to cool down during hot months
window layout preserves ample wall space for learning use - pinup
approval of combination of indirect & downlighting **LIKE THE USE OF COLOR**
CREATIVE & FUN WAYS TO HANDLE HARSH ARIZONA SUNLIGHT
Views to nature like the quality of light – not too bright or direct
Views & natural light important elements of group / reading spaces
like spaces to gather small groups in nature
liked unique, creative aspect of cubbies & hang out spaces like the natural / built-in approach
Views will enhance student wellness **plentiful SHADE**
Views in lunchroom **Plentiful & Natural Daylight is always well-received**
like the connections and flow of inside and outside spaces bean bag chill zones seem like a nice place to hang out
kids congress very receptive to this space opportunity for kids to take ownership of garden plot is exciting
provide an importance to every corner *drawn to spaces with connections to greenery & outdoor shade*

5 design aspirations

- **adventurous learning**

Flexible campus design that promotes exploration and self-discovery with opportunity for hands-on engagement and collaboration

- **health & wellness**

An environment that encourages movement and a strong connection to nature within a safe and comfortable space

- **indoor / outdoor connectivity**

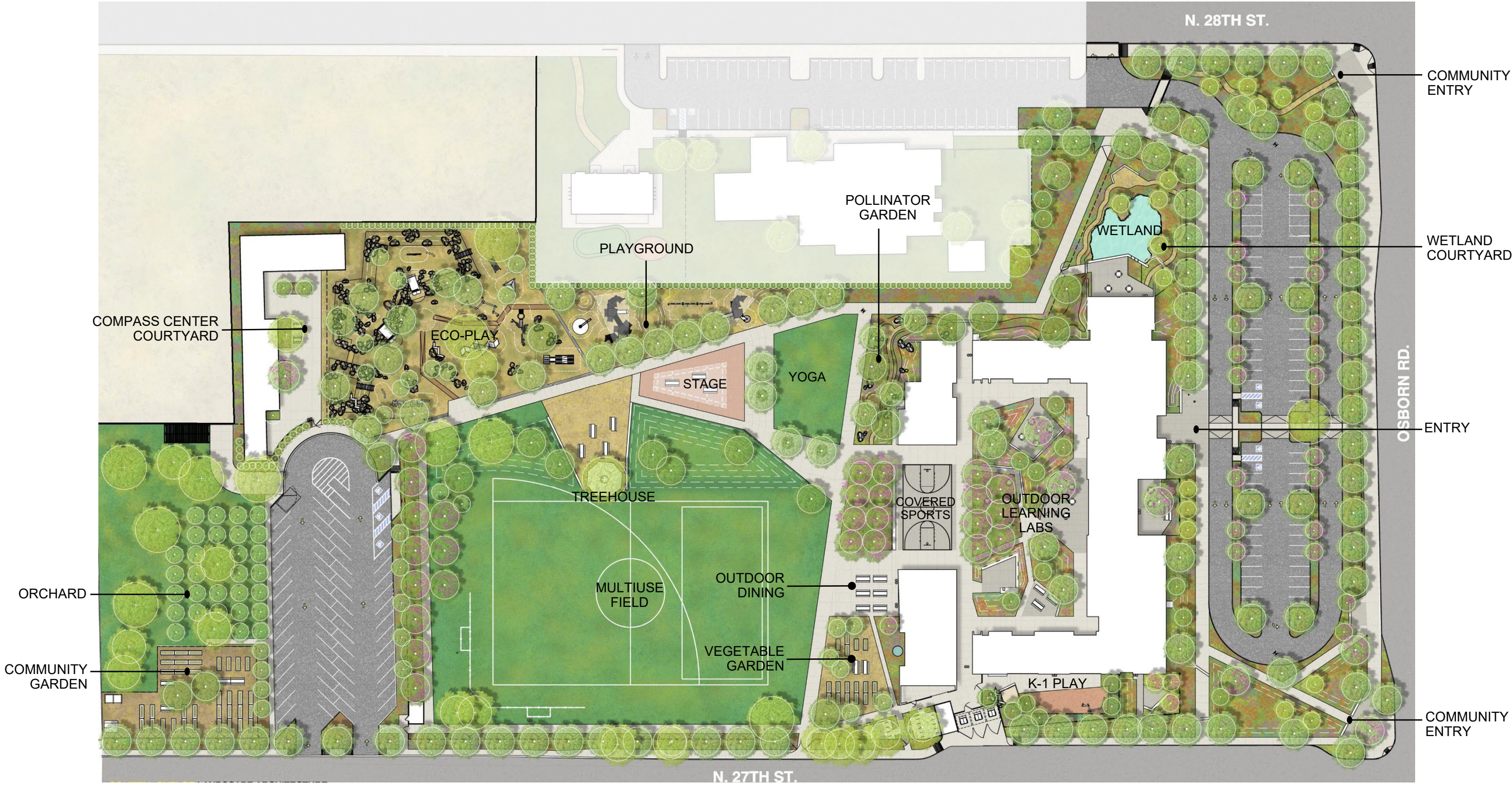
Adaptable learning spaces that blur the lines between inside and outside and can create a variety of learning opportunities

- **community impact**

An inclusive, welcoming campus with a strong connection to the diverse, multi-cultural students, families, and neighboring community

- **stewardship & sustainability**

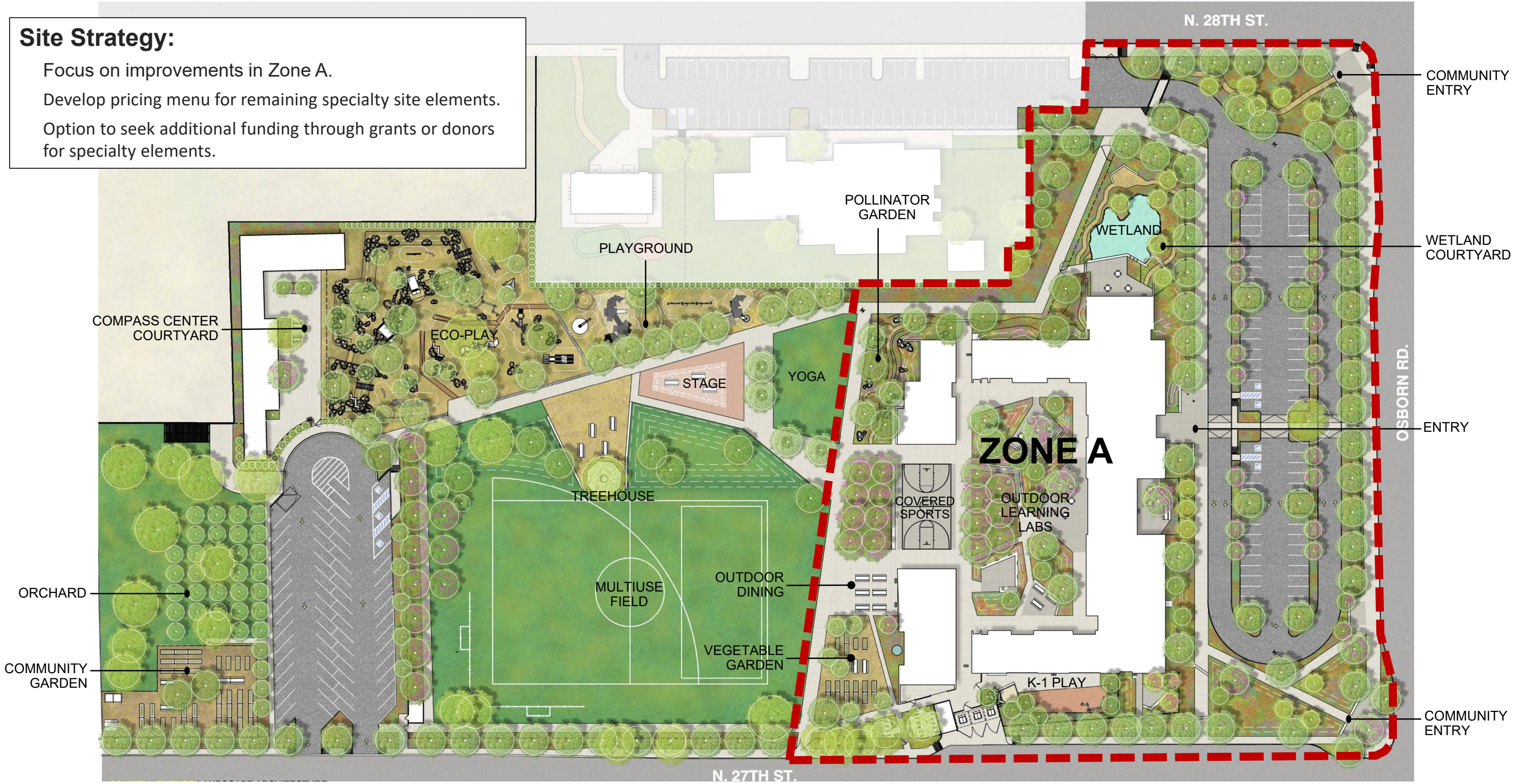
Building and landscape that serve as a model and teaching tool for sustainable design in the desert environment

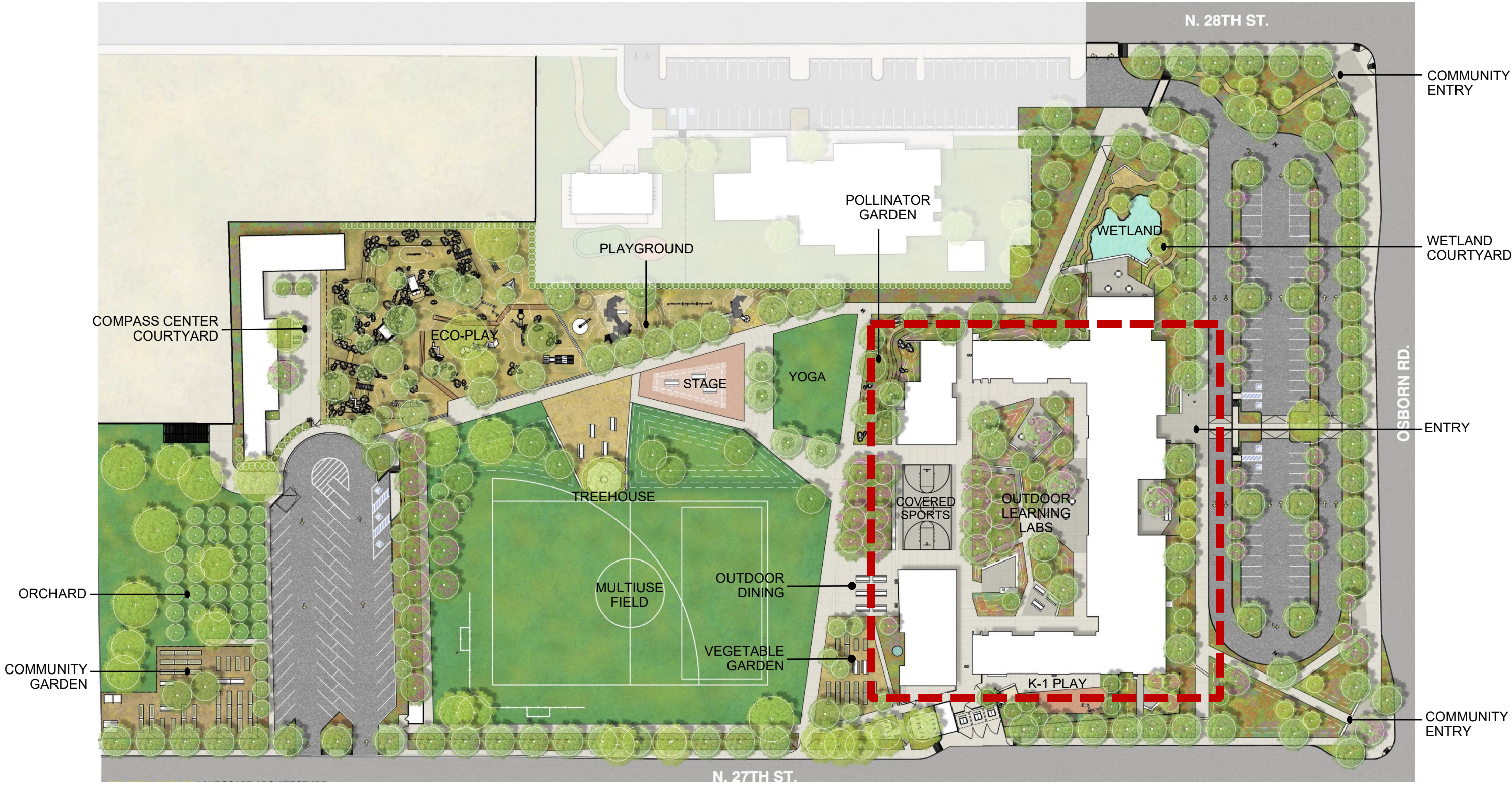


The New School Design . **HARDSCAPE & LANDSCAPE PLAN**

Site Strategy:

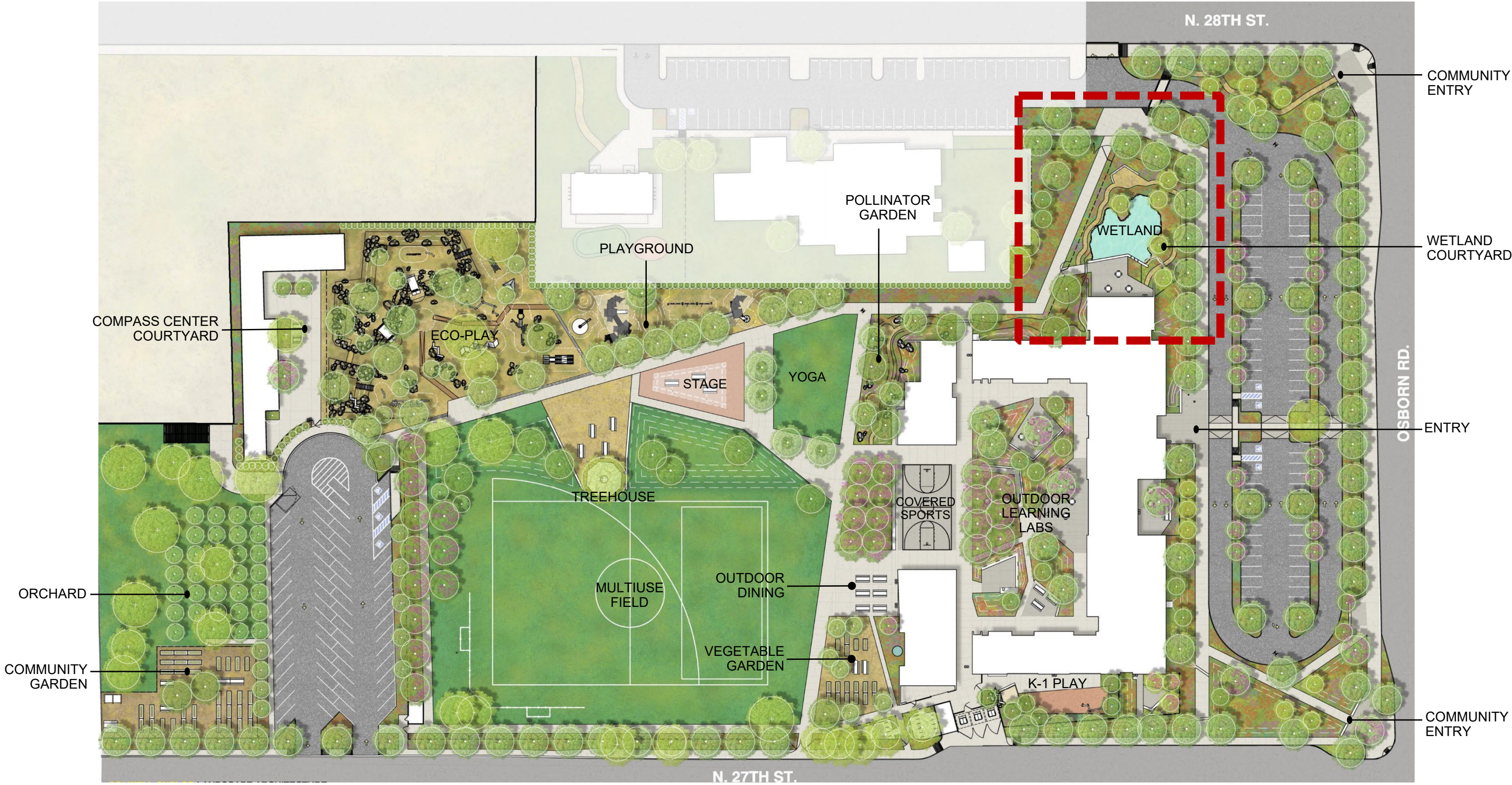
- Focus on improvements in Zone A.
- Develop pricing menu for remaining specialty site elements.
- Option to seek additional funding through grants or donors for specialty elements.





The New School Design . **OUTDOOR LEARNING LAB**

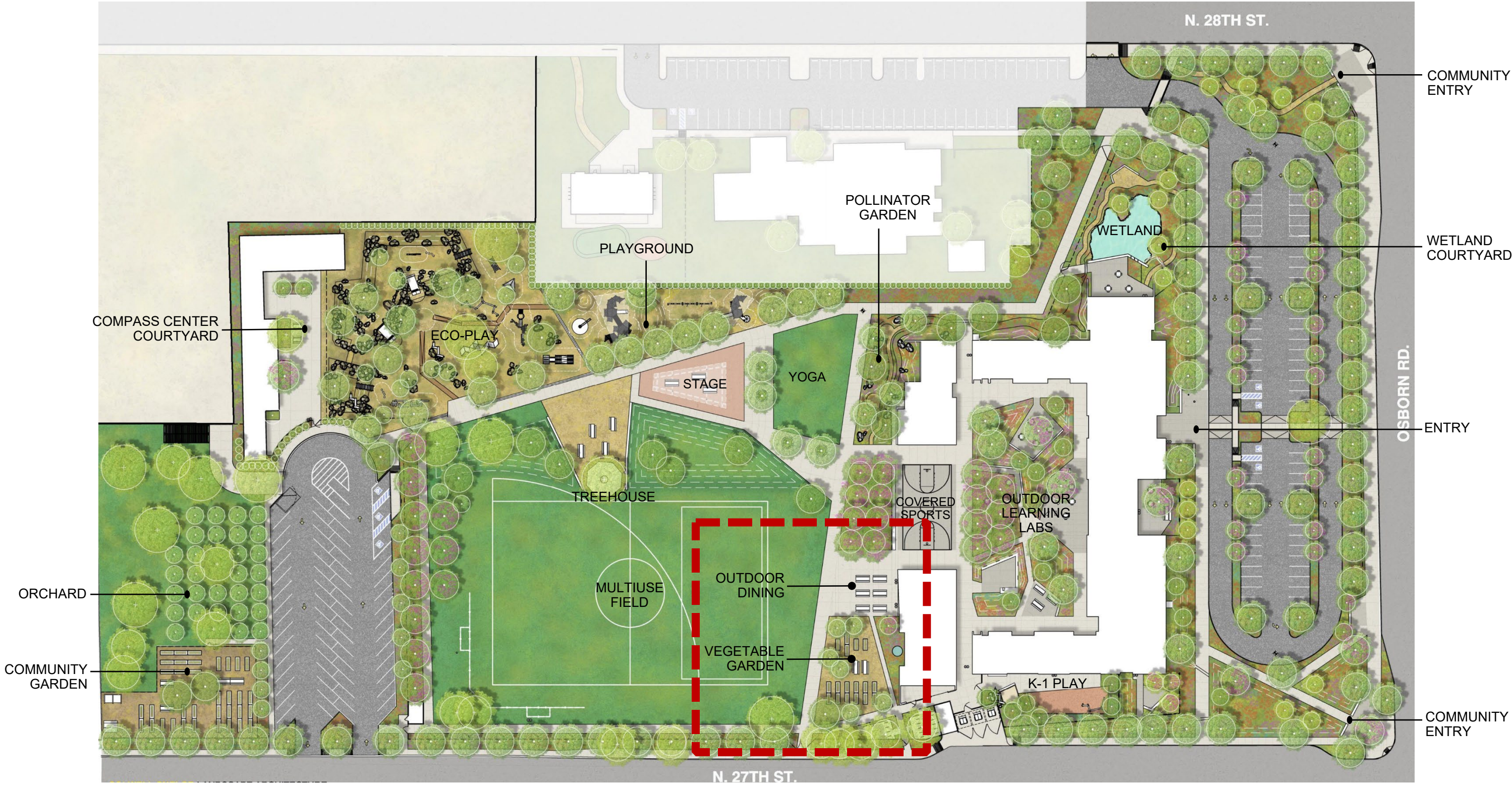




The New School Design . **WETLAND COURTYARD / RIPARIAN ZONE**



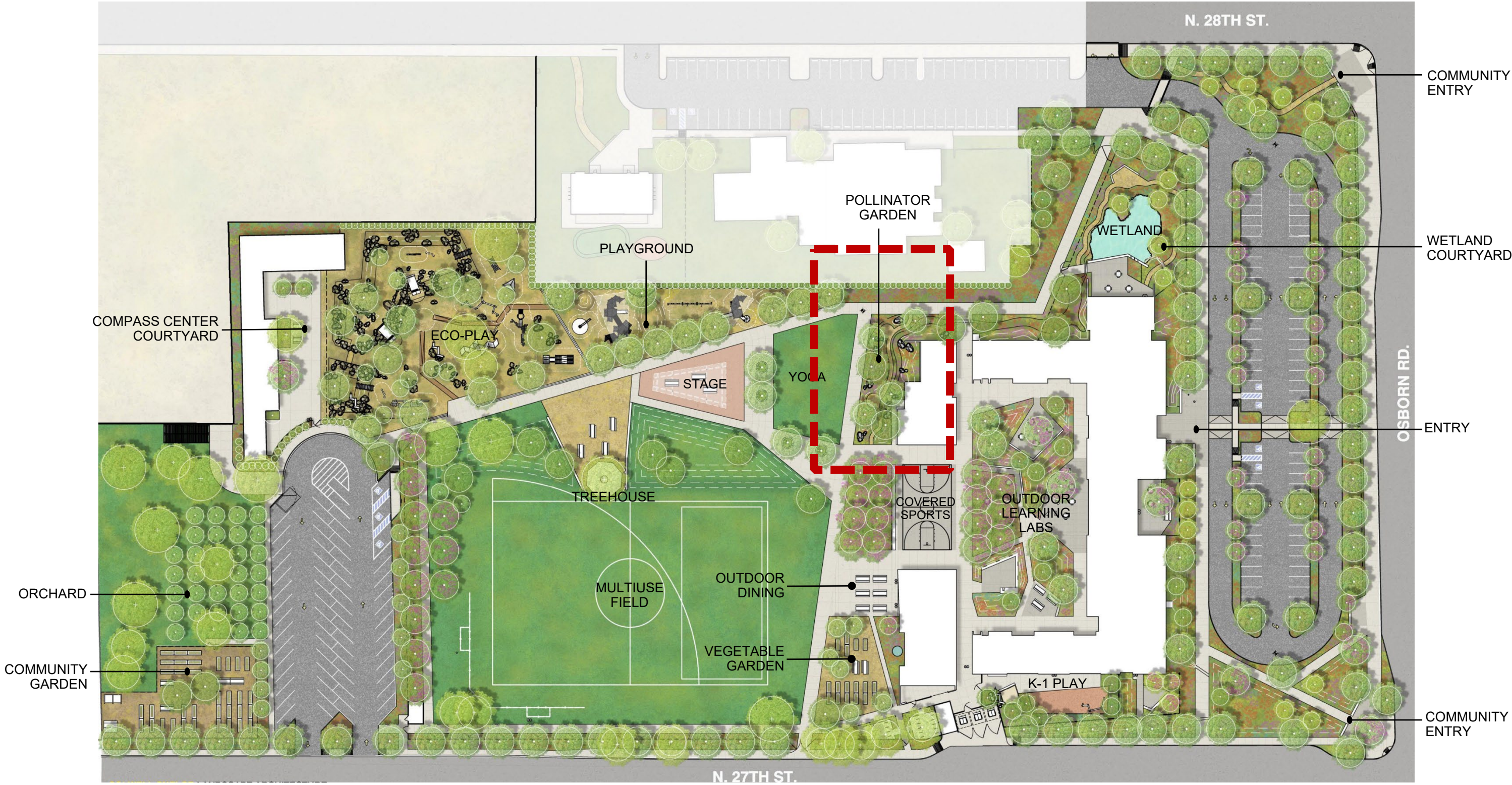
The New School Design . **WETLAND COURTYARD / RIPARIAN ZONE**



The New School Design . **VEGETABLE GARDEN / OUTDOOR DINING**



The New School Design . **VEGETABLE GARDEN / OUTDOOR DINING / RAINWATER CISTERN**



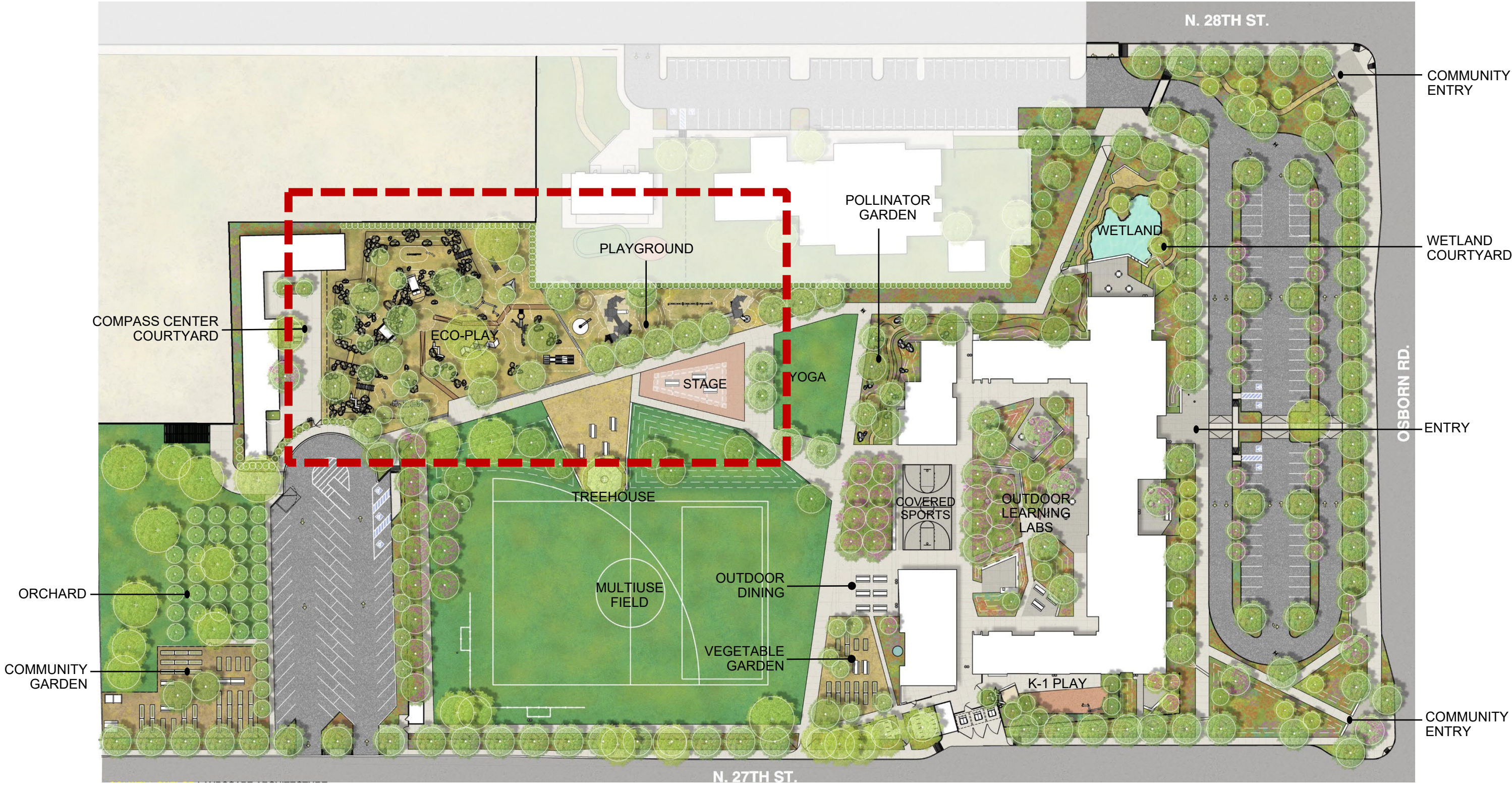
The New School Design . POLLINATOR GARDEN



INTERP.
NODE

D.G. PATH

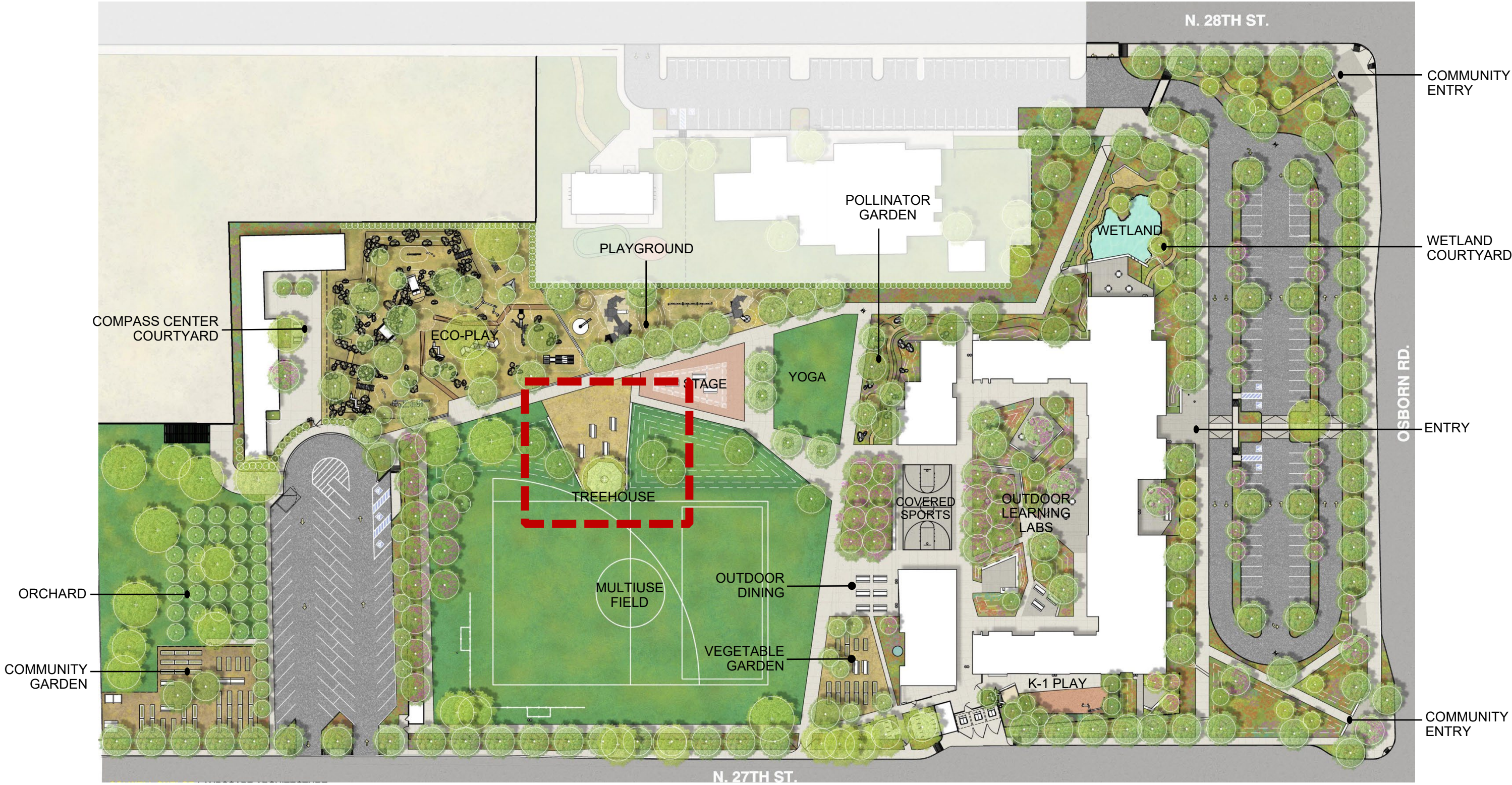




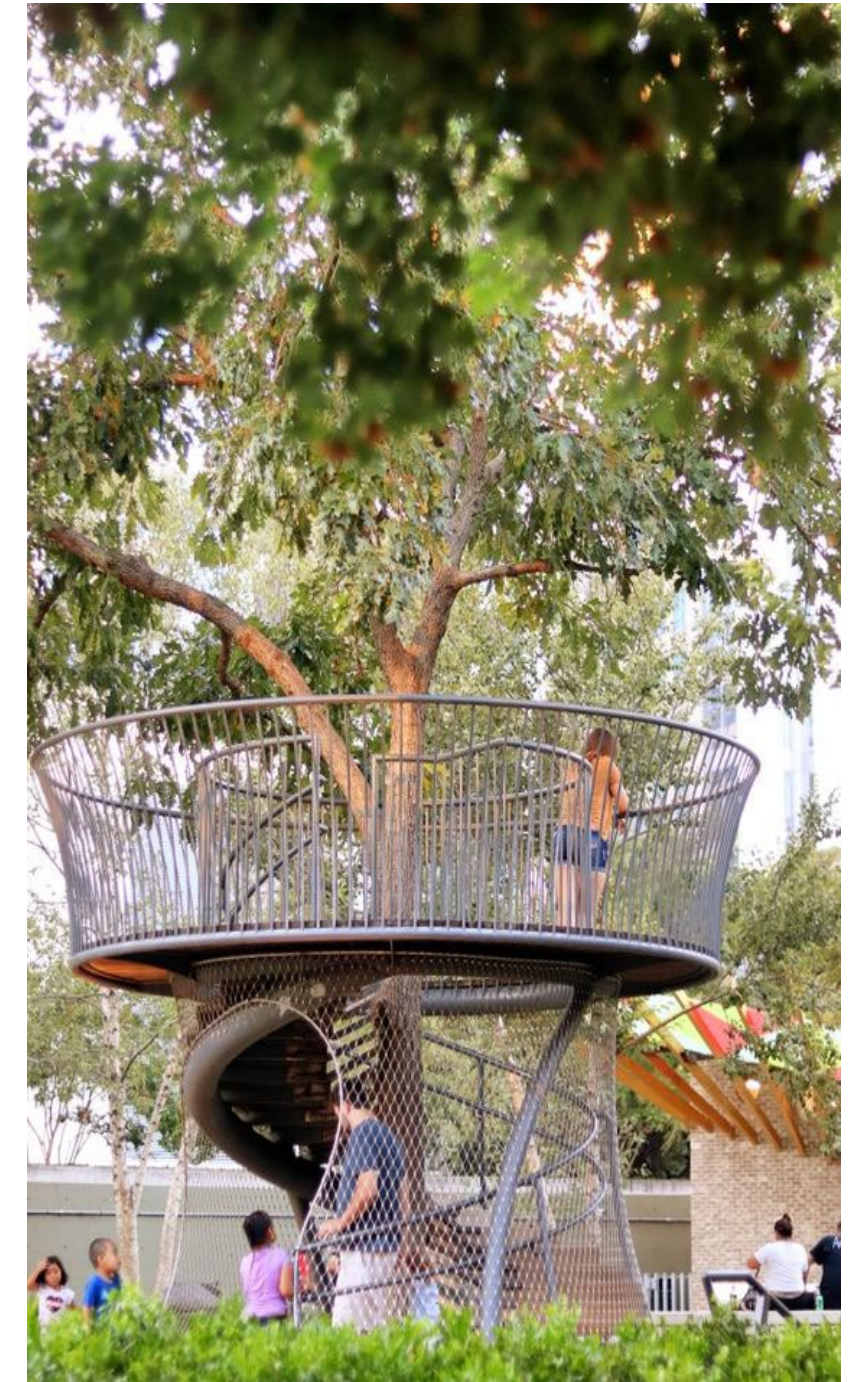




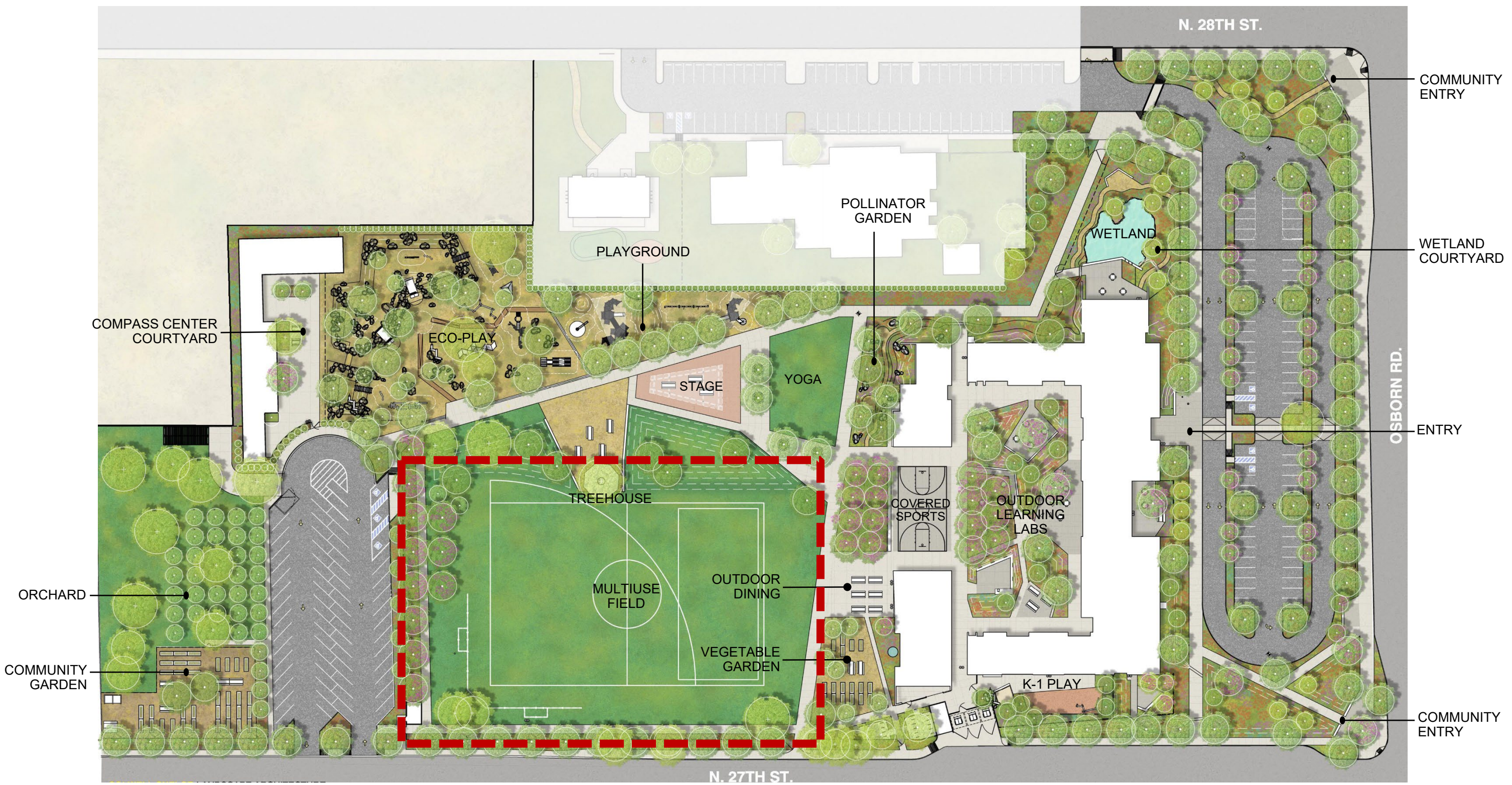
The New School Design . ECO / NATURE PLAY



The New School Design . **TREEHOUSE / CLIMBING AREA**



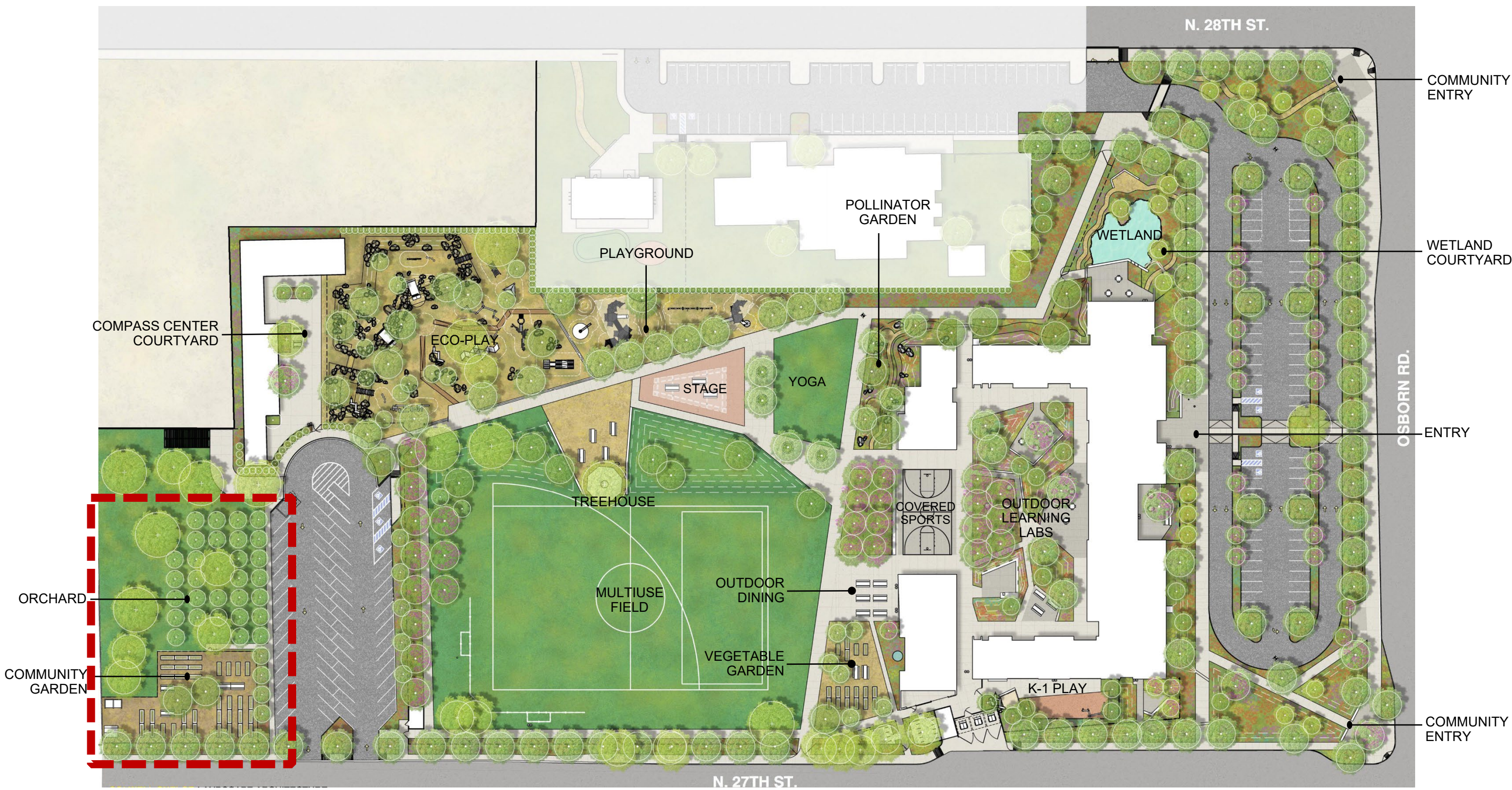
The New School Design . **TREEHOUSE / CLIMBING AREA**



The New School Design . **MULTIUSE FIELD**



The New School Design . **MULTIUSE FIELD**



The New School Design . **COMMUNITY GARDEN & ORCHARD**



EXISTING
TREES & NEW
ORCHARD TREES

COMPOST

VEGETABLE
BEDS



58% reduction in annual irrigation water consumption, from the site's historical context

proposed irrigation design

Conservation Strategies @ the New School

Rainwater Harvesting:

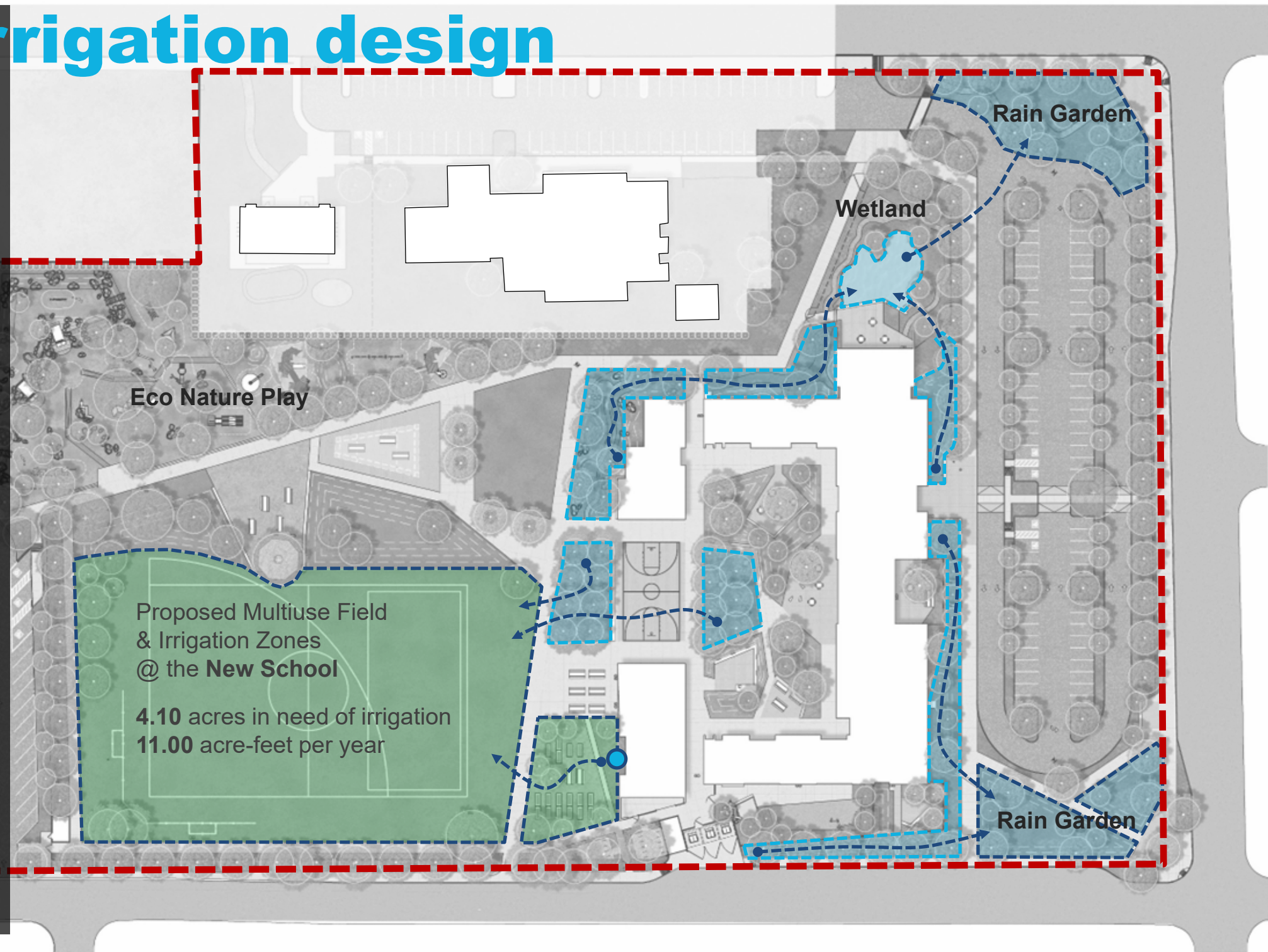
Being mindful of how rainwater is discharged and collected by the built environment. Utilize buildings & site design to effectively divert and collect water to supplement and offset irrigation demands.

Bioswales:

Utilize a network of bioswales, (shallow vegetated trenches) laid out across the campus intended to slow down rainwater run-off, filter pollutants, and maximize ability for supplemental irrigation to be directed where needed during rain events.

Rain Garden:

Larger depressed basins, fed by bioswales, intended to collect rainwater and reduce run-off. Areas are planted and promote reabsorption back into the soil vs. discharging to a gutter or adjacent street.

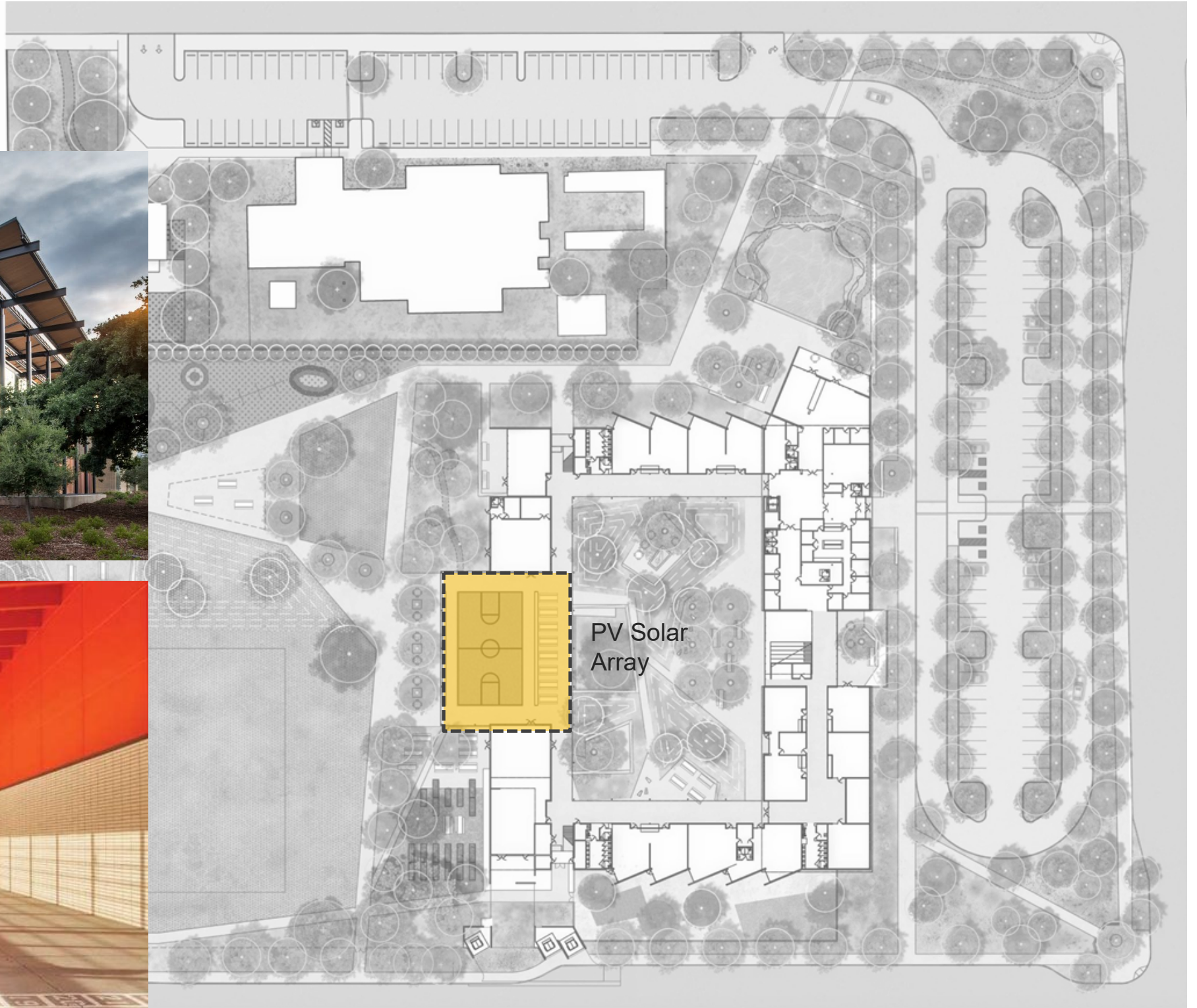


Rainwater Harvesting / Rain Gardens / Bioswales



Renewable Energy

- 141 kW Array

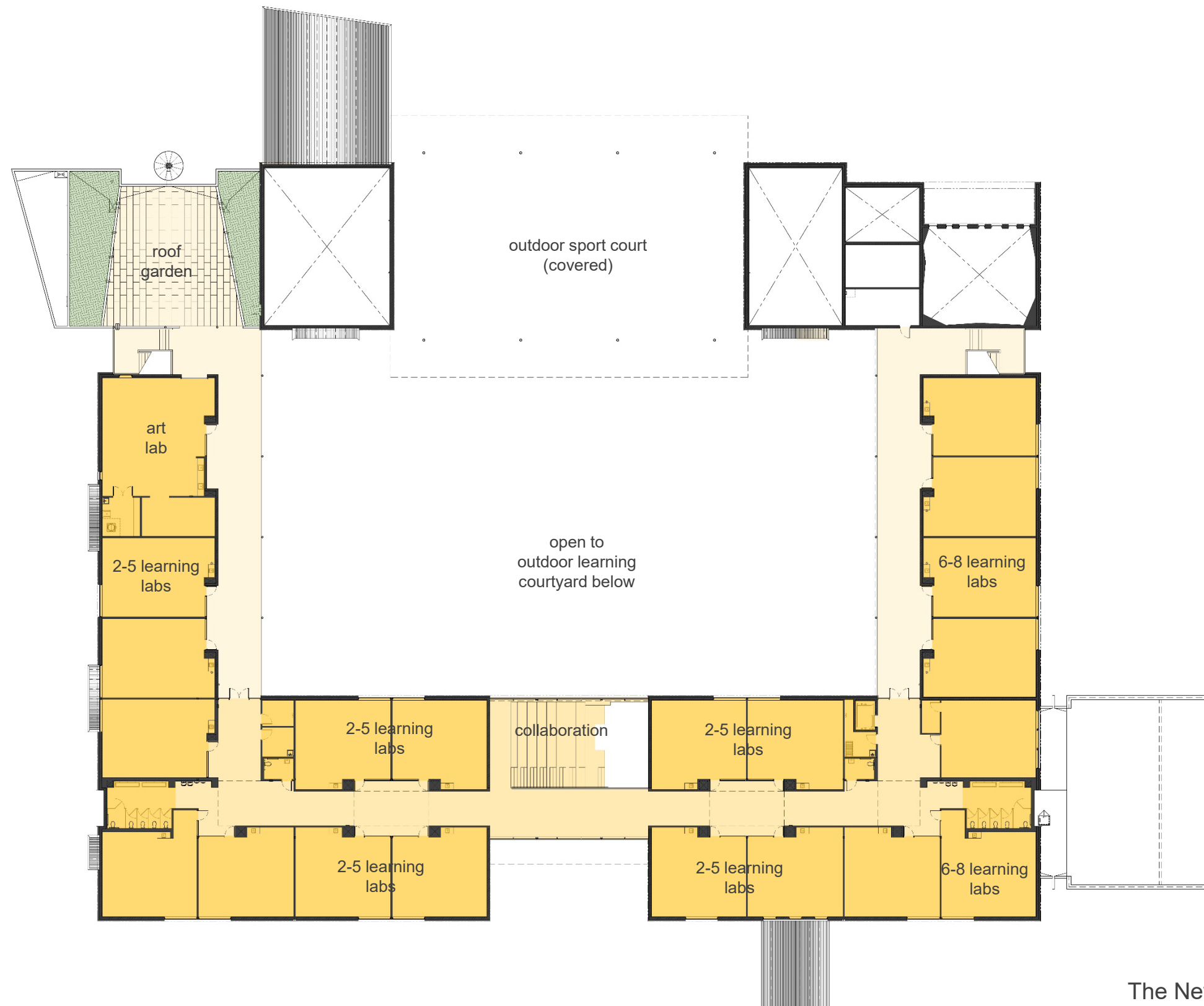




36,136 GSF

plan

The New School. **LEVEL 1 . ground**



The New School – Creighton School District

- adventurous learning
- health & wellness
- indoor / outdoor connectivity
- community impact
- stewardship & sustainability





LET'S TAKE A TOUR!

The background of the slide is a blurred photograph of a construction site. In the foreground, several white hard hats are visible, some resting on wooden scaffolding. In the background, construction workers wearing hard hats and safety vests are working on a building structure. The overall scene is in a warm, slightly desaturated color palette.

WHAT'S NEXT:

1. “Guaranteed Maximum Price” presented to Governing Board for approval.
2. Construction begins based on Board approval Summer 2023.
3. Community and Governing Board updates will be presented throughout construction.
4. School opens August 2024.



Designing for the Adventure of Outdoor Learning



Engage

This lesson mentally engages students with an activity or question. It captures their interest, provides an opportunity for them to express what they know about the concept or skill being developed, and helps them to make connections between what they know and the new ideas.

Explore

Students carry out hands-on activities in which they can explore the concept or skill. They grapple with the problem or phenomenon and describe it in their own words. This phase allows students to acquire a common set of experiences that they can use to help each other make sense of the new concept or skill.

Explain

Only after students have explored the concept or skill does the teacher provide the concepts and terms used by the students to develop explanations for the phenomenon they have experienced. The significant aspect of this phase is that explanation follows experience.

Elaborate

This phase provides opportunities for students to apply what they have learned to new situations and so develop a deeper understanding of the concept or greater use of the skill. It is important for students to discuss and compare their ideas with each other during this phase.

Evaluate

The final phase provides an opportunity for students to review and reflect on their own learning and new understandings and skills. It is also when students provide evidence for changes to their understandings, beliefs and skills.



OUTDOOR LEARNING

An umbrella term for actively inclusive facilitated approaches that predominately use activities and experiences in the outdoors which lead to learning, increased health and wellbeing, and environmental awareness.

WHAT ACTIVITIES AND EXPERIENCES?

Outdoor sports * Adventures * Nature Expeditions * Field studies * Curriculum Play * Initiative and group tasks * Ropes, challenge courses * Forest schools * Arts * Bushcraft * Green crafts * Conservation ■

WHERE DOES IT TAKE PLACE?

School, centre, venue grounds * Parks, gardens, green space * Community gardens, allotments * Beaches, sand dunes, cliffs * Estuaries, mudflats * Woodland, forests * Farmland, grassland, meadows * Wetlands * Heathlands * Uplands, moors, mountains * Caves * Rivers, lakes * Offshore, coastal water * Jungle, desert, prairie, mountains etc ■

HOW DOES THE LEARNING HAPPEN?

Outdoor education * Adventure education * Leisure and holiday activities * Environmental education * LiNE (Learning in the Natural Environment) * Forest schools * Green care * Activity/ sport coaching * Outdoor therapy * School grounds based * Experiential learning * Place based * Residential * Expeditions * Informal learning * Sail training * Adventure tourism * Eco tourism ■

WHO IS PARTICIPATING?

Children, young people and families (CYPF) * Adults * School pupils * Youth * Community * Business * Military * Sector workforce ■

WHY IS IT OF VALUE?

Personal and social development * Social justice * Health * Wellbeing * Environmental action * Organisation, role effectiveness * Academic achievement * Community development ■



Big Ideas of Outdoor Learning

Outdoor Learning is a planned and purposeful facilitated approach led by an instructor, teacher, leader, coach, or guide.

Outdoor Learning happens predominantly, but not exclusively, in the outdoors. Learning about the environment in which the activity and experience takes place is a key part of the overall process of participation and learning.

Learning includes self-direction and direct education. Outdoor Learning covers the acquisition or refinement of specific knowledge and skills as well as changes in behaviors and attitudes that can lead to increased health, wellbeing, and environmental awareness.

To form healthy, developmental, and sustainable self-led relationships with the natural environment people need a mix of outdoor learning experiences.

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Big Ideas of Outdoor Learning

Learning and Change

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Big Ideas of Outdoor Learning

Lifelong Progression

To form healthy, developmental, and sustainable self-led relationships with the natural environment people need a mix of outdoor learning experiences.

Big Ideas of Outdoor Learning

Lifelong Progression

- Experiences made possible by others are the first step in inspiring independent adventures and connections with the outdoors.
- Taught or guided experiences can provide frontier adventures and memorable moments.





New Creighton School Community Feedback

Community Feedback



New Creighton School Community Feedback Comentarios de la comunidad acerca de la Nueva Escuela Creighton

Please take a moment to participate in this brief survey providing valuable input on the new school design vision, desired educational programs and grade level model. Thank you!

Lo invitamos a participar de esta breve encuesta que aporta información valiosa sobre la visión del diseño de la nueva escuela, los programas educativos deseados y los modelos de niveles escolares. ¡Muchas gracias!

What is your relationship to the Creighton School District? Choose all that are applicable. ¿Cuál es su relación con el Distrito Escolar de Creighton? Marque todas las que correspondan. *

- ☐ I am currently an employee of the district / Actualmente, soy empleado del distrito
- ☐ I am a former employee of the district / Soy ex empleado del distrito
- ☐ I am currently a student of the district / Actualmente, soy estudiante del distrito
- ☐ I am a former student of the district / Soy ex estudiante del distrito
- ☐ I am a family member of a former student in the district / Soy familiar de un ex estudiante del distrito
- ☐ I am a family member of a current student in the district / Soy familiar de un estudiante actual del distrito
- ☐ I am a family member of a future student in the district / Soy familiar de un future estudiante del distrito
- ☐ I live in the Creighton community / Vivo en la comunidad de Creighton
- ☐ I am a committee member of the Planning or Vision Design Team / Soy miembro del comité del Equipo de Visión o Planificación
- ☐ I am a current Governing Board member of the district / Soy actual miembro de la Junta Directiva del distrito
- ☐ I am a former Governing Board member of the district / Soy ex miembro de la Junta Directiva del distrito
- ☐ Other:



New School Vision

New School Vision

Visión de la nueva escuela

The vision for our New Creighton School was created with stakeholders input over the course of the last two years. Our vision is to offer an environment where outdoor learning is the foundation of our students experience. Outdoor learning will be integrated in our everyday learning via inquiry, exploration and environment sustainability.

In addition to the outdoor learning environment, the New School Design will also feature innovative classroom designs including an outdoor learning courtyard and sports court.

La visión para nuestra nueva escuela Creighton fue creada con el aporte de las partes interesadas durante el transcurso de los dos últimos años. Nuestra visión se centra en ofrecer un entorno en donde el aprendizaje al aire libre es la base de las experiencias de los estudiantes. El aprendizaje al aire libre formará parte del aprendizaje diario mediante la investigación, la exploración y la sostenibilidad ambiental.

Además del entorno de aprendizaje al aire libre, el diseño de la nueva escuela también incluirá aulas innovadoras, un patio de aprendizaje al aire libre y una pista polideportiva.

What is your support level of our vision of the New Creighton School? *

¿En qué medida apoya usted nuestra visión de la nueva escuela Creighton?

I don't support the vision / No apoyo la visión

1 ☐

2 ☐

3 ☐

4 ☐

5 ☐

I strongly support the vision / Apoyo firmemente la visión



Additional Questions

What additional educational programs would you like the committee to consider? *

Choose your top three.

¿Qué otros programas educativos desea que el comité tenga en cuenta? Elija los tres principales.

- ☐ Learning of a second language / Aprendizaje de un segundo idioma
- ☐ STEAM (Science, Technology, Engineering, Art, and Math) / STEAM (Ciencia, Tecnología, Ingeniería, Arte y Matemáticas)
- ☐ Gardening and Agriculture / Jardinería y Agricultura
- ☐ Performing Arts (theater, choir, music, etc.) / Artes Escénicas (teatro, coro, música, etc.)
- ☐ Coding/Robotics / Codificación/Robótica
- ☐ Creative Writing / Creación Literaria
- ☐ Courses Based on Student Interest / Cursos basados en los intereses de los estudiantes
- ☐ Culinary Arts / Artes Culinarias
- ☐ Other:

What grade level model would you like to see? *

¿Qué modelo de nivel escolar le gustaría ver?

- ☐ Kindergarten - 8th grade / Kindergarten – 8vo grado
 - ☐ Elementary School Only (K-4th grade) / Escuela Primaria solamente (K-4to grado)
 - ☐ Middle School Only (5th - 8th grade) / Escuela Intermedia solamente (5to – 8vo grado)
-

Would you like more information? Please include your email address below:

¿Le gustaría recibir más información? Incluya su dirección de correo electrónico a continuación:

Your answer

Would you like to be added to our design and vision team? Please include your email address below:

¿Le gustaría formar parte del equipo de diseño y visión? Incluya su dirección de correo electrónico a continuación:

Your answer

THE NEW SCHOOL

Creighton School District

