

INDEX

PROGRAMMING OVERVIEW	597
SPACE ALLOCATION SUMMARY	599
EMS PROGRAMMING	603
/ Online Programming Survey Summary	604
/ Summary of Principal Interview	613
FMS PROGRAMMING	615
/ Online Programming Survey Summary	616
/ Summary of Principal Interview	623
PMS PROGRAMMING	625
/ Online Programming Survey Summary	626
/ Summary of Principal Interview	635
SUMMARY OF PROGRAMMING INFORMATION	637
/ All Middle Schools Online Programming Survey Summary	638
/ Special Education Director Interview	644
/ High School Career Technical Education (CTE) Director Interview	646
/ Director of Athletics and Wellness Interview	647
COMMUNITY FORUM SUMMARY	649
/ Summary and Conclusion	649
/ Meeting Minutes	652

SECTION 3

PROGRAMMING

PROGRAMMING OVERVIEW

SECTION 3: PROGRAMMING

Programming is the research and decision-making process that identifies the scope of work to be designed. Harriman's research was centered around the goal of creating three Nashua middle schools that support a middle school teaming model and unified arts that align with high school CTE curriculum, and that focus on the following:

- / 800 +/- Students Schools
- / Program Equity
- / Life Safety/Code
- / Safety and Security

Harriman's multi-tiered process resulted in gathering information from many stakeholders within the Nashua Community.

- / Harriman and District personnel met with the following user groups to get a better understanding of existing and future programs, as well as how the existing building is currently utilized and what changes they would like to see to improve the spaces to support their programmatic needs. Harriman met with the following user groups:
 - / Elm Street, Fairgrounds, and Pennichuck Middle School Principals
 - / Nashua School District Special Education Director
 - / Nashua School District Career Technical Education Director
 - / Nashua School District Athletic Director
 - / Nashua School District Assistant Director, Safety and Security
 - / Nashua Fire and Police
- / Harriman surveyed the administration, teachers, and staff at each middle school. Inquiring about many aspects of their learning environment such as what works well at their school, where there are opportunities for improvement, and how their school aligns with the best practices in 21st Century middle school design. Harriman received responses from 219 stakeholders. Refer to the following pages for a summary of these responses.
- / Harriman facilitated a community forum to inform the public about the project and solicit input from the community. Harriman conducted an educational session about best practices in 21st Century middle school design and led

the community through an exercise to arrive at a design statement that captures the essence of Nashua middle schools. This statement will serve as the thread throughout the entire design process.

- / Harriman inventoried existing spaces and programs to determine the number of program spaces that exist in the current middle schools.

This research and data collection were critical in arriving at the space allocation summary for creating three middle schools within Nashua that can accommodate approximately 800 students and provide program equity. The charts on the proceeding pages outline two options for achieving program equity at three middle schools.

On the following page is a summary of the existing and proposed capacity as outlined in the proceeding charts. The current enrollment (2018/2019) is 2,415. The existing middle schools have capacity of 2,758. Option 1 has capacity of 2,741. Option 2 has capacity of 2,776.

PROGRAMMING OVERVIEW (CONT.)

SECTION 3: PROGRAMMING

SPACE ALLOCATION SUMMARY / EXISTING CONDITIONS				
	Elm Street Middle School	Fairgrounds Middle School	Pennichuck Middle School	Subtotal
CAPACITY				
Regular Education Classrooms (excludes SPED spaces)	48	32	28	108
Capacity (22-25)	1,056	768	644	2,468
SPED Capacity	140	70	80	290
Total Capacity	1,196	838	724	2,758
Current Enrollment	1,093	695	627	2,415
DELTA	103	143	97	343

SPACE ALLOCATION SUMMARY / PROPOSED OPTION #1					
	Elm Street Middle School	Fairgrounds Middle School	Pennichuck Middle School	Subtotal	Delta
CAPACITY					
Regular Education Classrooms (excludes SPED spaces)	33	32	36	101	-7
Capacity (22-25)	825	768	828	2,421	-47
SPED Capacity	210	50	60	320	30
Total Capacity	1,035	818	888	2,741	-17
Current Enrollment	815	800	800	2,415	0
DELTA	220	18	88	326	-17

SPACE ALLOCATION SUMMARY / PROPOSED OPTION #2					
	New Nashua Middle School	Fairgrounds Middle School	Pennichuck Middle School	Subtotal	Delta
CAPACITY					
Regular Education Classrooms (excludes SPED spaces)	34	32	36	102	-6
Capacity (22-25)	850	768	828	2,446	-22
SPED Capacity	240	30	60	330	40
Total Capacity	1,090	798	888	2,776	18
Current Enrollment	815	800	800	2,415	0
DELTA	275	-2	88	361	18

SPACE ALLOCATION SUMMARY

SECTION 3: PROGRAMMING

The Space Allocation Summary inventories the number and type of programs as well as the capacity at the existing and proposed middle schools. The first chart depicts the existing number and type of program spaces as well as the capacity at the existing Elm Street, Fairgrounds and Pennichuck Middle Schools. The proposed Option 1 and Option 2 charts depict different scenarios for approaching equity at three Nashua middle schools.

- / Proposed Option 1 illustrates the type and number of program spaces, as well as the capacity, if Elm Street, Fairgrounds and Pennichuck Middle Schools receive renovations and additions.
- / Proposed Option 2 illustrates the type and number of program spaces, as well as the capacity, if Elm Street is closed, a new middle school is constructed and Fairgrounds and Pennichuck Middle Schools receive renovations and additions.

Option 1 and Option 2 provide marginally less traditional education capacity than the existing infrastructure, yet they both have capacity to accommodate the current enrollment and some future growth. Both options provide increased capacity for Special Education programming. Option 2, however, provides greater traditional education and special education capacity than Option 1. It also has the ability to accommodate an additional floor to house a portion of the capacity of the out-of-District special education program called the Lighthouse Program. The inclusion of this program is being explored separately and the findings will be included as an addendum to this report. Refer to *Section 4: Concept Design* for existing floor plans and proposed floor plans of modifications to Elm Street, Fairgrounds, and Pennichuck Middle Schools, as well as floor plans for the New Nashua Middle School.

SPACE ALLOCATION SUMMARY (CONT.)

SECTION 3: PROGRAMMING

SPACE ALLOCATION SUMMARY / EXISTING CONDITIONS				
	Elm Street Middle School	Fairgrounds Middle School	Pennichuck Middle School	Subtotal
FULL SIZE CLASSROOMS	48	32	28	108
SPECIAL EDUCATION (SPED)				
SPED Self Contained (Intensive Needs)	0	2	1	3
SPED District Programs	10	3	1	14
Intervention (Resource)	4	6	4	14
SPED Rooms	4	2	6	12
OT / PT	1	1	1	3
Speech	1	0	1	2
ELL	2	1	1	4
UNIFIED ARTS				
Robotics / STEM	1	1	0	2
Industrial Arts / Woodworking	1	2	2	5
Family Consumer Science (FCS)	2	2	2	6
Band	1	1	1	3
Chorus / Keyboard	1	1	1	3
Computer	4	1	1	6
Art	2	2	2	6
World Language	2	2	2	6
Drafting / Engineering	1	0	1	2
TEAM COLLABORATION	0	3	0	3
HEALTH CLASSROOM	1	0	0	1
CAPACITY				
Regular Education Classrooms (excludes SPED spaces)	48	32	28	108
Capacity (22-25)	1,056	768	644	2,468
SPED Capacity	140	70	80	290
Total Capacity	1,196	838	724	2,758
Current Enrollment	1,093	695	627	2,415
DELTA	103	143	97	343

SPACE ALLOCATION SUMMARY (CONT.)

SECTION 3: PROGRAMMING

SPACE ALLOCATION SUMMARY / PROPOSED OPTION #1					
	Elm Street Middle School	Fairgrounds Middle School	Pennichuck Middle School	Subtotal	Delta
FULL SIZE CLASSROOMS	33	32	36	101	-7
SPECIAL EDUCATION (SPED)					
SPED Self Contained (Intensive Needs)	3	0	0	3	0
SPED District Programs	14	0	0	14	0
Intervention (Resource)	4	6	7	17	3
SPED Rooms	4	5	6	15	3
OT / PT	1	1	1	3	0
Speech	1	1	1	3	1
ELL	1	1	1	3	-1
UNIFIED ARTS				0	0
Robotics / STEM	1	1	1	3	1
Industrial Arts / Woodworking	1	1	1	3	-2
Family Consumer Science (FCS)	2	2	2	6	0
Band	1	1	1	3	0
Chorus / Keyboard	1	1	1	3	0
Computer	1	1	1	3	-3
Art	2	2	2	6	0
World Language	2	2	2	6	0
Drafting / Engineering	0	0	0	0	-2
TEAM COLLABORATION	9	3	4	16	13
HEALTH CLASSROOM	1	1	1	3	2
CAPACITY					
Regular Education Classrooms (excludes SPED spaces)	33	32	36	101	-7
Capacity (22-25)	825	768	828	2,421	-47
SPED Capacity	210	50	60	320	30
Total Capacity	1,035	818	888	2,741	-17
Current Enrollment	815	800	800	2,415	0
DELTA	220	18	88	326	-17

SPACE ALLOCATION SUMMARY (CONT.)

SECTION 3: PROGRAMMING

SPACE ALLOCATION SUMMARY / PROPOSED OPTION #2					
	New Nashua Middle School	Fairgrounds Middle School	Pennichuck Middle School	Subtotal	Delta
FULL SIZE CLASSROOMS	34	32	36	102	-6
SPECIAL EDUCATION (SPED)					
SPED Self Contained (Intensive Needs)	4	0	0	4	1
SPED District Programs	14	0	0	14	0
Intervention (Resource)	6	6	7	19	5
SPED Rooms	6	5	6	17	5
OT / PT	1	1	1	3	0
Speech	1	1	1	3	1
ELL	1	1	1	3	-1
UNIFIED ARTS				0	0
Robotics / STEM	1	1	1	3	1
Industrial Arts / Woodworking	1	1	1	3	-2
Family Consumer Science (FCS)	2	2	2	6	0
Band	1	1	1	3	0
Chorus / Keyboard	1	1	1	3	0
Computer	1	1	1	3	-3
Art	2	2	2	6	0
World Language	2	2	2	6	0
Drafting / Engineering	0	0	0	0	-2
TEAM COLLABORATION	9	3	4	16	13
HEALTH CLASSROOM	1	1	1	3	2
CAPACITY					
Regular Education Classrooms (excludes SPED spaces)	34	32	36	102	-6
Capacity (22-25)	850	768	828	2,446	-22
SPED Capacity	240	30	60	330	40
Total Capacity	1,090	798	888	2,776	18
Current Enrollment	815	800	800	2,415	0
DELTA	275	-2	88	361	18

EMS PROGRAMMING

SECTION 3: PROGRAMMING

ELM STREET MIDDLE SCHOOL PROGRAMMING SUMMARY

Harriman surveyed the administration, teachers, and staff at each middle school, inquiring about many aspects of their learning environment such as what works well at their school, where there are opportunities for improvement, and how their school aligns with the best practices in 21st Century middle school design. Harriman received responses from 219 stakeholders.

Harriman and District personnel met with the Elm Street Principal to get a better understanding of existing and future programs, as well as how the existing building is currently utilized and what changes they would like to see to improve the spaces to support the school's programmatic needs.

Refer to the following pages for a summary of the Elm Street Middle School survey responses and the interview with the Elm Street Middle School Principal.

Q2. IS THERE SPACE TO GATHER AS A TEAM? DO STUDENTS HAVE A HOME BASE? DOES IT WORK EFFECTIVELY? WHAT SHOULD BE IN OR NEAR THIS AREA?

NASHUA MIDDLE SCHOOLS SURVEY RESULTS / ELM STREET MIDDLE SCHOOL

HOME BASE

**HOME ROOM:
WORKS EFFECTIVELY**

15% of
Respondents

**HOME ROOM:
DOES NOT WORK
EFFECTIVELY**

6% of
Respondents

Q2. IS THERE SPACE TO GATHER AS A TEAM? DO STUDENTS HAVE A HOME BASE? DOES IT WORK EFFECTIVELY? WHAT SHOULD BE IN OR NEAR THIS AREA?

NASHUA MIDDLE SCHOOLS SURVEY RESULTS / ELM STREET MIDDLE SCHOOL

SPACE TO GATHER AS A TEAM

**NO COMMON
TEAM AREAS**

48% of
Respondents

**SPACE TO MEET:
NOT EFFECTIVE
(GENERAL RESPONSE)**

10% of
Respondents

**SPACE TO MEET:
WORKS WELL
(GENERAL RESPONSE)**

6% of
Respondents

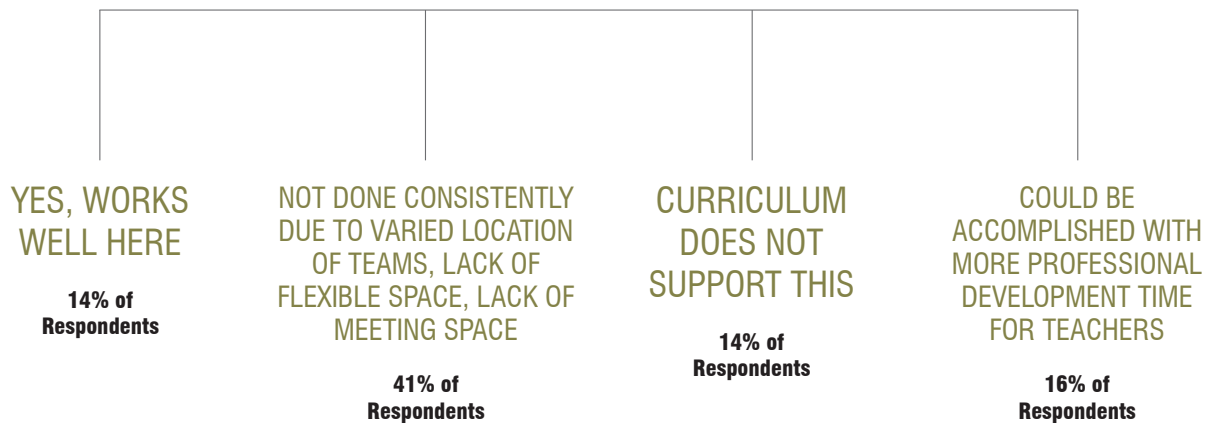
**SPACES LISTED AS
CURRENTLY USED,
BUT NOT EFFECTIVE:**

**Gym
Courtyard/Outside
Common Areas
Library Loft
Auditorium
Cafeteria
Media Center
Classrooms**

Q3. DOES LEARNING INVOLVE MULTIPLE DISCIPLINES? HOW IS THIS DONE? IF NOT, HOW CAN THE BUILDING SUPPORT EFFORTS FOR TEAM TEACHING OR CROSS DISCIPLINARY?

NASHUA MIDDLE SCHOOLS SURVEY RESULTS / ELM STREET MIDDLE SCHOOL

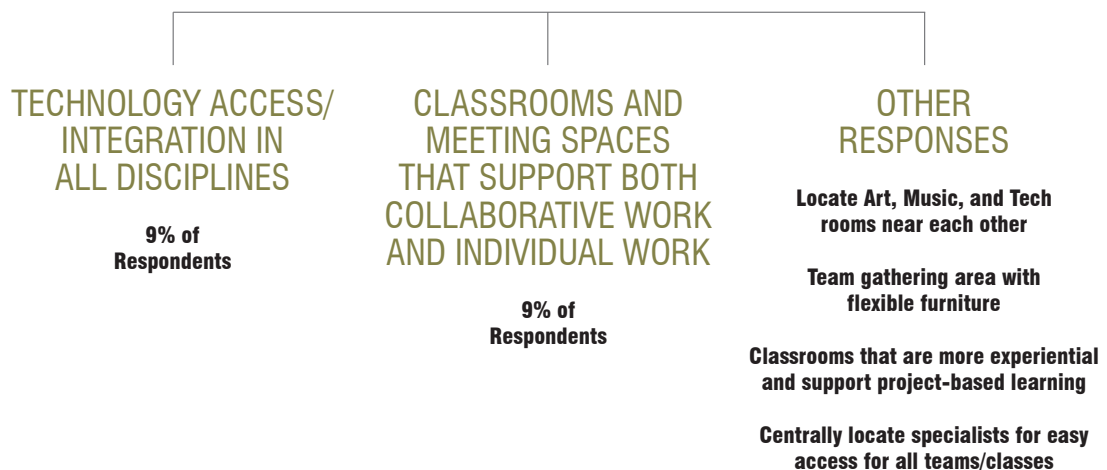
CROSS-DISCIPLINARY LEARNING AT EMS



Q3. DOES LEARNING INVOLVE MULTIPLE DISCIPLINES? HOW IS THIS DONE? IF NOT, HOW CAN THE BUILDING SUPPORT EFFORTS FOR TEAM TEACHING OR CROSS DISCIPLINARY?

NASHUA MIDDLE SCHOOLS SURVEY RESULTS / ELM STREET MIDDLE SCHOOL

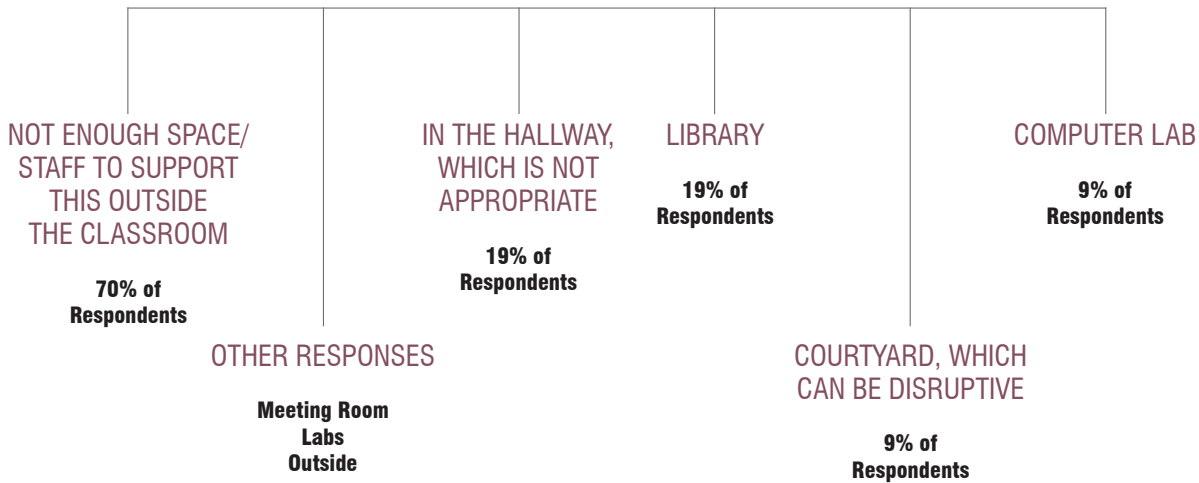
HOW BUILDING CAN SUPPORT EFFORTS



Q4. ARE THERE SPACES THAT ALLOW FOR SMALL GROUP WORK OUTSIDE THE CLASSROOM? WHERE AND HOW DOES DIFFERENTIATED LEARNING HAPPEN?

NASHUA MIDDLE SCHOOLS SURVEY RESULTS / ELM STREET MIDDLE SCHOOL

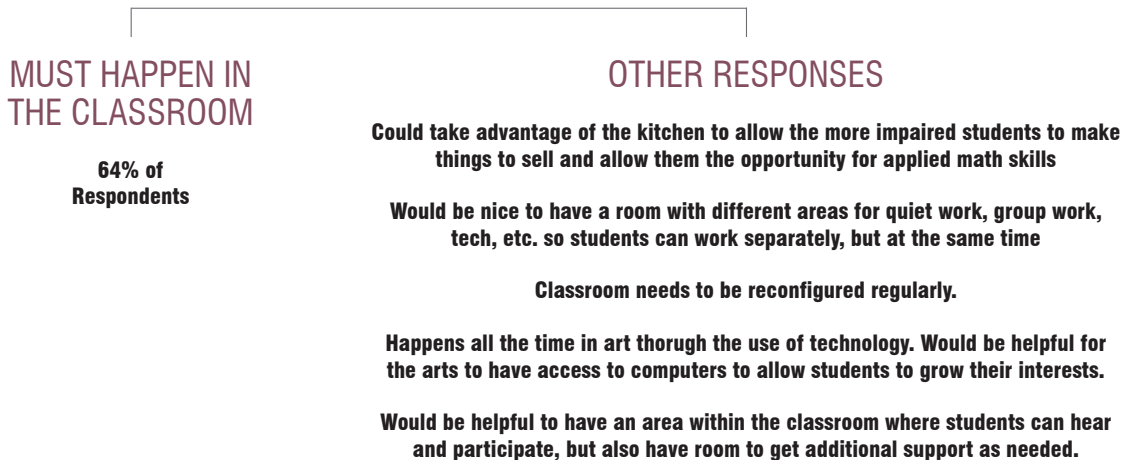
SMALL GROUP WORK OUTSIDE THE CLASSROOM



Q4. ARE THERE SPACES THAT ALLOW FOR SMALL GROUP WORK OUTSIDE THE CLASSROOM? WHERE AND HOW DOES DIFFERENTIATED LEARNING HAPPEN?

NASHUA MIDDLE SCHOOLS SURVEY RESULTS / ELM STREET MIDDLE SCHOOL

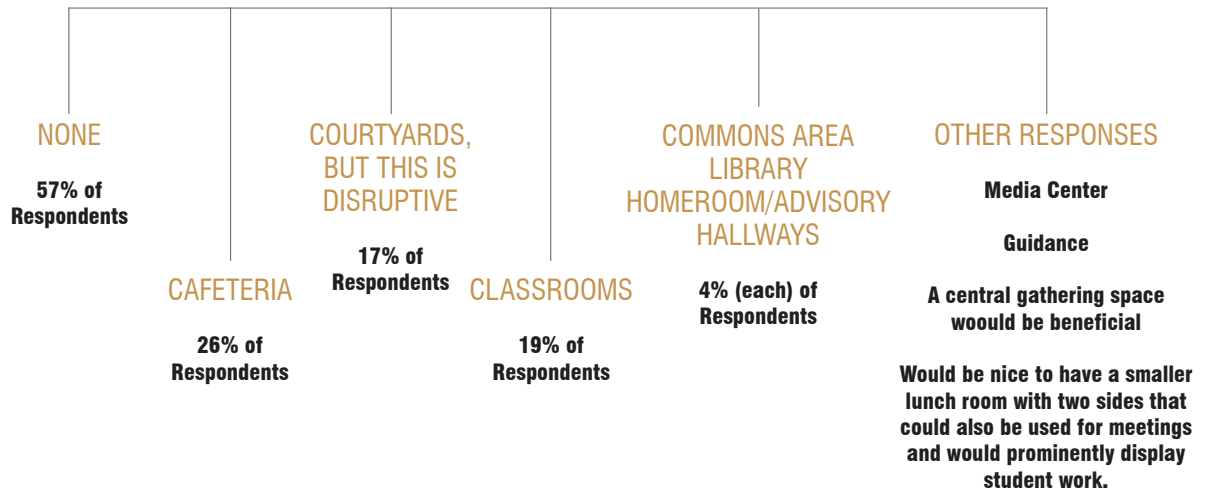
DIFFERENTIATED LEARNING



Q5. ARE THERE SAFE PLACES FOR STUDENTS TO SOCIALIZE? ARE THERE SPACES THAT PROVIDE QUIET INTROSPECTION, PEER-TO-PEER INTERACTIONS, GROUP ACTIVITIES?

NASHUA MIDDLE SCHOOLS SURVEY RESULTS / ELM STREET MIDDLE SCHOOL

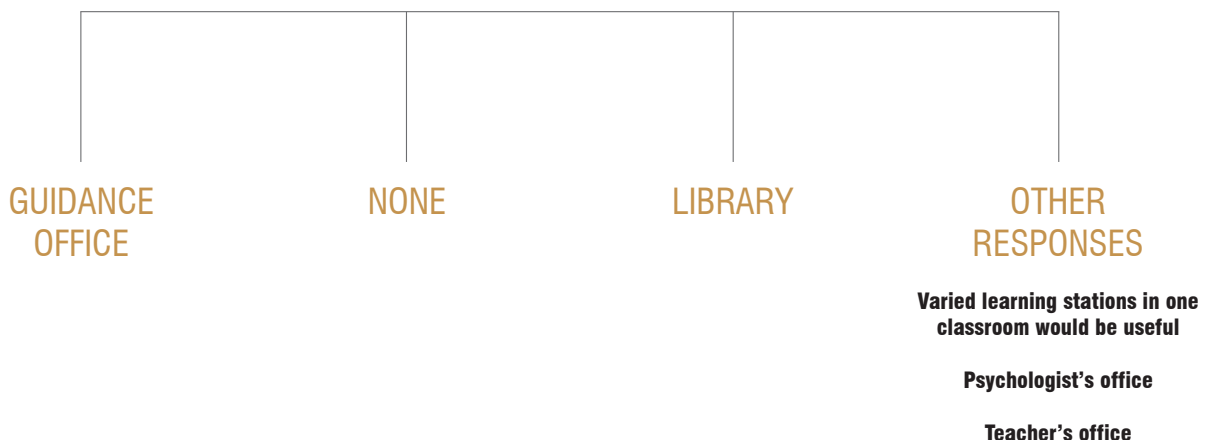
SAFE PLACES TO SOCIALIZE



Q5. ARE THERE SAFE PLACES FOR STUDENTS TO SOCIALIZE? ARE THERE SPACES THAT PROVIDE QUIET INTROSPECTION, PEER-TO-PEER INTERACTIONS, GROUP ACTIVITIES?

NASHUA MIDDLE SCHOOLS SURVEY RESULTS / ELM STREET MIDDLE SCHOOL

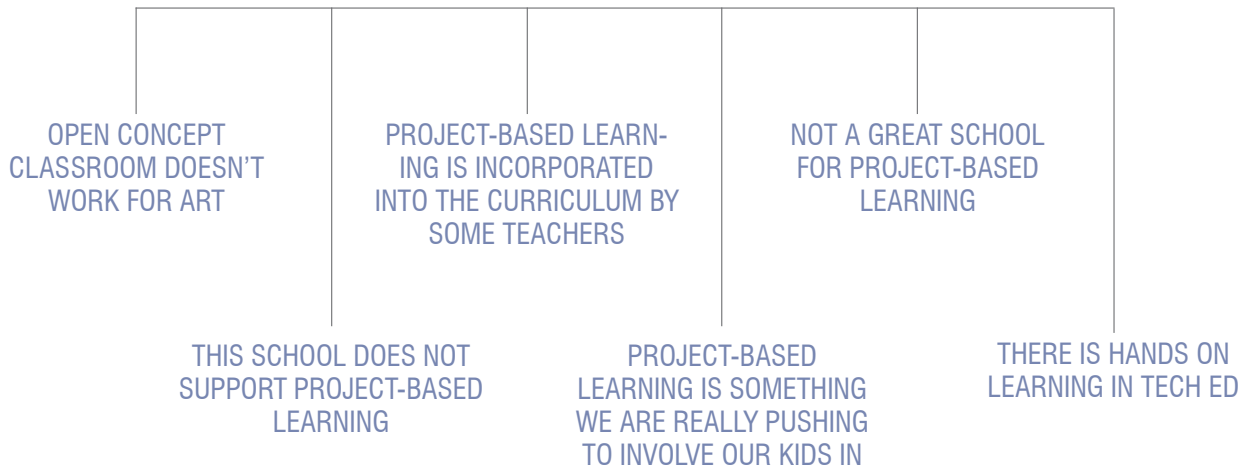
INTROSPECTION AND INTERACTION



Q6. HOW IS PROJECT-BASED LEARNING INCORPORATED INTO THE CURRICULUM? ARE THERE ADEQUATE OPPORTUNITIES FOR UA ACTIVITIES? ARE UA PROGRAMS VISIBLE AND CELEBRATED?

NASHUA MIDDLE SCHOOLS SURVEY RESULTS / ELM STREET MIDDLE SCHOOL

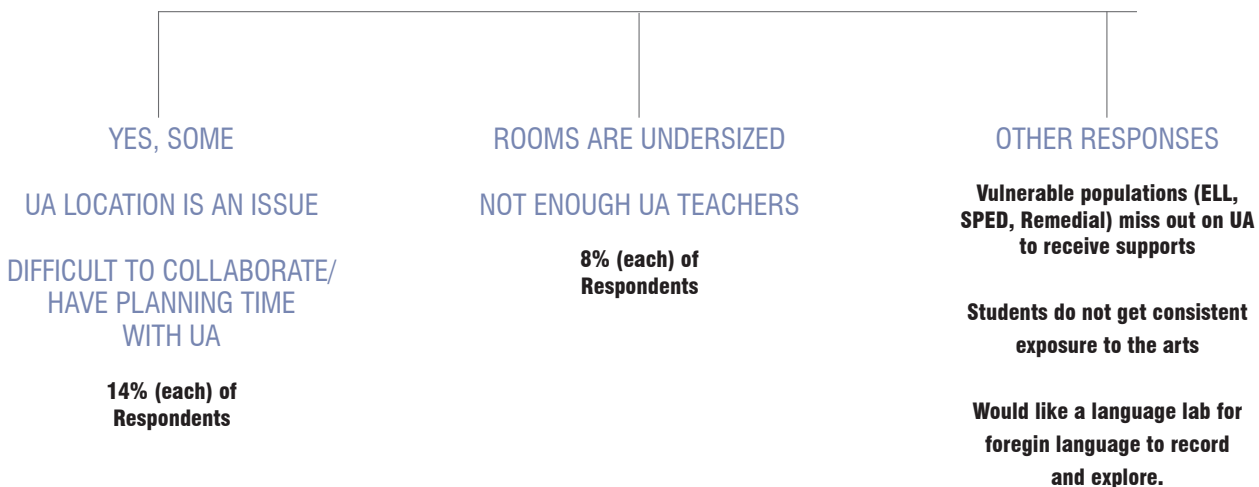
PROJECT-BASED LEARNING



Q6. HOW IS PROJECT-BASED LEARNING INCORPORATED INTO THE CURRICULUM? ARE THERE ADEQUATE OPPORTUNITIES FOR UA ACTIVITIES? ARE UA PROGRAMS VISIBLE AND CELEBRATED?

NASHUA MIDDLE SCHOOLS SURVEY RESULTS / ELM STREET MIDDLE SCHOOL

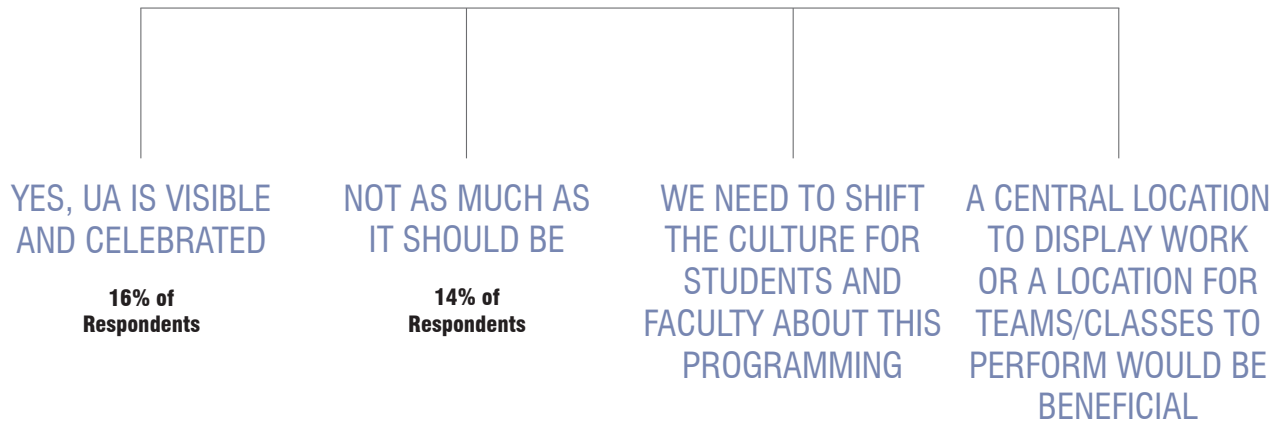
UA PROGRAM OPPORTUNITIES



Q6. HOW IS PROJECT-BASED LEARNING INCORPORATED INTO THE CURRICULUM? ARE THERE ADEQUATE OPPORTUNITIES FOR UA ACTIVITIES? ARE UA PROGRAMS VISIBLE AND CELEBRATED?

NASHUA MIDDLE SCHOOLS SURVEY RESULTS / ELM STREET MIDDLE SCHOOL

VISIBLE AND CELEBRATED



Q7. IS THERE ANY ADDITIONAL INFORMATION YOU WOULD LIKE TO SHARE WITH US?

NASHUA MIDDLE SCHOOLS SURVEY RESULTS / ELM STREET MIDDLE SCHOOL

CLASSROOM FEATURES

TECHNOLOGY

- Outlets all around the room
- Technology and communication upgrades
- Create new spaces for new technology, like computers and robotics, but not at the expense of spaces for other hands-on learning techniques

OTHER FEATURES

- Flexible furniture
- Classrooms arranged based on age-appropriateness
- Larger classrooms/Right-sized for age and class size
- Proper storage/shelving for teachers
- Windows/natural light
- Magnetic white boards on multiple walls

Q7. IS THERE ANY ADDITIONAL INFORMATION YOU WOULD LIKE TO SHARE WITH US?

NASHUA MIDDLE SCHOOLS SURVEY RESULTS / ELM STREET MIDDLE SCHOOL

TEAMS

TEAMS IN THE SAME
AREA (PODS) /
TEAM LOCATION
IS IMPORTANT

TEAM AND LARGE
GROUP MEETING SPACE
(WITH STORAGE,
COPIERS, PRINTERS
FOR TEACHERS' USE) /
TEACHER GATHERING
SPACE

A STUDENT CENTER
FOR TEAM MEETINGS,
SOCIALIZING,
PRESENTATIONS, ETC.

Q7. IS THERE ANY ADDITIONAL INFORMATION YOU WOULD LIKE TO SHARE WITH US?

NASHUA MIDDLE SCHOOLS SURVEY RESULTS / ELM STREET MIDDLE SCHOOL

LOCATION

DO NOT REMOVE THE
SCHOOL FROM
DOWNTOWN AND THE
STUDENTS IT SERVES

SAVE OUR
BUILDING

ELM STREET NEEDS
A NEW BUILDING

Q7. IS THERE ANY ADDITIONAL INFORMATION YOU WOULD LIKE TO SHARE WITH US?

NASHUA MIDDLE SCHOOLS SURVEY RESULTS / ELM STREET MIDDLE SCHOOL

PUBLIC SPACES

A WELCOMING AND SAFE ENTRY FOR REGISTRATION AND PARENT MEETINGS

OUTDOOR SPACES FOR INSTRUCTION, PE, AND BRAIN BREAKS IS IMPORTANT

PUBLIC SPACES WITH APPROPRIATE BATHROOMS (GYM, STAGE, ETC.)

LUNCH LINES SET UP IN THE KITCHEN (AND EXTENDED KITCHEN FOR EFFICIENCY)

Q7. IS THERE ANY ADDITIONAL INFORMATION YOU WOULD LIKE TO SHARE WITH US?

NASHUA MIDDLE SCHOOLS SURVEY RESULTS / ELM STREET MIDDLE SCHOOL

CLASSROOM DESIGN

ART

Art rooms w/o walls do not work

Art rooms need more counter space, sinks, shelves, and flexible seating, and should support materials and equipment like kiln room, pottery, painting, printing, graphics, storage, and proper ventilation for the kiln

SCIENCE

Science classrooms need storage, water, and electricity

SPECIAL ED

Spaces should be designed to meet the District program needs

Include kitchens with sinks, stoves, and laundry in Special Ed rooms

Q2. IS THERE SPACE TO GATHER AS A TEAM? DO STUDENTS HAVE A HOME BASE? DOES IT WORK EFFECTIVELY? WHAT SHOULD BE IN OR NEAR THIS AREA?

NASHUA MIDDLE SCHOOLS SURVEY RESULTS / ELM STREET MIDDLE SCHOOL

HVAC / AIR QUALITY

HVAC/AIR QUALITY ARE MAJOR CONCERNS OF MOST TEACHERS

ENVIRONMENTAL IMPACT/ENERGY USE/ SOLAR SHOULD BE CONSIDERED

BATHROOMS SHOULD HAVE APPROPRIATE VENTILATION

Q7. IS THERE ANY ADDITIONAL INFORMATION YOU WOULD LIKE TO SHARE WITH US?

NASHUA MIDDLE SCHOOLS SURVEY RESULTS / ELM STREET MIDDLE SCHOOL

TEACHER INVOLVEMENT

CLEAR COMMUNICATION OF GOALS AHEAD OF TIME, TEACHER INVOLVEMENT IN THE PROCESS, AND ADEQUATE SUPPORT/PD WHEN THE CHANGES ARE IMPLEMENTED WILL BE IMPORTANT.

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EMS PROGRAMMING (CONT.)—SUMMARY OF EMS PRINCIPAL INTERVIEW

SECTION 3: PROGRAMMING

The following information was discussed in Principal interviews held on May 21, 2019.

ELM STREET MIDDLE SCHOOL—IAN ATWELL

- / Team rooms are mixed. They are about 80% together.
- / 6th grade has 4 teams. 7th grade has 3 ½ teams. 8th grade has 3 ½ teams.
- / Project achievement is EH/ED. The location is not good and does not promote equity.
- / The fitness room is used.
- / Outreach has the food pantry and Katy's closet. There is a social worker and two impact counselors that work out of that space.
 - / Programs or areas that don't have space include:
 - / Meeting/pull-out rooms
 - / Traffic flow throughout the building
 - / Team meeting space
 - / Outdoor space
- / The UA program includes:
 - / Band
 - / Chorus
 - / FACS
 - / Robotics/STEM
 - / Manufacturing
 - / Engineering/CAD
 - / World Language
- / After school programs (drama, art clubs, music, and athletics are mostly off site in the summer).
- / There are 16 large buses and 8-10 small buses.
- / There are 165 staff at the school.
- / The school schedule is as follows:
 - / 8:00am start of school
 - / 2:43pm dismissal
 - / 2:30-3:00
 - / There are no before school programs.

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EMS PROGRAMMING (CONT.)—SUMMARY OF EMS PRINCIPAL INTERVIEW
SECTION 3: PROGRAMMING

FMS PROGRAMMING

SECTION 3: PROGRAMMING

FAIRGROUNDS MIDDLE SCHOOL PROGRAMMING SUMMARY

Harriman surveyed the administration, teachers, and staff at each middle school, inquiring about many aspects of their learning environment such as what works well at their school, where there are opportunities for improvement, and how their school aligns with the best practices in 21st Century middle school design. Harriman received responses from 219 stakeholders.

Harriman and District personnel met with the Fairgrounds Middle School Principal to get a better understanding of existing and future programs, as well as how the existing building is currently utilized and what changes they would like to see to improve the spaces to support the school's programmatic needs.

Refer to the following pages for a summary of the Fairgrounds Middle School Survey responses and the interview with the Fairgrounds Middle School Principal.

Q2. IS THERE SPACE TO GATHER AS A TEAM? DO STUDENTS HAVE A HOME BASE? DOES IT WORK EFFECTIVELY? WHAT SHOULD BE IN OR NEAR THIS AREA?

NASHUA MIDDLE SCHOOLS SURVEY RESULTS / FAIRGROUNDS MIDDLE SCHOOL

HOME BASE

ADVISORY /
HOMEROOM

8% of
Respondents

Q2. IS THERE SPACE TO GATHER AS A TEAM? DO STUDENTS HAVE A HOME BASE? DOES IT WORK EFFECTIVELY? WHAT SHOULD BE IN OR NEAR THIS AREA?

NASHUA MIDDLE SCHOOLS SURVEY RESULTS / FAIRGROUNDS MIDDLE SCHOOL

SPACE TO GATHER AS A TEAM

CLASSROOMS, BUT
THIS CAN BE TIGHT

28% of
Respondents

YES THERE ARE
SPACES THAT WORK

20% of
Respondents

CAFETERIA

12% of
Respondents

OTHER RESPONSES

Spaces to gather but they are
first and foremost designated
for other uses

The locker area works

NO GOOD PLACE TO
GATHER AS A TEAM

24% of
Respondents

LIBRARY

12% of
Respondents

GYM

8% of
Respondents

Team hallways, but it's
difficult to
gather comfortably

Q2. IS THERE SPACE TO GATHER AS A TEAM? DO STUDENTS HAVE A HOME BASE? DOES IT WORK EFFECTIVELY? WHAT SHOULD BE IN OR NEAR THIS AREA?

NASHUA MIDDLE SCHOOLS SURVEY RESULTS / FAIRGROUNDS MIDDLE SCHOOL

TEAM ROOM SUGGESTIONS

A GENERAL MEETING PLACE WOULD BE HELPFUL

16% of Respondents

OTHER RESPONSES

Two classrooms with a movable wall between would work well

The locker area should have group seating for collaborative learning and small group activities

Q3. DOES LEARNING INVOLVE MULTIPLE DISCIPLINES? HOW IS THIS DONE? IF NOT, HOW CAN THE BUILDING SUPPORT EFFORTS FOR TEAM TEACHING OR CROSS DISCIPLINARY?

NASHUA MIDDLE SCHOOLS SURVEY RESULTS / FAIRGROUNDS MIDDLE SCHOOL

CROSS-DISCIPLINARY LEARNING AT FMS

WE CO-TEACH AND COLLABORATE AS MUCH AS POSSIBLE, BUT COULD USE MORE SPACE

32% of Respondents

THIS HAS BEEN DONE, BUT VARIES YEAR TO YEAR

26% of Respondents

NEED TO PROVIDE MORE PLANNING TIME, WHICH DOESN'T HAPPEN NOW

21% of Respondents

THERE ARE ALWAYS POCKETS OF STUDENTS WHO ARE SCHEDULED OFF TEAM FOR LANGUAGES

11% of Respondents

OTHER RESPONSES

Teachers block time with their students to do cross-discipline projects

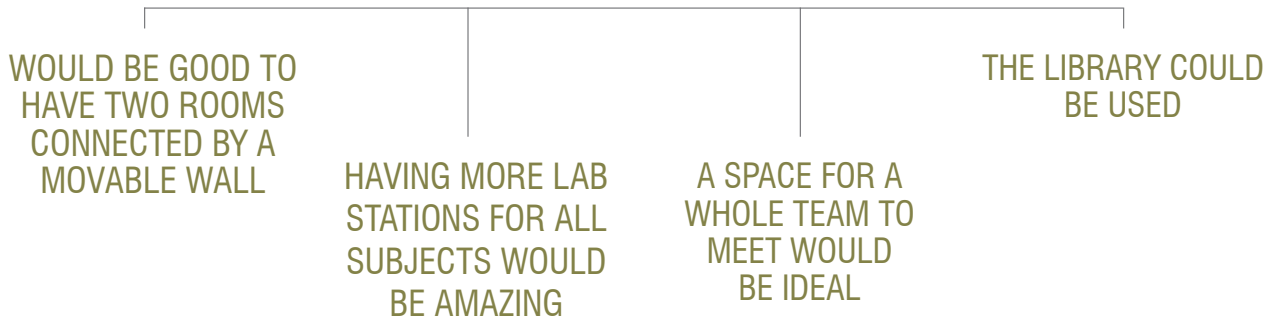
We are not strong at implementing STEM across disciplines

Our STEAM curriculum challenges students and makes them better problem solvers

Q3. DOES LEARNING INVOLVE MULTIPLE DISCIPLINES? HOW IS THIS DONE? IF NOT, HOW CAN THE BUILDING SUPPORT EFFORTS FOR TEAM TEACHING OR CROSS DISCIPLINARY?

NASHUA MIDDLE SCHOOLS SURVEY RESULTS / FAIRGROUNDS MIDDLE SCHOOL

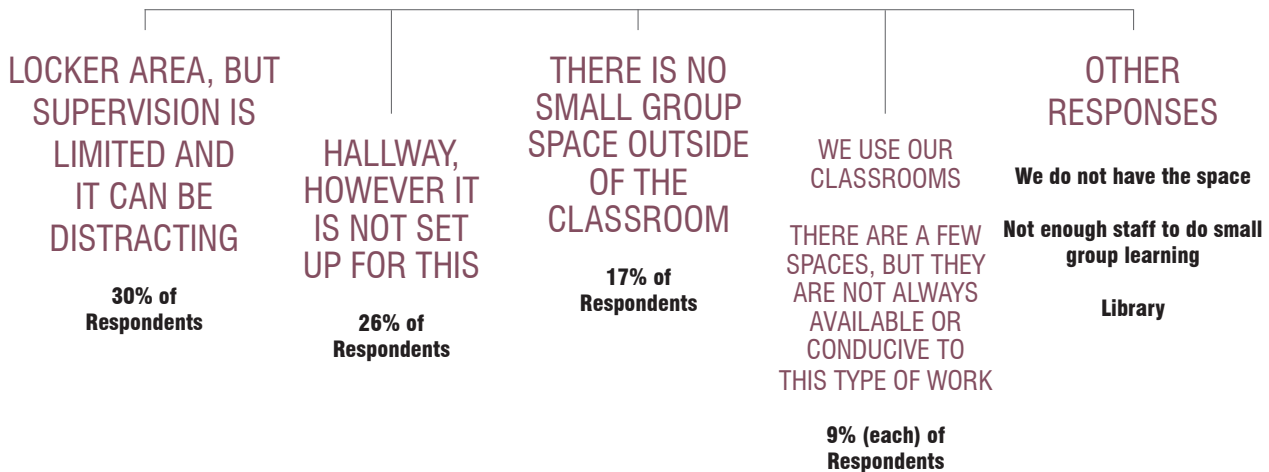
HOW BUILDING CAN SUPPORT EFFORTS



Q4. ARE THERE SPACES THAT ALLOW FOR SMALL GROUP WORK OUTSIDE THE CLASSROOM? WHERE AND HOW DOES DIFFERENTIATED LEARNING HAPPEN?

NASHUA MIDDLE SCHOOLS SURVEY RESULTS / FAIRGROUNDS MIDDLE SCHOOL

SMALL GROUP WORK OUTSIDE THE CLASSROOM



Q4. ARE THERE SPACES THAT ALLOW FOR SMALL GROUP WORK OUTSIDE THE CLASSROOM? WHERE AND HOW DOES DIFFERENTIATED LEARNING HAPPEN?

NASHUA MIDDLE SCHOOLS SURVEY RESULTS / FAIRGROUNDS MIDDLE SCHOOL

DIFFERENTIATED LEARNING

WE ARE ABLE TO USE THE SPED ROOM FOR DIFFERENTIATED LEARNING WHEN IT IS FREE

13% of Respondents

OUR SPACE TO PULL OUT AND DIFFERENTIATE ARE PRETTY PUBLIC, WHICH CAN BE STIGMATIZING

13% of Respondents

OTHER RESPONSES

Differentiated learning happens in the classroom

Would be great to have a split classroom so students could have their own space for differentiated learning that isn't in the hallway

Differentiated learning often happens when we can send students to the library or computer lab

Q5. ARE THERE SAFE PLACES FOR STUDENTS TO SOCIALIZE? ARE THERE SPACES THAT PROVIDE QUIET INTROSPECTION, PEER-TO-PEER INTERACTIONS, GROUP ACTIVITIES?

NASHUA MIDDLE SCHOOLS SURVEY RESULTS / FAIRGROUNDS MIDDLE SCHOOL

SAFE PLACES TO SOCIALIZE

THERE ARE NO SPECIFIED AREAS FOR THIS

49% of Respondents

LOCKER AREA

39% of Respondents

BASKETBALL COURT

9% of Respondents

CAFETERIA

9% of Respondents

OTHER RESPONSES

Gym

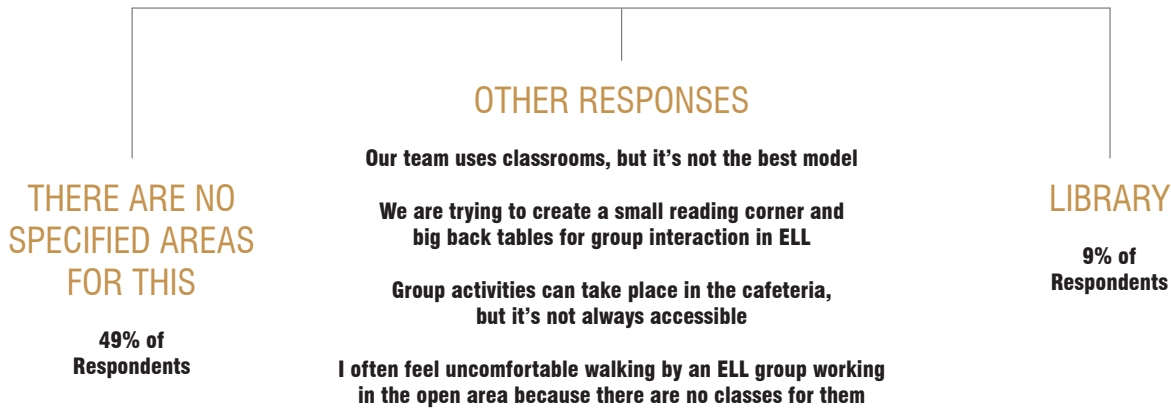
Library

Outdoor space would be fabulous

Q5. ARE THERE SAFE PLACES FOR STUDENTS TO SOCIALIZE? ARE THERE SPACES THAT PROVIDE QUIET INTROSPECTION, PEER-TO-PEER INTERACTIONS, GROUP ACTIVITIES?

NASHUA MIDDLE SCHOOLS SURVEY RESULTS / FAIRGROUNDS MIDDLE SCHOOL

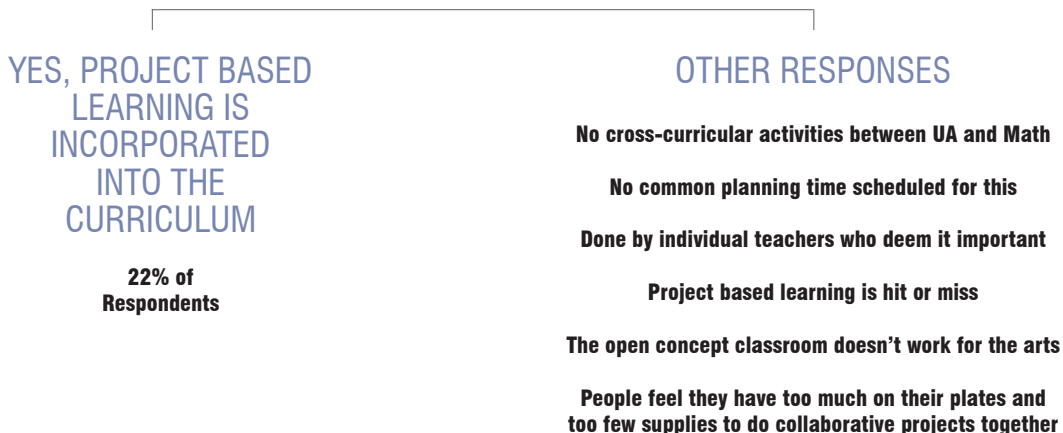
INTROSPECTION AND INTERACTION



Q6. HOW IS PROJECT-BASED LEARNING INCORPORATED INTO THE CURRICULUM? ARE THERE ADEQUATE OPPORTUNITIES FOR UA ACTIVITIES? ARE UA PROGRAMS VISIBLE AND CELEBRATED?

NASHUA MIDDLE SCHOOLS SURVEY RESULTS / FAIRGROUNDS MIDDLE SCHOOL

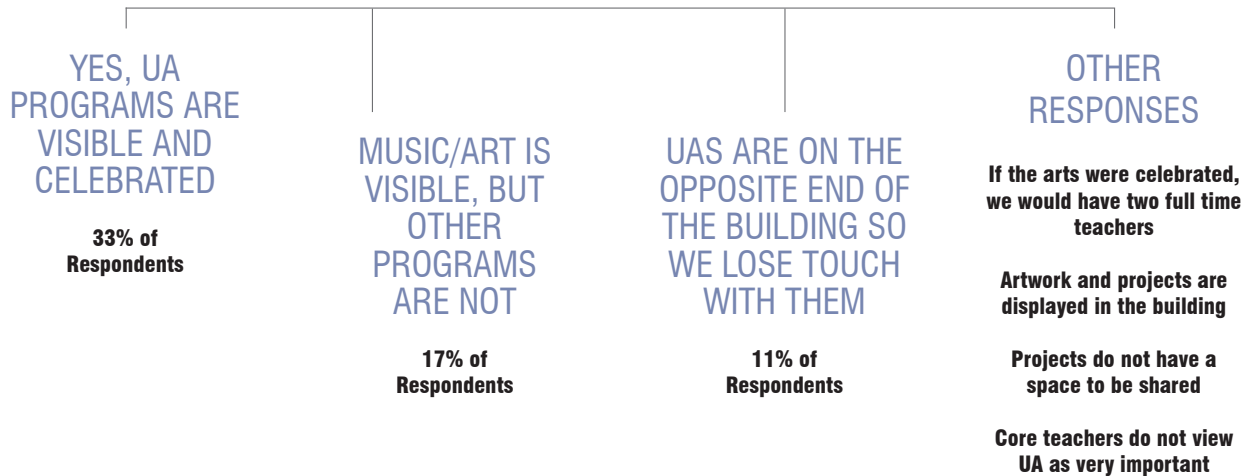
PROJECT-BASED LEARNING



Q6. HOW IS PROJECT-BASED LEARNING INCORPORATED INTO THE CURRICULUM? ARE THERE ADEQUATE OPPORTUNITIES FOR UA ACTIVITIES? ARE UA PROGRAMS VISIBLE AND CELEBRATED?

NASHUA MIDDLE SCHOOLS SURVEY RESULTS / FAIRGROUNDS MIDDLE SCHOOL

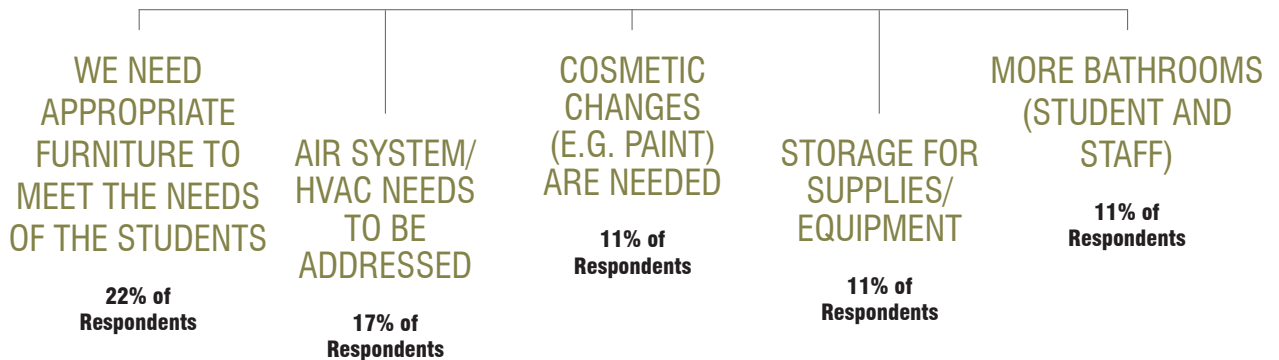
VISIBLE AND CELEBRATED



Q7. IS THERE ANY ADDITIONAL INFORMATION YOU WOULD LIKE TO SHARE WITH US?

NASHUA MIDDLE SCHOOLS SURVEY RESULTS / FAIRGROUNDS MIDDLE SCHOOL

COMMON RESPONSES



Q7. IS THERE ANY ADDITIONAL INFORMATION YOU WOULD LIKE TO SHARE WITH US?

NASHUA MIDDLE SCHOOLS SURVEY RESULTS / FAIRGROUNDS MIDDLE SCHOOL

ADDITIONAL COMMENTS

SPACES

Team space would be key to making our building more middle school friendly and functional

There is a disconnect between UA and the rest of the building

It would be beneficial to have an auditorium

It would be nice to have outdoor space, like a courtyard

Parking needs to be addressed

FEATURES

Technology and its infrastructure is very important

The band room is too loud and needs acoustical treatments

Do not include rooms with sliding curtains

Our current building sends the message that we do not care about creating a welcoming environment for students

The 7th grade locker area has become a repository for junk

The STEAM computer lab would ideally have computers along the perimeter of the room, with collaborative tables in the center

Please think about the developmental needs of this specific age group

The intensive needs room needs updates, including a washer/dryer and restroom

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FMS PROGRAMMING (CONT.)—SUMMARY OF FMS PRINCIPAL INTERVIEW

SECTION 3: PROGRAMMING

The following information was discussed in Principal interviews held on May 21, 2019.

FAIRGROUNDS MIDDLE SCHOOL—SHARON COFFEY

- / The Emotional Handicap (ED) program has two rooms in the 8th grade wing.
- / The deaf students program is a District program.
- / Intensive Needs is self contained.
- / The UA computer course uses one of the two dedicated computer rooms.
- / The 6th and 7th grade wing has resource rooms adjacent to the commons.
- / Lockers are used by students.
- / The pizza room is larger than is needed.
- / The reading room has a door to the pizza room and is used for reading intervention and small group work.
- / About half of the teachers use the teachers' room for lunch.
- / PE lacks a health classroom. A teacher will often give up a classroom during a free period for this purpose.
- / One main conference room near guidance (for 10 people) and one small conference room in guidance.
- / Locker rooms are old and get almost no use.
- / The UA program includes:
 - / Robotics
 - / Woodworking (has two rooms, but could be one, Brian said)
 - / FACS-Cooking
 - / FACS-Sewing/Career
 - / Band/Music
 - / Chorus
 - / Computer
 - / Art
- / There could be more integration with UA.
- / Athletics would like to meet K-12 Athletic Director, Lisa Gingras
- / 6th grade: 10
- / 7th grade: 8
- / 8th grade: 12
- / Current middle school: 2,432

- / Space needs to be addressed include the following:
 - / ELL
 - / SPED
 - / Administration
 - / Math intervention (could be a push-in model)
- / Site items to be addressed:
 - / Bus loop (8 large buses, 4 small buses)
 - / More parking (there are approximately 100 parking spaces)
 - / Parent queuing happens in the street.
 - / Play yard area (between the wings)
- / The school schedule is as follows:
 - / 7:30-8:00am start time
 - / 2:30-2:43pm dismissal time
 - / 7:00am morning sports program
 - / 7:30am breakfast
 - / There are several after school programs (drama, jazz, band, chorus, homework club).
- / The gym/cafeteria is used on weekends, mostly by the community.
- / Voting is done in the gym.
- / The athletic fields are run by Parks and Recreation.
- / They have to use Ledge Street for baseball.
- / The District-wide sports are baseball, softball, basketball, volleyball, field hockey.
- / There are keypads on 7th grade, teachers room, and janitor's room.

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FMS PROGRAMMING (CONT.)—SUMMARY OF FMS PRINCIPAL INTERVIEW

SECTION 3: PROGRAMMING

PMS PROGRAMMING

SECTION 3: PROGRAMMING

PENNICHUCK MIDDLE SCHOOL PROGRAMMING SUMMARY

Harriman surveyed the administration, teachers, and staff at each middle school, inquiring about many aspects of their learning environment such as what works well at their school, where there are opportunities for improvement, and how their school aligns with the best practices in 21st Century middle school design. Harriman received responses from 219 stakeholders.

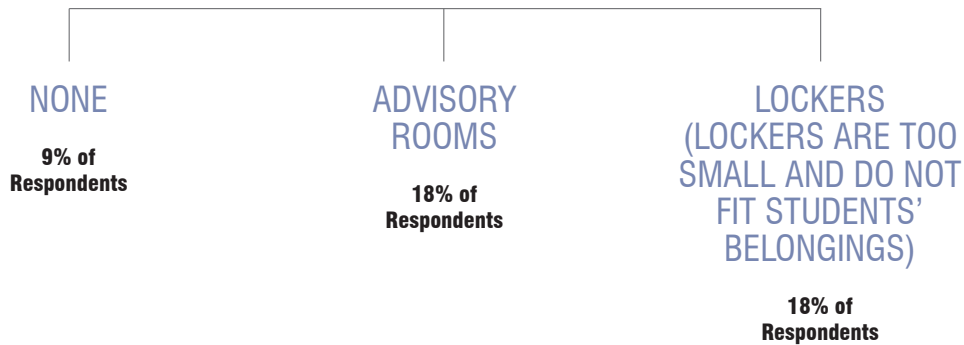
Harriman and District personnel met with the Pennichuck Middle School Principal to get a better understanding of existing and future programs, as well as how the existing building is currently utilized and what changes they would like to see to improve the spaces to support the school's programmatic needs.

Refer to the following pages for a summary of the Pennichuck Middle School Survey responses and the interview with the Pennichuck Middle School Principal.

Q2. IS THERE SPACE TO GATHER AS A TEAM? DO STUDENTS HAVE A HOME BASE? DOES IT WORK EFFECTIVELY? WHAT SHOULD BE IN OR NEAR THIS AREA?

NASHUA MIDDLE SCHOOLS SURVEY RESULTS / PENNICHUCK MIDDLE SCHOOL

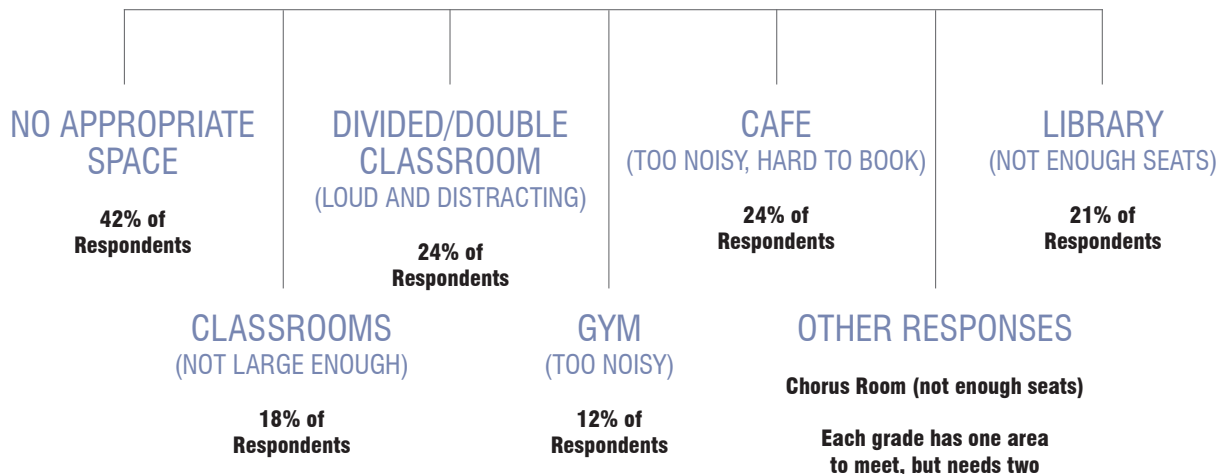
HOME BASE



Q2. IS THERE SPACE TO GATHER AS A TEAM? DO STUDENTS HAVE A HOME BASE? DOES IT WORK EFFECTIVELY? WHAT SHOULD BE IN OR NEAR THIS AREA?

NASHUA MIDDLE SCHOOLS SURVEY RESULTS / PENNICHUCK MIDDLE SCHOOL

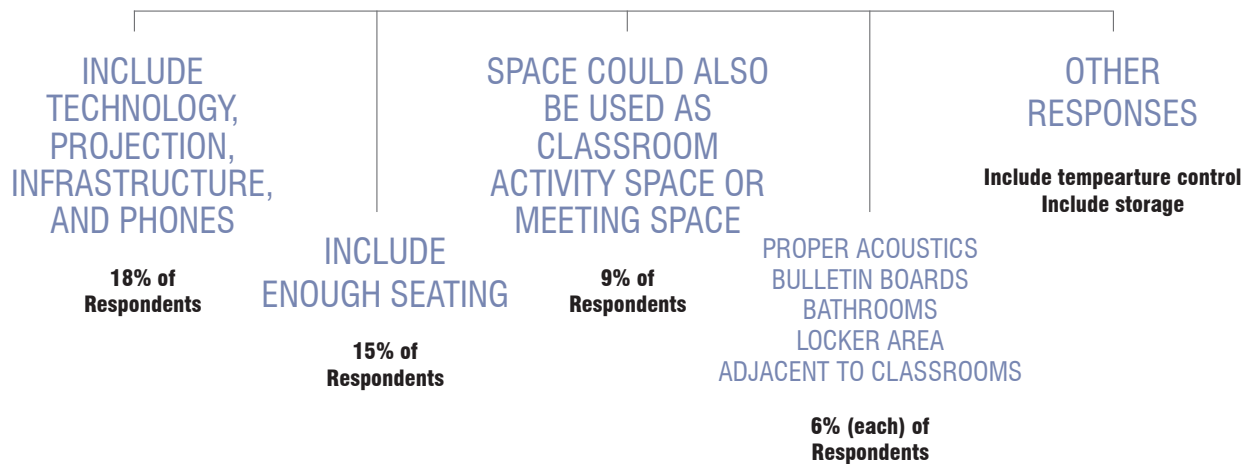
SPACE TO GATHER AS A TEAM



Q2. IS THERE SPACE TO GATHER AS A TEAM? DO STUDENTS HAVE A HOME BASE? DOES IT WORK EFFECTIVELY? WHAT SHOULD BE IN OR NEAR THIS AREA?

NASHUA MIDDLE SCHOOLS SURVEY RESULTS / PENNICHUCK MIDDLE SCHOOL

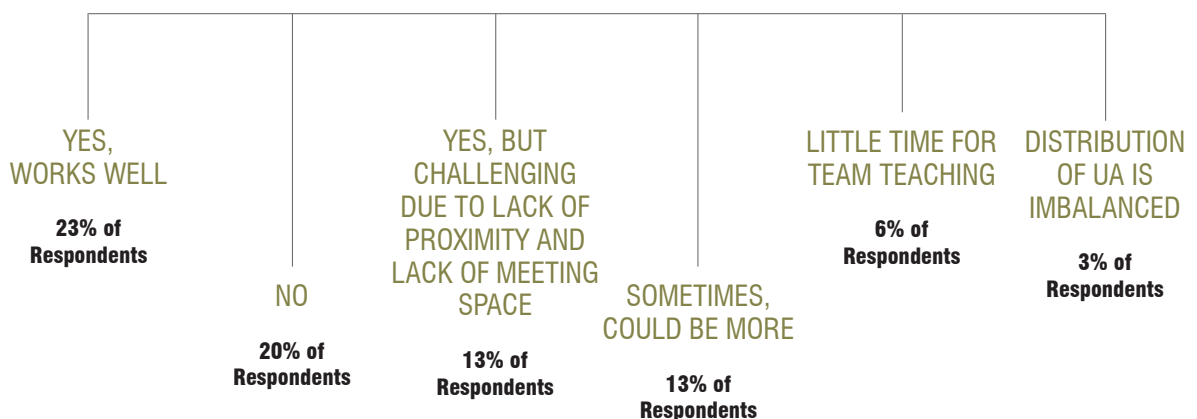
TEAM ROOM SUGGESTIONS



Q3. DOES LEARNING INVOLVE MULTIPLE DISCIPLINES? HOW IS THIS DONE? IF NOT, HOW CAN THE BUILDING SUPPORT EFFORTS FOR TEAM TEACHING OR CROSS DISCIPLINARY?

NASHUA MIDDLE SCHOOLS SURVEY RESULTS / PENNICHUCK MIDDLE SCHOOL

CROSS-DISCIPLINARY LEARNING AT PMS



Q3. DOES LEARNING INVOLVE MULTIPLE DISCIPLINES? HOW IS THIS DONE? IF NOT, HOW CAN THE BUILDING SUPPORT EFFORTS FOR TEAM TEACHING OR CROSS DISCIPLINARY?

NASHUA MIDDLE SCHOOLS SURVEY RESULTS / PENNICHUCK MIDDLE SCHOOL

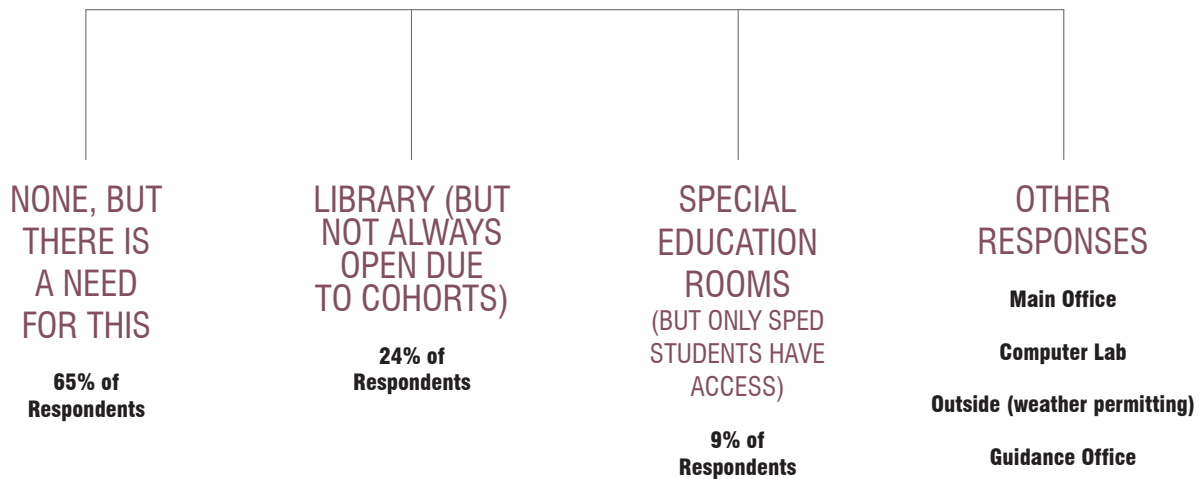
HOW BUILDING CAN SUPPORT EFFORTS



Q4. ARE THERE SPACES THAT ALLOW FOR SMALL GROUP WORK OUTSIDE THE CLASSROOM? WHERE AND HOW DOES DIFFERENTIATED LEARNING HAPPEN?

NASHUA MIDDLE SCHOOLS SURVEY RESULTS / PENNICHUCK MIDDLE SCHOOL

SMALL GROUP WORK OUTSIDE THE CLASSROOM



Q4. ARE THERE SPACES THAT ALLOW FOR SMALL GROUP WORK OUTSIDE THE CLASSROOM? WHERE AND HOW DOES DIFFERENTIATED LEARNING HAPPEN?

NASHUA MIDDLE SCHOOLS SURVEY RESULTS / PENNICHUCK MIDDLE SCHOOL

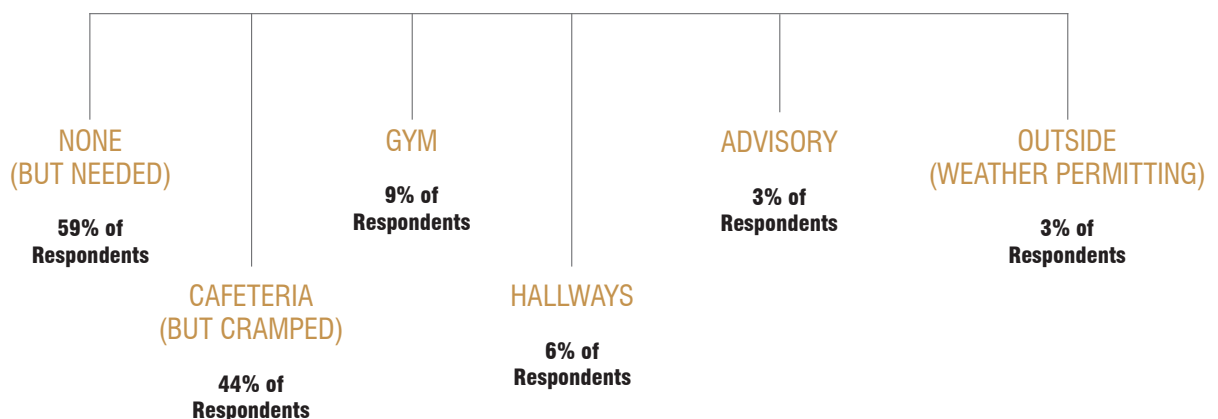
DIFFERENTIATED LEARNING



Q5. ARE THERE SAFE PLACES FOR STUDENTS TO SOCIALIZE? ARE THERE SPACES THAT PROVIDE QUIET INTROSPECTION, PEER-TO-PEER INTERACTIONS, GROUP ACTIVITIES?

NASHUA MIDDLE SCHOOLS SURVEY RESULTS / PENNICHUCK MIDDLE SCHOOL

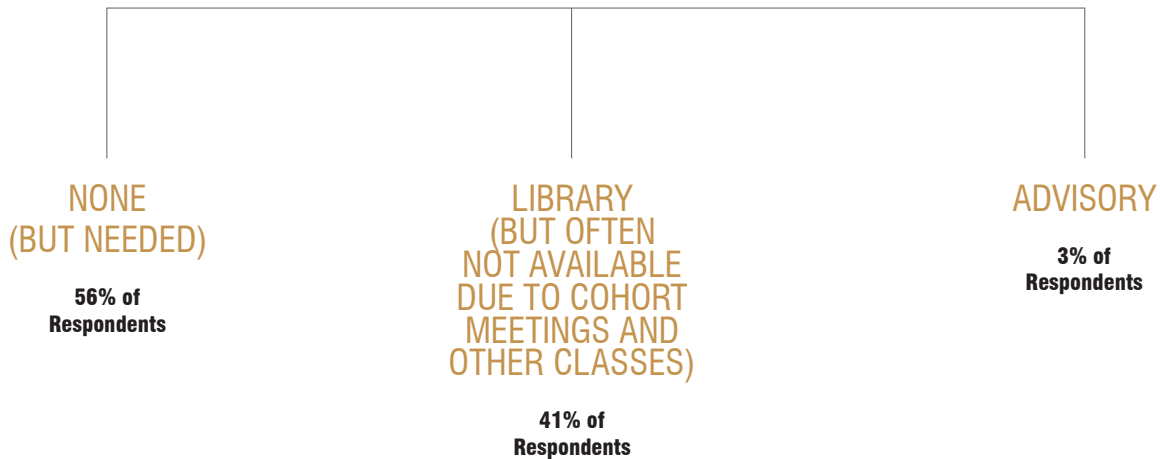
SAFE PLACES TO SOCIALIZE



Q5. ARE THERE SAFE PLACES FOR STUDENTS TO SOCIALIZE? ARE THERE SPACES THAT PROVIDE QUIET INTROSPECTION, PEER-TO-PEER INTERACTIONS, GROUP ACTIVITIES?

NASHUA MIDDLE SCHOOLS SURVEY RESULTS / PENNICHUCK MIDDLE SCHOOL

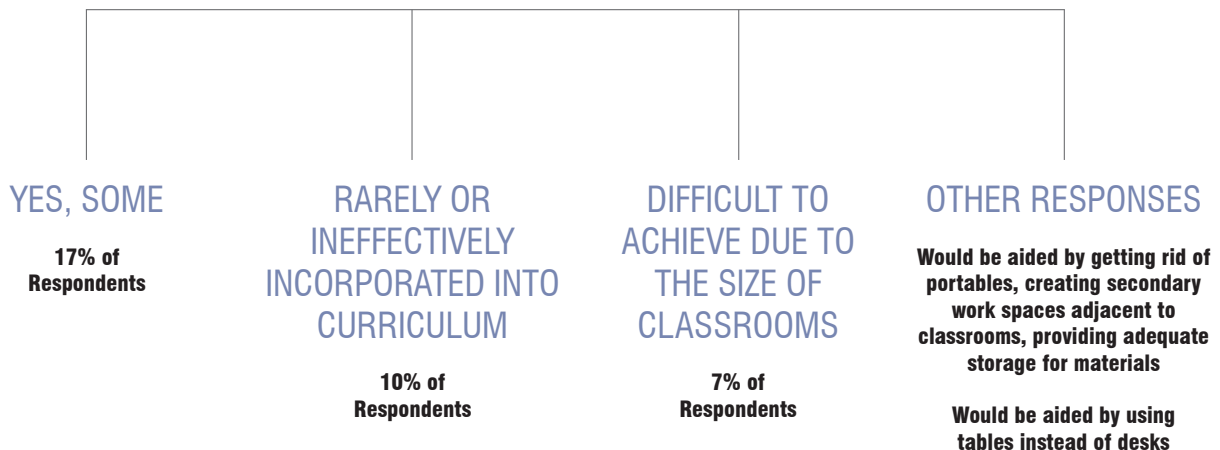
INTROSPECTION AND INTERACTION



Q6. HOW IS PROJECT-BASED LEARNING INCORPORATED INTO THE CURRICULUM? ARE THERE ADEQUATE OPPORTUNITIES FOR UA ACTIVITIES? ARE UA PROGRAMS VISIBLE AND CELEBRATED?

NASHUA MIDDLE SCHOOLS SURVEY RESULTS / PENNICHUCK MIDDLE SCHOOL

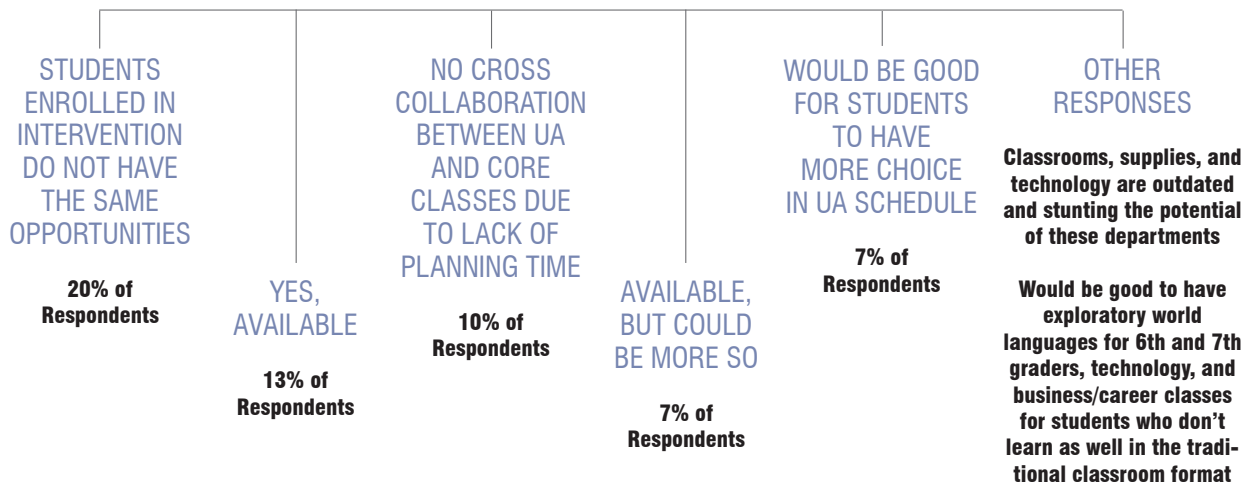
PROJECT-BASED LEARNING



Q6. HOW IS PROJECT-BASED LEARNING INCORPORATED INTO THE CURRICULUM? ARE THERE ADEQUATE OPPORTUNITIES FOR UA ACTIVITIES? ARE UA PROGRAMS VISIBLE AND CELEBRATED?

NASHUA MIDDLE SCHOOLS SURVEY RESULTS / PENNICHUCK MIDDLE SCHOOL

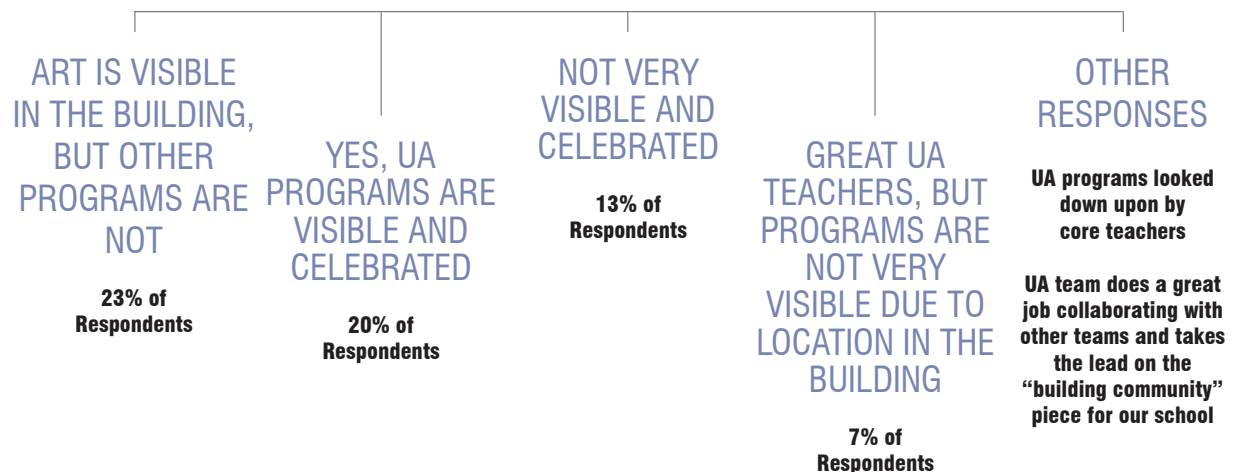
UA PROGRAM OPPORTUNITIES



Q6. HOW IS PROJECT-BASED LEARNING INCORPORATED INTO THE CURRICULUM? ARE THERE ADEQUATE OPPORTUNITIES FOR UA ACTIVITIES? ARE UA PROGRAMS VISIBLE AND CELEBRATED?

NASHUA MIDDLE SCHOOLS SURVEY RESULTS / PENNICHUCK MIDDLE SCHOOL

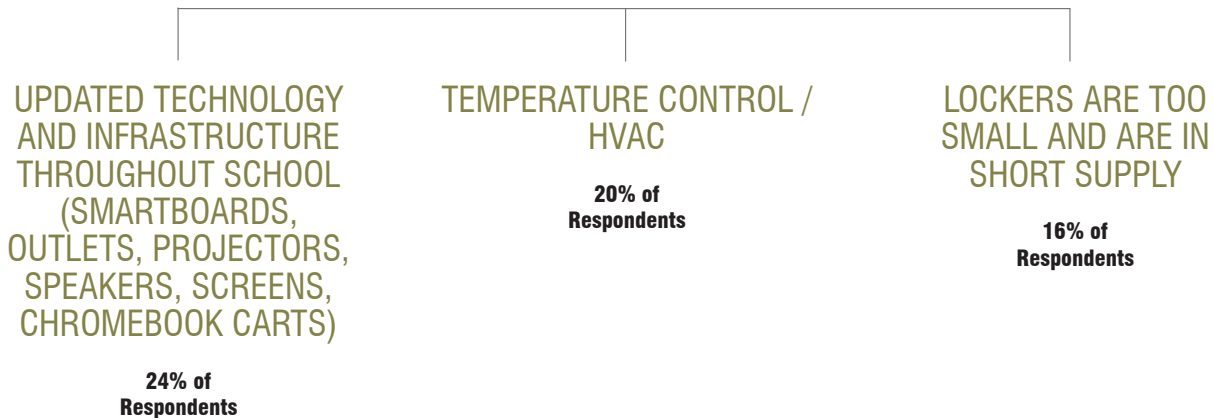
VISIBLE AND CELEBRATED



Q7. IS THERE ANY ADDITIONAL INFORMATION YOU WOULD LIKE TO SHARE WITH US?

NASHUA MIDDLE SCHOOLS SURVEY RESULTS / PENNICHUCK MIDDLE SCHOOL

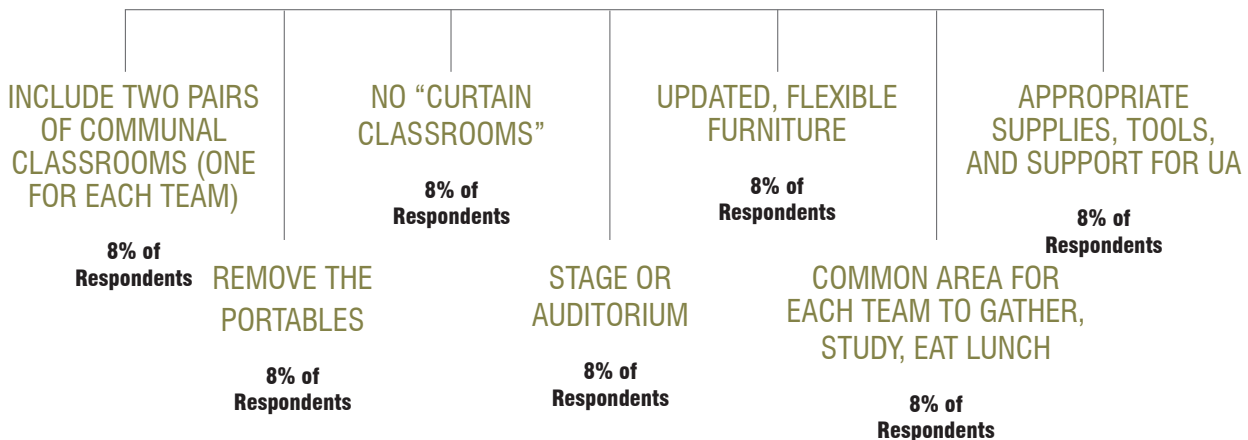
TOP RESPONSES



Q7. IS THERE ANY ADDITIONAL INFORMATION YOU WOULD LIKE TO SHARE WITH US?

NASHUA MIDDLE SCHOOLS SURVEY RESULTS / PENNICHUCK MIDDLE SCHOOL

OTHER COMMON RESPONSES



Q7. IS THERE ANY ADDITIONAL INFORMATION YOU WOULD LIKE TO SHARE WITH US?

NASHUA MIDDLE SCHOOLS SURVEY RESULTS / PENNICHUCK MIDDLE SCHOOL

CAFETERIA

CAFETERIA WITH SMALLER, ROUND TABLES TO CREATE COMMUNITY AND MAKE THE LUNCH ROOM MORE COMFORTABLE

PUT LUNCH LINES IN THE CAFETERIA AND EXTEND THE KITCHEN FOR EFFICIENCY

Q7. IS THERE ANY ADDITIONAL INFORMATION YOU WOULD LIKE TO SHARE WITH US?

NASHUA MIDDLE SCHOOLS SURVEY RESULTS / PENNICHUCK MIDDLE SCHOOL

LIBRARY AND STUDENT SPACES

REVAMP LIBRARY TO BRING UP TO DATE

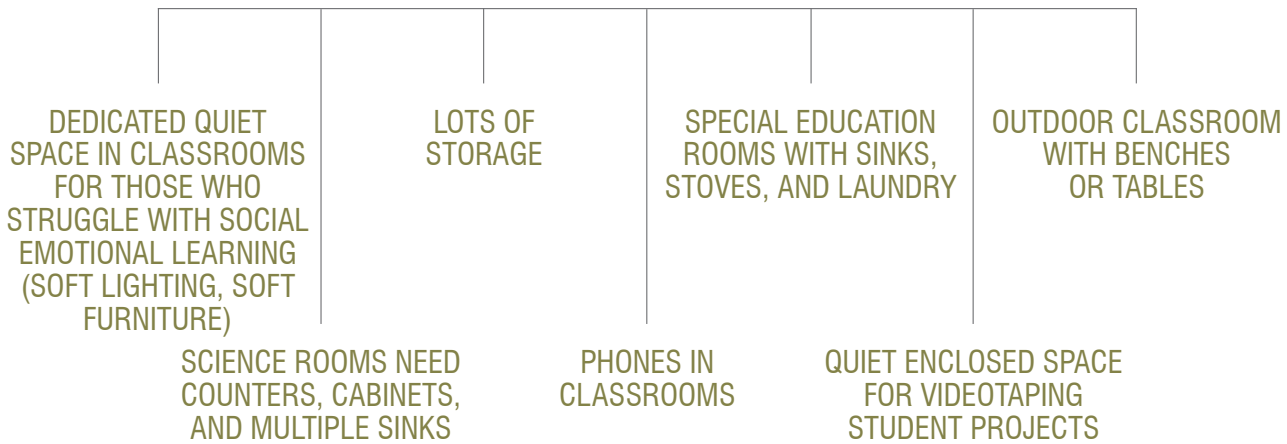
MAKE LIBRARY AVAILABLE TO STUDENTS AFTER SCHOOL (CURRENTLY UTILIZED BY COHORT MEETINGS)

DEVELOP STUDENT CENTERS/PLACES FOR KIDS TO HANG OUT OR BE ON THEIR LAPTOP

Q7. IS THERE ANY ADDITIONAL INFORMATION YOU WOULD LIKE TO SHARE WITH US?

NASHUA MIDDLE SCHOOLS SURVEY RESULTS / PENNICHUCK MIDDLE SCHOOL

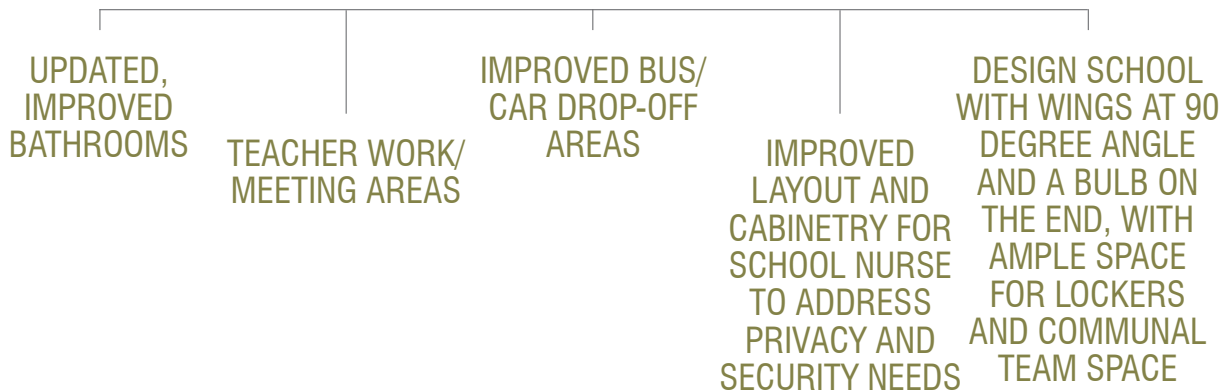
CLASSROOMS



Q7. IS THERE ANY ADDITIONAL INFORMATION YOU WOULD LIKE TO SHARE WITH US?

NASHUA MIDDLE SCHOOLS SURVEY RESULTS / PENNICHUCK MIDDLE SCHOOL

GENERAL COMMENTS



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PMS PROGRAMMING (CONT.)—SUMMARY OF PMS PRINCIPAL INTERVIEW

SECTION 3: PROGRAMMING

The following information was discussed in Principal interviews held on May 21, 2019.

PENNICHUCK MIDDLE SCHOOL—JASON TESINI

- / There are four intervention rooms for math and reading.
- / There are three SPED offices.
- / The EH classroom has a video classroom.
- / OT/PT shares a room with the keyboard storage.
- / Staff use the staff dining more. Paras eat together. The staff dining space is sometimes used as a meeting area.
- / Teachers use the workroom where the mailboxes are.
- / Administration has a separate work room area.
- / The conference room in guidance fits up to 10 and there is a second conference room on the corner.
- / The library is not large enough for a staff meeting.
- / The school lacks gathering areas.
- / The gym is used sometimes for events, but the larger portable screen is difficult to set up. 6th and 7th graders sit on the bleachers and 8th graders sit on chairs.
- / There are gates that close off classroom areas.
- / The community uses the site for the church soccer league, as well as using the tennis courts. Neighbors feel welcome on the site and walk their dogs there.
- / There are 7-9 large buses serving the site and 2 short buses.
- / Kitchen deliveries, trash, and maintenance are all handled at the kitchen receiving area.
- / UPS and USPS use the front entrance.
- / The parent drop-off area and dismissal area are both at the rear main entrance.
- / Card readers are at the doors near the portables, near the gym, at the kitchen, and at the two main entrance doors. There are six total.
- / The two PE office spaces are too small.
- / The UA program includes:
 - / World Language (Spanish and French in two classrooms)
 - / Computer classroom (located in the 6th grade wing)
 - / FACS
 - / FACS
 - / Art
 - / Wood shop
 - / Drafting/Graphics/Computer
 - / Industrial Arts
- / There are after school programs (such as Green Teens), but no before school programs.
- / Locker rooms are used for changing and are not in good condition.
- / There are around 80 staff.
- / The school schedule is as follows:
 - / 7:30-8:00am drop-off
 - / 2:43-2:50pm dismissal
- / The field is used by lacrosse, track, softball, baseball, soccer, and wrestling (boys and girls club).
- / Jason was unsure who owns the rear recreation field. The youth football program uses it.
- / There is a concern about the width/acoustics of the hallways with the addition of 200 students.
- / There is a concern about the size of the cafeteria, due to the acoustics.
- / There are no SPED programs.
- / ISS is small and a bad environment with no windows.
- / Safe room/de-escalation room/sensory room
- / There is a strong drama program that uses different areas in the school for practice.
- / Storage in the building is a concern.
 - / Music sheet storage has been cited by the fire department.
 - / Teams don't have storage space.
 - / Art storage is located in the cafeteria.

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PMS PROGRAMMING (CONT.)—SUMMARY OF PMS PRINCIPAL INTERVIEW
SECTION 3: PROGRAMMING

SUMMARY OF PROGRAMMING INFORMATION

SECTION 3: PROGRAMMING

ALL MIDDLE SCHOOLS PROGRAMMING SUMMARY

Harriman surveyed the administration, teachers, and staff at each middle school, inquiring about many aspects of their learning environment such as what works well at their school, where there are opportunities for improvement, and how their school aligns with the best practices in 21st Century middle school design. Harriman received responses from 219 stakeholders.

Harriman and District personnel met with the Nashua School District Special Education Director, the Career Technical Center Director, and the Athletic Director to get a better understanding of existing and future programs, as well as how the existing buildings are currently utilized and what changes they would like to see to improve the spaces to support their programmatic needs.

Refer to the following pages for a summary of all the Middle School Survey responses and the interviews with the Nashua School District Special Education Director, Career Technical Center Director, and Athletic Director.

SUMMARY OF PROGRAMMING INFORMATION (CONT.)—ALL MIDDLE SCHOOLS
ONLINE PROGRAMMING SURVEY SUMMARY

SECTION 3: PROGRAMMING

Q2. IS THERE SPACE TO GATHER AS A TEAM? DO STUDENTS HAVE A HOME BASE? DOES IT WORK EFFECTIVELY? WHAT SHOULD BE IN OR NEAR THIS AREA?

NASHUA MIDDLE SCHOOLS SURVEY RESULTS / COMMON RESPONSES ACROSS ALL MIDDLE SCHOOLS

HOME BASE



Q2. IS THERE SPACE TO GATHER AS A TEAM? DO STUDENTS HAVE A HOME BASE? DOES IT WORK EFFECTIVELY? WHAT SHOULD BE IN OR NEAR THIS AREA?

NASHUA MIDDLE SCHOOLS SURVEY RESULTS / COMMON RESPONSES ACROSS ALL MIDDLE SCHOOLS

SPACE TO GATHER AS A TEAM



SUMMARY OF PROGRAMMING INFORMATION (CONT.)—ALL MIDDLE SCHOOLS
ONLINE PROGRAMMING SURVEY SUMMARY

SECTION 3: PROGRAMMING

Q3. DOES LEARNING INVOLVE MULTIPLE DISCIPLINES? HOW IS THIS DONE? IF NOT, HOW CAN THE BUILDING SUPPORT EFFORTS FOR TEAM TEACHING OR CROSS DISCIPLINARY?

NASHUA MIDDLE SCHOOLS SURVEY RESULTS / COMMON RESPONSES ACROSS ALL MIDDLE SCHOOLS

CROSS-DISCIPLINARY LEARNING

YES, BUT THIS CAN BE CHALLENGING DUE TO A LACK OF SPACE AND/OR PLANNING TIME

Q3. DOES LEARNING INVOLVE MULTIPLE DISCIPLINES? HOW IS THIS DONE? IF NOT, HOW CAN THE BUILDING SUPPORT EFFORTS FOR TEAM TEACHING OR CROSS DISCIPLINARY?

NASHUA MIDDLE SCHOOLS SURVEY RESULTS / COMMON RESPONSES ACROSS ALL MIDDLE SCHOOLS

HOW BUILDING CAN SUPPORT EFFORTS

MORE COLLABORATIVE
WORKSTATIONS /
FURNITURE

LOCATE CLASSES NEAR
EACH OTHER FOR
COLLABORATION

SUMMARY OF PROGRAMMING INFORMATION (CONT.)—ALL MIDDLE SCHOOLS
ONLINE PROGRAMMING SURVEY SUMMARY

SECTION 3: PROGRAMMING

Q4. ARE THERE SPACES THAT ALLOW FOR SMALL GROUP WORK OUTSIDE THE CLASSROOM? WHERE AND HOW DOES DIFFERENTIATED LEARNING HAPPEN?

NASHUA MIDDLE SCHOOLS SURVEY RESULTS / COMMON RESPONSES ACROSS ALL MIDDLE SCHOOLS

SMALL GROUP WORK OUTSIDE THE CLASSROOM

NO SPACE FOR SMALL GROUP WORK OUTSIDE THE CLASSROOM, BUT THERE IS A NEED FOR THIS

LIBRARY

Q4. ARE THERE SPACES THAT ALLOW FOR SMALL GROUP WORK OUTSIDE THE CLASSROOM? WHERE AND HOW DOES DIFFERENTIATED LEARNING HAPPEN?

NASHUA MIDDLE SCHOOLS SURVEY RESULTS / COMMON RESPONSES ACROSS ALL MIDDLE SCHOOLS

DIFFERENTIATED LEARNING

WE TRY TO MAKE THIS WORK IN THE CLASSROOMS

IT WOULD BE BENEFICIAL TO HAVE CLASSROOM PULL OUT SPACE FOR STUDENTS WHO NEED ADDITIONAL SUPPORT, BUT THAT IS INCLUDED IN THE CLASSROOM

SUMMARY OF PROGRAMMING INFORMATION (CONT.)—ALL MIDDLE SCHOOLS
ONLINE PROGRAMMING SURVEY SUMMARY

SECTION 3: PROGRAMMING

Q5. ARE THERE SAFE PLACES FOR STUDENTS TO SOCIALIZE? ARE THERE SPACES THAT PROVIDE QUIET INTROSPECTION, PEER-TO-PEER INTERACTIONS, GROUP ACTIVITIES?

NASHUA MIDDLE SCHOOLS SURVEY RESULTS / COMMON RESPONSES ACROSS ALL MIDDLE SCHOOLS

SAFE PLACES TO SOCIALIZE

NO SPECIFIED SPACES FOR
THIS, BUT IT IS NEEDED

CAFETERIA

Q5. ARE THERE SAFE PLACES FOR STUDENTS TO SOCIALIZE? ARE THERE SPACES THAT PROVIDE QUIET INTROSPECTION, PEER-TO-PEER INTERACTIONS, GROUP ACTIVITIES?

NASHUA MIDDLE SCHOOLS SURVEY RESULTS / COMMON RESPONSES ACROSS ALL MIDDLE SCHOOLS

INTROSPECTION AND INTERACTION

NO SPECIFIED SPACES FOR
THIS, BUT IT IS NEEDED

LIBRARY

SUMMARY OF PROGRAMMING INFORMATION (CONT.)—ALL MIDDLE SCHOOLS
ONLINE PROGRAMMING SURVEY SUMMARY

SECTION 3: PROGRAMMING

Q6. HOW IS PROJECT-BASED LEARNING INCORPORATED INTO THE CURRICULUM? ARE THERE ADEQUATE OPPORTUNITIES FOR UA ACTIVITIES? ARE UA PROGRAMS VISIBLE AND CELEBRATED?

NASHUA MIDDLE SCHOOLS SURVEY RESULTS / COMMON RESPONSES ACROSS ALL MIDDLE SCHOOLS

PROJECT-BASED LEARNING

*YES, SOME PROJECT
LEARNING TAKES PLACE*

Q6. HOW IS PROJECT-BASED LEARNING INCORPORATED INTO THE CURRICULUM? ARE THERE ADEQUATE OPPORTUNITIES FOR UA ACTIVITIES? ARE UA PROGRAMS VISIBLE AND CELEBRATED?

NASHUA MIDDLE SCHOOLS SURVEY RESULTS / COMMON RESPONSES ACROSS ALL MIDDLE SCHOOLS

OPPORTUNITIES AND VISIBILITY

YES, UA IS VISIBLE
AND CELEBRATED

SOME STUDENTS DO
NOT GET THE SAME
OPPORTUNITIES

THE LOCATION OF
UAS IS REMOVED
FROM OTHER
DISCIPLINES

PROJECTS DO NOT
HAVE SHARED SPACE
OR TIME

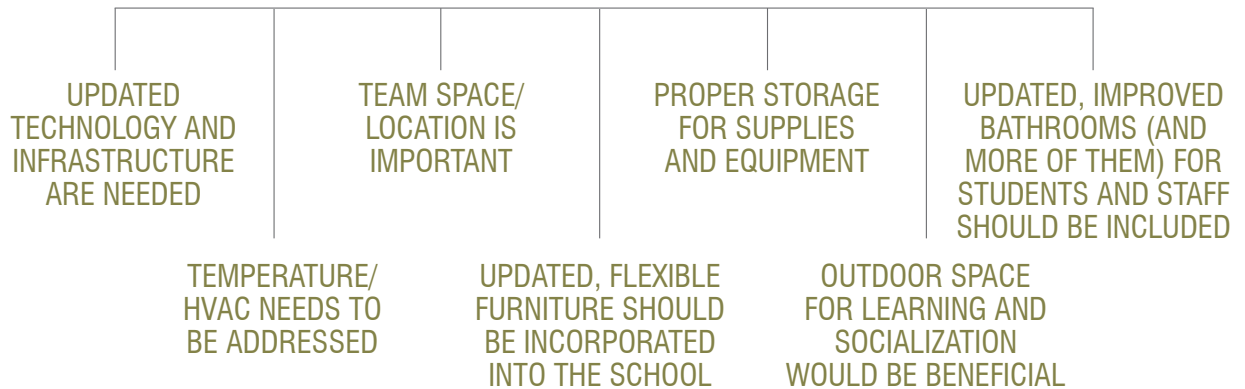
SUMMARY OF PROGRAMMING INFORMATION (CONT.)—ALL MIDDLE SCHOOLS
ONLINE PROGRAMMING SURVEY SUMMARY

SECTION 3: PROGRAMMING

Q7. IS THERE ANY ADDITIONAL INFORMATION YOU WOULD LIKE TO SHARE WITH US?

NASHUA MIDDLE SCHOOLS SURVEY RESULTS / COMMON RESPONSES ACROSS ALL MIDDLE SCHOOLS

COMMON RESPONSES



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SUMMARY OF PROGRAMMING INFORMATION (CONT.)—SPECIAL EDUCATION DIRECTOR INTERVIEW

SECTION 3: PROGRAMMING

On April 3, 2019 Harriman facilitated a conversation with Marcia Bagley, Special Education Director, and Donna Fitzpatrick, Assistant Superintendent, regarding their current special education programs at the three existing middle schools as well as the out of district programs. The goal of the call was to obtain an understanding of the current programs, adjacencies, number of students and staff at each school. As well as an understanding of what changes they would make. Below is a summary of the information discussed:

- / Marcia Bagley oversees the district coordinator, Pre-school coordinator, and Chief School Psychologist
- / There are four specialized programs within the district:
 - / Elm Street Middle School (EMS)
 - / Project Achievement - Emotionally Handicap, behavioral support, smaller class size. Four rooms and an office.
 - / Bridges program – autism program. 30 students (Three classrooms) 10 per classroom.
 - / Fairgrounds Middle School (FMS) – Two intensive needs programs self-contained, some with downs syndrome, some with Nurse.
- / IEP's at all three schools. Case managers for IEP but students within classroom throughout the day.
- / Other's supported by general case managers. Some case managers teach core content areas such math and English. Case managers usually have their own classroom. Class sizes usually range 12-15 or could be lower.
- / General SPED population set up is appropriate and functions well. Least restrictive environment that mirrors the typical middle school experience.
- / Intensive needs program- need classrooms much larger than what currently exists. Large class size with everything accessible. None of current buildings have this. Love to have handicap accessible bathrooms attached to the rooms. To address medical needs, provide temp control/ A/C. Storage space for equipment. Program has large equipment such as Hoyer, Stander box to develop support muscles, "Walker" Wheel chair and specialized seating. Nurses office needs to be large enough to provide space to accommodate wheelchair space, privacy for services such as tube feeding and privacy for sick children.
- / If all specialized programs were to be located at one school the sharing of resources would be an advantage. However, transportation would/might be an issue.
- / Cool down rooms or sensory rooms are needed as part of Project Achievement
- / Specialized Services:
 - / OT/PT, Speech, staff need space and offices. Close proximity to classrooms is desired. At FMS, speech has to walk a good distance and can incite behavior
 - / Teachers for the visually impaired have an office within the district.
 - / Orientation and mobility teachers are with the students and don't need extra space.
 - / Teachers of the deaf have dedicated space for pull out similar to the case managers.
- / A Middle school SPED administrative suite is desired. South High School has an entire office suite, 5 offices and conference rooms. North has a wing with office space, classrooms and conference rooms. Like the set up at south with the suite but the classrooms are more integrated within the overall school program. Conference space is at a premium.
- / Out of District
 - / Some students require specialized space and staff.
 - / Need is greatest at the high school level. Could start at the MS level.
 - / Autism – non-verbal and have significant behavior issues – more severe than population of Bridges program. Only 12 students in a classroom. Would like 2 classrooms.
 - / Behavior management – at a higher level than project achievement. Need more adult support. Need individual work space (currently use office partition).
- / Total Number of identified SPED students:
 - / EMS: 236
 - / FMS: 121
 - / PMS: 87

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SUMMARY OF PROGRAMMING INFORMATION (CONT.)—SPECIAL EDUCATION DIRECTOR INTERVIEW

SECTION 3: PROGRAMMING

- / Case Managers at each school:
 - / EMS: 16
 - / FMS: 9
 - / PMS: 6
- / Action items:
 - / Marcia to provide history of SPED numbers, number of classrooms and number of cool down rooms.

SUMMARY OF PROGRAMMING INFORMATION (CONT.)—HIGH SCHOOL
CAREER TECHNICAL EDUCATION (CTE) DIRECTOR INTERVIEW
SECTION 3: PROGRAMMING

The following information was discussed in an interview with Amanda Bastoni, Director of the Nashua Technology Center for Nashua High School North, and Donna Fitzpatrick, Assistant Superintendent, held on March 8, 2019.

- / Options being explored for Elm street Middle school include to renovate or replace the facility.
- / What changes do we want to see in UA and CTE at Elm Street but also all three schools
- / High level:
 - / Simultaneously contracted with consultant to look at safety and FCS for upgrades.
 - / Want to create pathways in Middle School years.
 - / TVs updated with CTE info at all high schools. Can link the middle school level so they can see the information on HS CTE classes they can be taking.
 - / Michael – CTE director at Nashua High School South. Spearhead streaming with middle school and tour programs virtually. Can bring all middle schools up to high school.
- / Pathways:
 - / Largest program and numbers in New Hampshire
 - / 19 programs
 - / 981 students
 - / Second highest is Pinkerton Academy
 - / Want to create vertical alignment
 - / Want to have resources mirrored at all three middle schools.
- / Middle school unified arts programs are evolving from traditional to future 21st century
- / All skills important
 - / HVAC, woodworking important
 - / Robots is how Nashua defines itself
 - / Robots on land
 - / Elm street very strong robot program
 - / Permanent playing field
 - / Engineering and Robotics big push in Nashua
 - / Facility should reflect the goals.
- / Using live stream and awareness of programs and make clear the career pathways.
- / Salem High School's engineering wing has large barn doors at the STEM lab. Area with clean technology (3d printing).
- / Two STEM labs developing in high school. Put down carpet tiles and movable furniture for flexible furniture. At North. AEC labs working with.
- / Just written some grants space promotes behavioral changes
- / Changes attitude towards CTE, career pathways.
- / Spaces for the classrooms that go along with professional development and enhance with CTE program that is hands on. This will seep into the classrooms.
- / Don't want to permanently put our logo anywhere. Want to be able to update easily.
- / Common space where things can happen. Science fair, team meeting, etc. that is not the gym.
- / Salem CTE has woodworking next to industrial arts (cross pollination)
- / Avoid "shop" wing.
- / Chrome book carts vs computer labs.
- / Perkins 5 is funding source in Nashua for CTE. Can now spend funds down to 5th grade.
- / Next steps:
 - / Look at existing spaces
 - / Read reports
 - / ID an additional questions
 - / Provide proposed layout
 - / Amanda to send the pathways

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SUMMARY OF PROGRAMMING INFORMATION (CONT.)—DIRECTOR OF ATHLETICS AND WELLNESS INTERVIEW

SECTION 3: PROGRAMMING

The following information was discussed in an interview with Lisa Gingras, Director of Athletics and Wellness, and Donna Fitzpatrick, Assistant Superintendent, held on June 12, 2019.

EXISTING SCHOOLS

- / Pennichuck Middle School
 - / Exterior:
 - / The exterior basketball court is used on a daily basis, both during and after school.
 - / The community uses the facilities on a daily basis as well.
 - / Can't lose anything.
- / Fairgrounds Middle School
 - / Exterior:
 - / Ideally a baseball field would be added at Fairgrounds.
 - / Don't lose any fields/track.
 - / Softball is played on campus and owned by the City.
 - / Baseball must bus a block or so to the City-owned field.
- / Elm Street Middle School
 - / There are no fields on this site.
 - / Students are bussed daily for all activities.

NEW SCHOOL

- / Exterior facilities at a minimum should include:
 - / Baseball field
 - / Softball field
 - / Track
 - / Soccer field
- / Ideal spaces to include would be:
 - / Tennis courts
 - / Exterior basketball courts
 - / A cross country trail
 - / Gym/locker rooms that are adjacent to the fields
- / The following spaces would be nice to include, but there is concern about whether these can be replicated at all three schools:

- / Circuit training space
- / A dugout and scoreboard
- / A field house with outdoor storage and bathrooms (storage is an issue).

INTERIOR NEEDS

- / Existing facilities are too small.
- / The maximum size for PE class is 40 students, due to the size of the space.
 - / There are now two teachers with two classes of 40 students each.
 - / Pennichuck is larger than Fairgrounds.
- / There should be a divider curtain in the gym.
- / A lesson learned from the high school: when the bleachers are extended, you can't drop the curtain. Make sure to split the bleachers.
- / Include 6 retractable basketball hoops.
- / There should be storage within the gym.
- / An additional all-purpose fitness room/auxiliary room is needed.
- / A small weight room should be included at each of the three schools.
 - / Elm Street has created one and uses it for PE on a daily basis.
- / Pennichuck's gym has the best set-up in regards to PE offices.
 - / Offices are the eyes on the gym.
 - / Assuming three equivalent middle schools, there should be 3 offices at each school.
- / Locker rooms should have individual changing cubicles in lieu of showers.
- / There should be public bathroom facilities near the gym, including family and gender-neutral restrooms.
- / There do not need to be separate team rooms.
- / There should be lockers for personal storage, assigned by trimester.
 - / With 7 periods per day and 40 students per class, there should be approximately 300 lockers per locker room.

SUMMARY OF PROGRAMMING INFORMATION (CONT.)—DIRECTOR OF ATHLETICS AND WELLNESS INTERVIEW

SECTION 3: PROGRAMMING

- / Or, with 3 classes of 120 students, 7 periods a day, there should be approximately 840 lockers.
- / Students bring their own locks.
- / There should be a water filtration system and bottle filler in lieu of a bubbler.
- / The preference is for the gym surface to be hard wood.
- / An auxiliary gym could have rubberized floor.
- / The gym should have basketball and volleyball marked out for the main court and two practice courts.
- / The auxiliary space should have courts going in the opposite direction.
- / Include an ice machine in the storage room and PE office for medical/sports training.

PROBLEM AREAS

- / Nets over the scoreboard.
- / Wi-fi, clocks, sprinkler—need cages.
- / Include a section of wall that can resist the impact of balls (practicing pitching, etc.)
- / Lockers in locker rooms see abuse.
- / If the gym is high up, pitch the ledge.
- / There isn't an ability to lock the gym from the inside.
 - / If the school goes into lockdown, students should go into locker rooms, therefore locker rooms need to have classroom security hardware on the doors.
- / There are electronic ports near the court lines for the scoreboard.
 - / Ideally a wireless scoreboard should be used to avoid the issues of having ports in the floor.
- / The sound system in each of the gyms should be addressed.
- / Tom Souza has created a nice sound systems in the Fairgrounds gym.

LIGHTING

- / Be sure to include good quality lighting.
- / If there are windows, there needs to be a way to control light levels for A/V presentations (electronic shades).

STORAGE

- / There is no place to store cheer or wrestling mats.
 - / 7 cheer mats in 3 large sections (16'-17' long).
 - / Another option is for wall hoists.
 - / A building-length wide storage area for mats would be useful.
- / Storage needs include:
 - / PE storage
 - / Athletics storage
 - / Uniform storage
 - / Volleyball storage
- / PE storage should be separate from athletics storage.
- / Storage should be accessible from both indoors and outdoors.

NEXT STEPS

- / Review concept plans

COMMUNITY FORUM SUMMARY

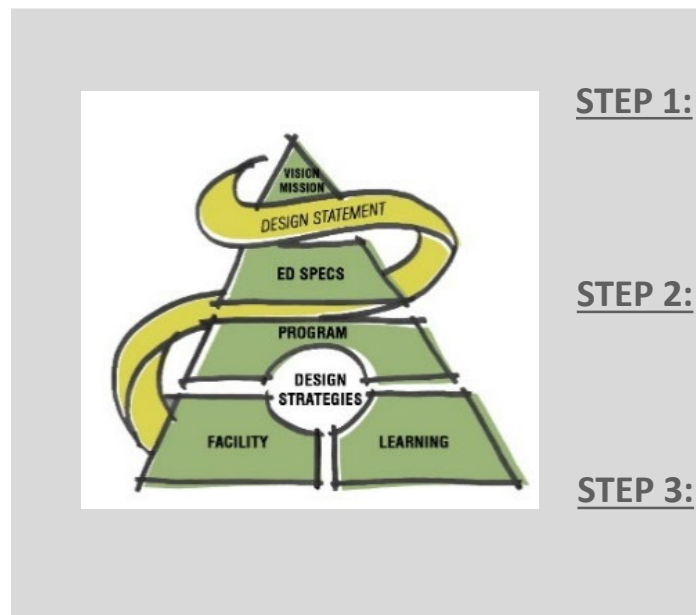
SECTION 3: PROGRAMMING

The Community Forum was held on June 3, 2019. Harriman conducted an educational session highlighting best practices in 21st century middle school design:

- / Learning Communities
- / STEM/STEAM Labs
- / Social Learning
- / Art/Music
- / Transparency/Natural Light
- / Outdoor Connection
- / Learning Commons
- / Welcoming Entry

Harriman then led the community through a three-step process to arrive at a Design Statement that captures the essence of Nashua middle schools and would help guide the design of its schools.

This section contains meeting notes and attached photos from the Community Forum held on June 3, 2019, as well as the final combined design statement for this project, based on the feedback from Community Forum participants and agreed upon by the committee.



3

WORDS OR PHRASES THAT CAPTURE THE ESSENCE OF **NASHUA'S MIDDLE SCHOOLS**

3

IMAGES THAT CAPTURE THE ESSENCE OF **NASHUA'S MIDDLE SCHOOLS**

1

DESIGN STATEMENT THAT CAPTURES THE ESSENCE OF **NASHUA'S MIDDLE SCHOOLS**

COMMUNITY FORUM SUMMARY (CONT.)

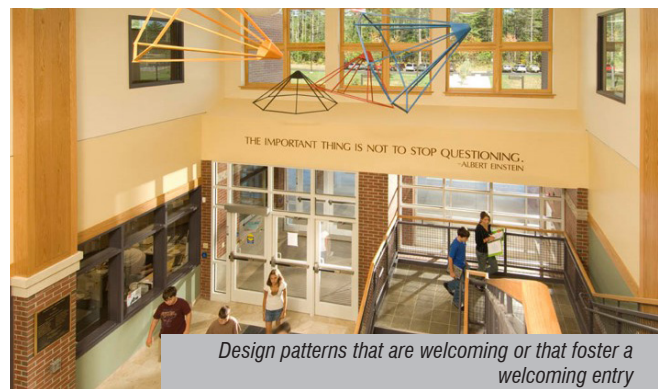
SECTION 3: PROGRAMMING

COMMUNITY FORUM CONCLUSION

The participants came to a consensus and selected three words or phrases that capture the essence of Nashua's middle schools. These words/phrases are:

- / Flexibility
- / Equity
- / Welcoming and Secure

Members of the group selected the following images and/or design patterns that support the essence of Nashua's middle schools. They are as outlined in the adjacent photos:



COMMUNITY FORUM SUMMARY (CONT.)

SECTION 3: PROGRAMMING

Building off of the words and design patterns, the community arrived at several Design Statements that ultimately lead to one final Design Statement that conveys the essence of Nashua middle schools and will be the thread throughout the design of the middle schools. It reads:

“Building a diverse learning community by encouraging students to open their eyes to explore, their minds to create, and their hearts to accept.”



COMMUNITY FORUM SUMMARY (CONT.)—MEETING MINUTES

SECTION 3: PROGRAMMING



MEETING NOTES

To	Shawn Smith, Richard Dowd, Carl Dubois, Donna Fitzpatrick, MDL, JDO, LAS, DAB
From	Mark Lee and Lisa Sawin
Date	June 10, 2019
Project	Nashua Middle School Project Project No. 18561
Subject	June 3, 2019 Public Forum Meeting Minutes
Attendees	Jessica Brown, Gabriel Falzarano, Ian Atwell, S. Coffy, Donna Fitzpatrick, R. McNally, Anne McCubrey, Sinead Crook, Tanya Brandt, Fran Nutter-Upham, Kim McCarthy, Lori Wilshire, Mary Ann Melizzi-Goja, Richard Dowd, Laura Graudons, Mr. Pearson, Catherine Belanger, Denise Rock-O'Hara, Darcy Rock-O'Hara, Shaunna O'Neil Mark Lee, Lisa Sawin, Jamie Ouellette, Emilie Waugh (Harriman)
Time/Location	6:15/Elm Street Middle School Cafeteria
Objective:	To present the goals for this project to the community and gather their input and guidance for the process.

- 1) Mark Lee (Harriman) welcomed everyone and introduced Harriman and how excited we are to be working with the City of Nashua on their middle school projects. He walked the group through the agenda for this evening.
- 2) Mark gave an introduction to the project and reviewed the schedule:
 - a. This project will be looking comprehensively at all three middle schools in the District, including the physical condition of the buildings and their systems. There is an emphasis on Elm Street, which is in the worst condition, but we will be looking at all three schools in terms of how they support the learning you're doing with this age group.
 - b. Tonight is really about listening to the community and understanding what you value in your learning environments and schools.
 - c. Harriman will then make recommendations throughout the summer and will develop a report for the Joint Special School Building Committee (JSSBC). The JSSBC will make recommendations about projects to move forward, and then we will meet with the community again in the fall to provide an update about what the study found and what the proposed potential changes to middle schools will be.

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COMMUNITY FORUM SUMMARY (CONT.)—MEETING MINUTES
SECTION 3: PROGRAMMING



June 3, 2019 Public Forum Meeting Minutes

- d. We are in the “Study” phase now, which we’ve been involved in since last fall as we undertake a facilities analysis.
- e. It will be important to think about equity and the budget in totality (operating costs and construction costs).
- f. Once the study concludes and recommendations move forward, we’ll enter the design phase (spring 2020 to winter 2020).
- g. Then we’ll turn it over to the contractor (Harvey Construction) and they’ll start the actual construction (tentatively scheduled for Spring 2021 to 2023).
- h. The Facilities Analysis will consist of traffic studies, site analysis, hazardous materials assessment in buildings, as well as looking at mechanical, electrical, technology, and communications systems.
- i. During Educational Programming we met with educators, looked at deficiencies in spaces, and determined what that means for different configurations for the middle schools.
- j. During Conceptual Design we think about the layout of building projects, perform cost analysis (including operating costs) and look at our options for new construction with sustainable energy features.

3) Lisa Sawin talked about 21st Century Learning Environments Best Practices:

- a. Schools have seen a lot of evolution since these schools were built.
- b. Learning Communities are really important in middle school design.
 - i. Students are transitioning from the Elementary School model to the HS model, so we need to focus on fostering independence.
 - ii. Their community is getting larger and they are coming from one-on-one relationships with their Elementary School teachers.
 - iii. This views a school as a series of neighborhoods.
 - iv. There is an emphasis on project-based learning.
 - v. Schools that have used this model, have classrooms surrounding a communal space. In many schools where this configuration is present, we do not find this communal area distracting, as students were used to the transparency between the learning spaces.
- c. Art/Music/Performance Space can be inspirational.
 - i. This doesn’t necessarily have to be an auditorium, but could be a space to work on soft skills, communication, and collaboration.
 - ii. Great natural light is important.
 - iii. This would provide flexibility to work on a variety of different media.
 - iv. Power connection could be located overhead to allow the space to be mobile.
 - v. Dedicated space to display work and celebrate student work should be prominent.
- d. STEM/STEAM (Science, Technology, Engineering, Art, Math) space is increasingly important.
 - i. Labs with flexibility, water/sink, and access to technology are important spaces to allow students to be creative/messy.
 - ii. There should be a connection to the outside.
 - iii. Storage is very important because there are a lot of materials.
 - iv. Flexible spaces for instruction and project work are important.

COMMUNITY FORUM SUMMARY (CONT.)—MEETING MINUTES

SECTION 3: PROGRAMMING



June 3, 2019 Public Forum Meeting Minutes

- e. Social Emotional Learning helps develop soft skills (like communication and collaboration) that are used every day in the professional world.
 - i. These spaces allow students to learn from their peers and from themselves.
 - ii. In “campfire” or “watering hole” spaces, students can do performances, presentations, lecture, etc. and the space can take different forms.
 - iii. Cafeterias aren’t used all the time, so if you design it to incorporate these spaces, they can be utilized at other times.
 - iv. “Cave space” (pull out space outside of classrooms) can be utilized for quiet learning, creative thinking, and introspection.
 - f. Learning Commons are no longer the traditional quiet library. These spaces are now incorporating both quiet space, loud space, messy space, etc. to allow students access to different ways of learning.
 - i. Students can do research on a computer, get a book, and perform an experiment or participate in hands-on learning in a makerspace.
 - ii. These spaces should incorporate sinks, counters, and overhead power in the makerspace.
 - iii. There can also be small group rooms.
 - iv. There should be a variety of seating and technology to suit the different needs of students.
 - g. Flexible space is important to make sure we can adapt as time progresses. Movable furniture allows for students to learn in different ways, and classrooms to be set up differently depending on the needs.
 - h. Transparency and an outdoor connection provides opportunities for students to see into the classrooms to see learning taking place, as well as providing opportunities for students to go outside and learn from nature.
 - i. It’s been shown that natural light improves performance and it is associated with our well-being.
 - ii. Calming spaces with a connection to the outdoors/nature can be very beneficial.
 - iii. Protected outdoor space, like a courtyard would be a good way to incorporate this.
 - i. Providing a welcoming entry makes a school welcoming to the community and makes students proud of where they go each day. We want to balance this with safety and security, but also set a positive tone for a connection between the school and the community.
 - i. As you approach the building, you want to feel it’s a space you belong and that you want to go to.
 - ii. There should be spaces to celebrate student work and achievement near the entryways.
- 4) The attendees participated in an interactive exercise:
- a. Attendees divided into three groups to brainstorm about what they identify as the essence of Nashua middle schools.
 - b. Group #1 identified the following phrases:
 - i. Flexible spaces (indoor and outdoor) for sports and performances
 - ii. STEAM and STEM-ready (availability for different types of learning)
 - iii. Equity within student population (access to different types of facilities)

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COMMUNITY FORUM SUMMARY (CONT.)—MEETING MINUTES

SECTION 3: PROGRAMMING



June 3, 2019 Public Forum Meeting Minutes

- iv. Equity making it a quality investment now, so if in the future we need to redesign, it will be within the budget
 - v. Safety and security for all students
 - c. Group #2 identified the following phrases:
 - i. Freedom of movement
 - ii. Freedom to create
 - iii. Freedom to be messy
 - iv. Flexibility
 - v. Engaging and inclusive
 - vi. Welcoming and secure
 - vii. Outdoor learning
 - d. Group #3 identified the following phrases:
 - i. Community
 - ii. Project-based learning
 - iii. True Teaming
 - iv. Well-rounded student (scholar, artist, athlete)
 - v. Blended learning
 - vi. Inclusivity/equity
 - vii. Community service
 - viii. Community connection
 - ix. Location
 - x. Performance space
 - e. Each member got to vote on the words they felt best represented the essence of Nashua middle schools. The top three phrases were:
 - i. Welcoming and secure
 - ii. Flexibility/flexible spaces
 - iii. Equity/inclusivity
 - f. The three groups then selected photos that they felt best represented these important words and how they envisioned their future schools.
 - g. Next the groups synthesized these words/phrases and photos to develop a design statement that would form the foundational narrative that we could use to build the design around. When Harriman goes to design spaces, they will be able to ensure that they are designing in support of a particular vision for the school.
 - i. Group #1: An engaging and energizing environment focused on diverse learners to develop well-rounded students.
 - ii. Group #2: Creating an environment that allows teachers and students the freedom to dream and create.
 - iii. Group #3: In our learning communities within our school, we open our eyes to explore, our minds to create, and our hearts to accept.
- 5) Conclusion and next steps:
- a. Mark thanked everyone for participating in this exercise. The next step will be to formulate a single design statement to help guide this project.
 - i. We can do this in one of two ways: allow members of the group to vote on a single statement from the ones we heard today, or integrate all of these into a single statement for you.

COMMUNITY FORUM SUMMARY (CONT.)—MEETING MINUTES

SECTION 3: PROGRAMMING



June 3, 2019 Public Forum Meeting Minutes

- b. The project process after this meeting will involve gathering all the information about the schools that we've outlined earlier, synthesizing this information, and beginning concept design in the summer.
 - c. Harriman will be ready to come back in the fall to share what they've learned throughout the study phase.
- 6) Other comments:
- a. During the last part of the meeting, some attendees shared some additional thoughts and questions about the project.
 - i. Part of what you have to be careful about, as we talk about being welcoming to the community, is the location of the school. You can't build a school 15 miles outside of town, and risk losing your core students. That is not welcoming to the downtown students.
 - ii. Will there be a greenhouse? Could the one that's here be brought to a new site?
 - 1. That is one of the things we'll evaluate. We should be able to do so.
 - iii. It's worth considering how we could be more inviting to neighbors (incorporating trees, benches, etc.). If they end up building a new school somewhere else, it would be nice to see this current building renovated to be a community center.
 - 1. We don't know yet if we'll be doing renovation vs. new construction, but we do know that right here at the heart of the city, there is a lot of opportunity.

If written notice is not received within two weeks of receipt, the above meeting notes represent an accurate summary of the meeting and its conclusions.

COMMUNITY FORUM SUMMARY (CONT.)—MEETING MINUTES

SECTION 3: PROGRAMMING



June 3, 2019 Public Forum Meeting Minutes

GROUP 1 BOARD

SESSION 1: BRAINSTORMING WORDS (5 MINUTES)

	TOTAL
Flexible Spaces - Indoor & Outdoor	7
STEM/STEAM Ready	10
Equity	15
Security/Safety	8

HARRIMAN | Nashua Middle Schools | June 2019

SESSION 2: WORDS, IMAGES, AND VISION (15-20 MINUTES)

Flexibility, Equity, Safe/Secure

BEST PRACTICES
social and emotional learning

BEST PRACTICES
learning corridors

BEST PRACTICES
welcoming entry

An engaging and energizing environment focused on diverse learners to develop well-rounded students.

HARRIMAN | Nashua Middle Schools | June 2019

COMMUNITY FORUM SUMMARY (CONT.)—MEETING MINUTES

SECTION 3: PROGRAMMING



June 3, 2019 Public Forum Meeting Minutes

GROUP 2 BOARD

SESSION 1: BRAINSTORMING WORDS (5 MINUTES)

Word	Count	TOTAL
Freedom of movement	1	2
Freedom to create	1	
Freedom to be messy	1	
Engaging + Inclusive	7	16
Welcoming + Secure	7	
Outdoor Learning	7	7

Handwritten notes: Flexibility

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SESSION 2: WORDS, IMAGES, AND VISION (15-20 MINUTES)

Flexibility, Equity, Welcoming + Secure

BEST PRACTICES
social and emotional learning

BEST PRACTICES
STEM/STEAM Lab

BEST PRACTICES
transparency / daylight / connections to nature

Creating an environment that allows teachers + students the freedom to dream + create.

DESIGN STATEMENT

HARRIMAN | Nashua Middle Schools | June 2019

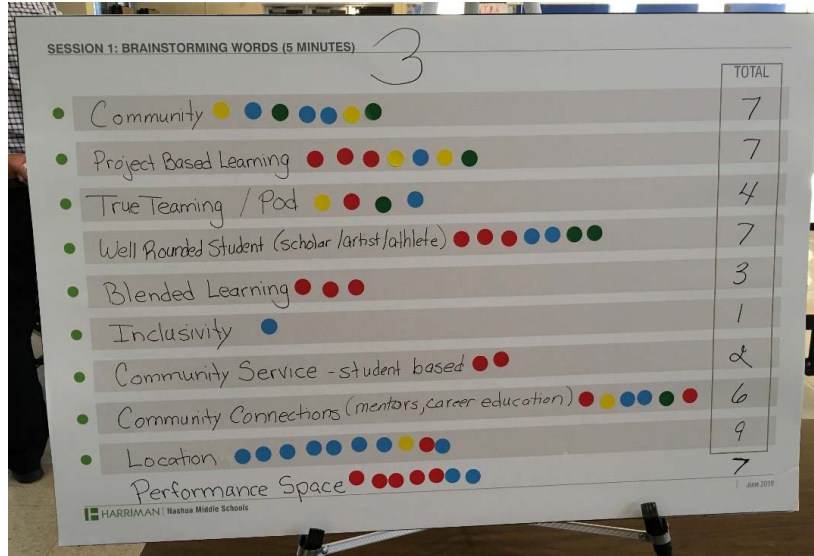
COMMUNITY FORUM SUMMARY (CONT.)—MEETING MINUTES

SECTION 3: PROGRAMMING



June 3, 2019 Public Forum Meeting Minutes

GROUP 3 BOARD



SESSION 2: WORDS, IMAGES, AND VISION (15-20 MINUTES)

Flexibility, Equity, Welcoming/Secure

WORDS

BEST PRACTICES
STEM / STEAM Lab

BEST PRACTICES
Art / Music / Performance

BEST PRACTICES
Welcoming Entry

In our learning communities within our school, we open our eyes to adventure, our minds to create, and our hearts to accept.

DESIGN STATEMENT

HARRIMAN | Nashua Middle Schools | June 2019

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COMMUNITY FORUM SUMMARY (CONT.)—MEETING MINUTES

SECTION 3: PROGRAMMING