Please provide your feedback about the options (specify the option letter, when relevant)

Open text poll | 7 responses | 6 participants

Anonymous

My suggestion is to roughly break down the costs yearly. I think most people cannot wrap their head around those huge numbers even though you kept saying 10 years… Also with our current state politics and funding have we looked into grant options to help build these facilities. Corporate sponsors like BAE to help with engineering labs… Biotech companies for labs… We need better facilities. New facilities

Anonymous

Re title 1 funds, many of the schools are title schools.

A

Alex Homola

What about title 1 funds??

Anonymous

I think it's very clear that we need to reimagine our portfolio of buildings. They are assets for

Community Forum #2

Nashua School District

Facilities Master Plan

February 3, 2026

NASHUA SCHOOL DISTRICT
Gateway to Opportunity

Harriman

Agenda

1. **Overview of Master Plan**
2. **Summary of Community Forum #1**
3. **Decision Making Criteria**
4. **Options Considered**
    - What has been removed and why?
5. **Community Feedback**
6. **Next Steps**

Overview of Master Plan

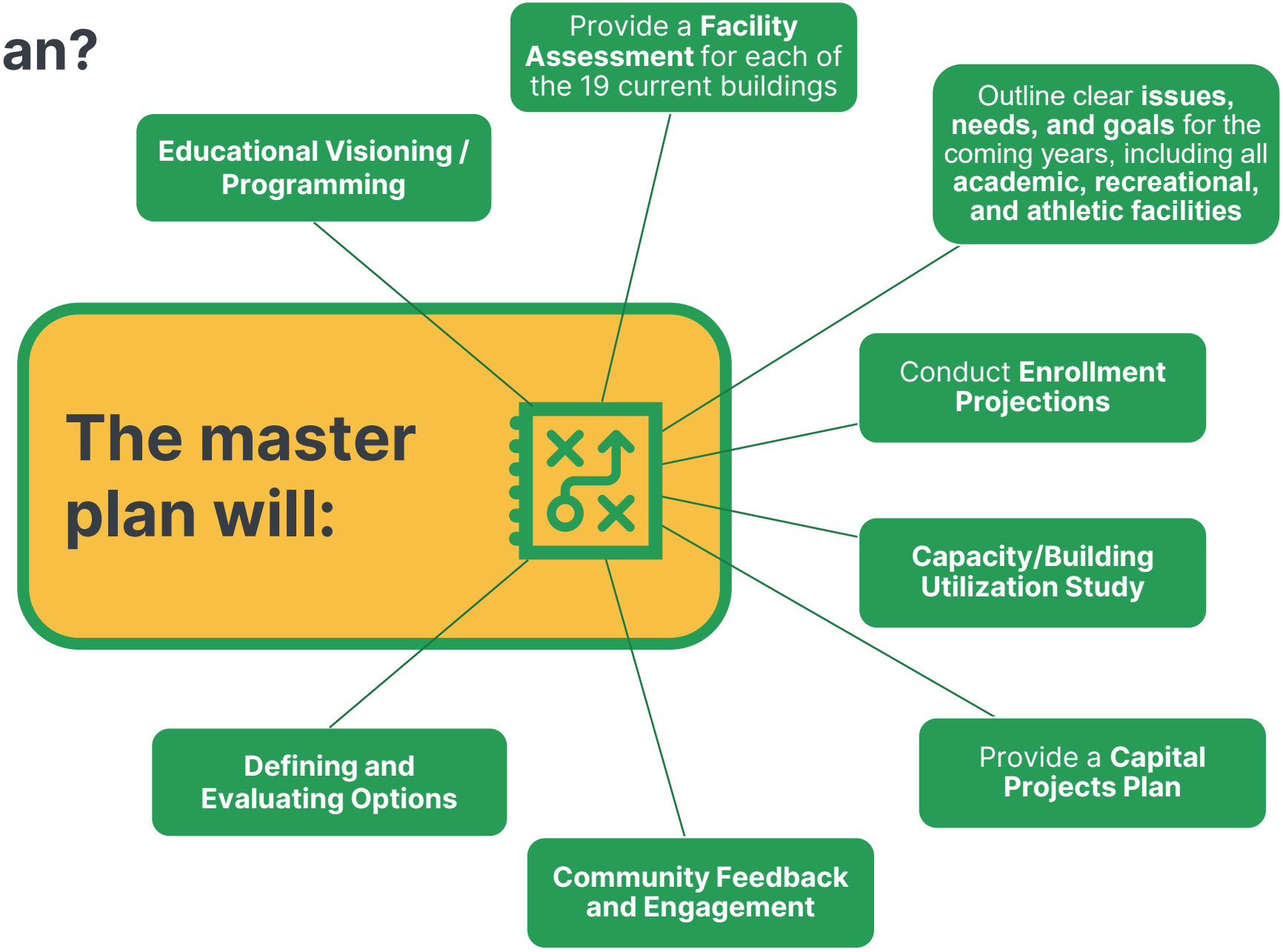
1

What is a Master Plan?

Districts create master plans to guide long-term decisions. It highlights needed facility updates and budget considerations so you can plan projects intentionally and use funding wisely.

With a solid master plan, your district can tackle immediate needs while staying focused on long-term goals for students, staff, and the community.

The purpose of the Long-Range Facilities Master Plan is to provide **a valuable fact-based planning tool** for future facility related decision making that will be **consistent with and supportive of the District's academic mission.**



Goals: What Defines a Successful NSD Facility Master Plan?

3 Major Categories of a Successful Master Plan Study were Identified

Address Building Needs

Address Items Beyond the Critical Needs for CIP Funding Planning

Include How the Schools' Investments Impact Students' Educational Needs

Other Key Considerations

Identify investments to address future outcome

Consider NH state aid funding as an option

Address security needs

Address parking/traffic issues

Intertwine with 5-year strategic plan ongoing at the same time

How: Project Approach

Kick-off Meeting
with Key Stakeholders

Capacity and Utilization Study
Review and Document Educational Programs, Spaces, Space Needs, and Enrollment Capacities

Defining Options

Facilities Master Plan
Develop Options, Financial Profile, and Draft Facilities Study

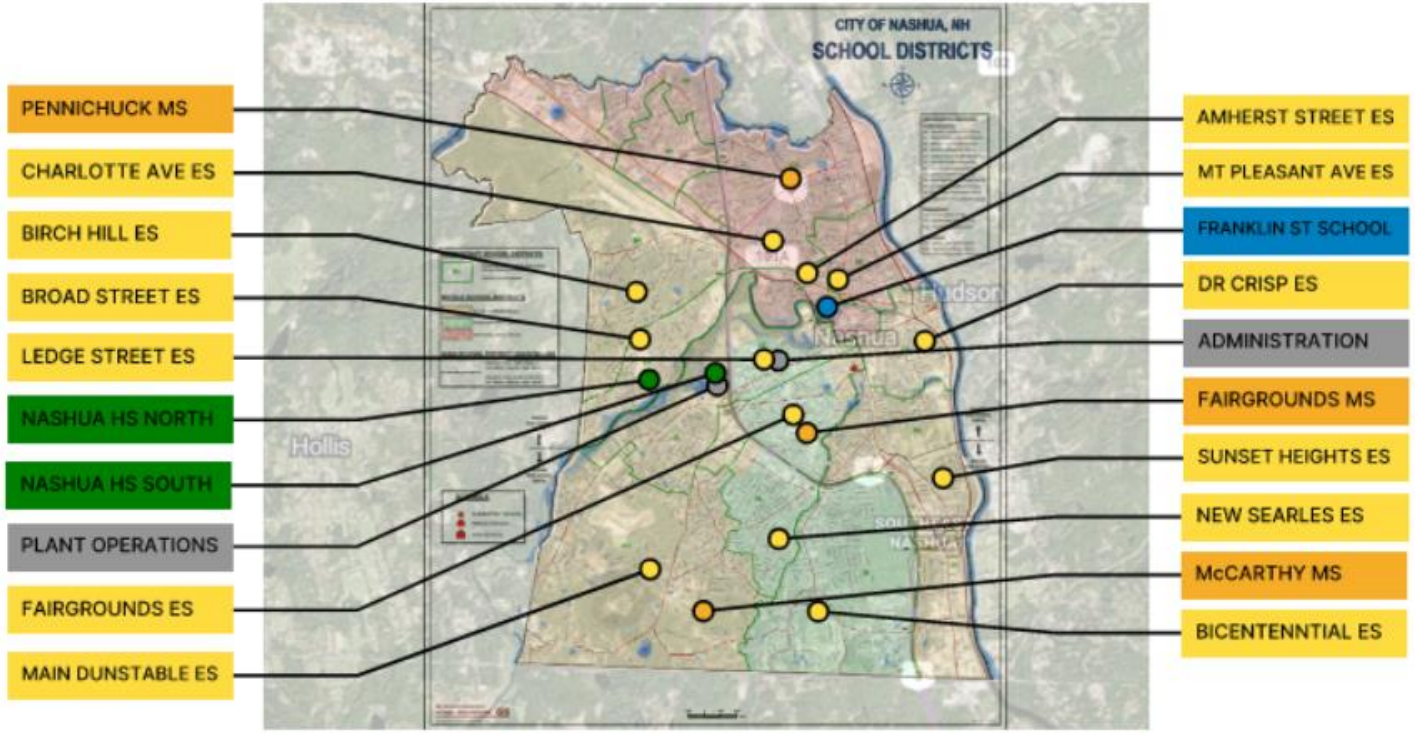
Facility Assessment
Assess key Building Systems for each school building(s) and site

Enrollment Projections

Arriving at an Option

Capital Projects Plan
Develop a Capital Maintenance and Improvement Plan with Cost Estimates

Facilities Needs: Your Facilities



As discussed in U.S. Department of Education, National Center for Education Statistics (1999) – "...According to Ornstein (1994), when a school is

- **20 to 30** years old, **frequent replacement of equipment** is needed.
- Between **30 and 40 years old**, the **original equipment should have been replaced**, including the roof and electrical equipment.
- After **40 years**, a school building begins **rapid deterioration**, and after **60 years most schools are abandoned**."

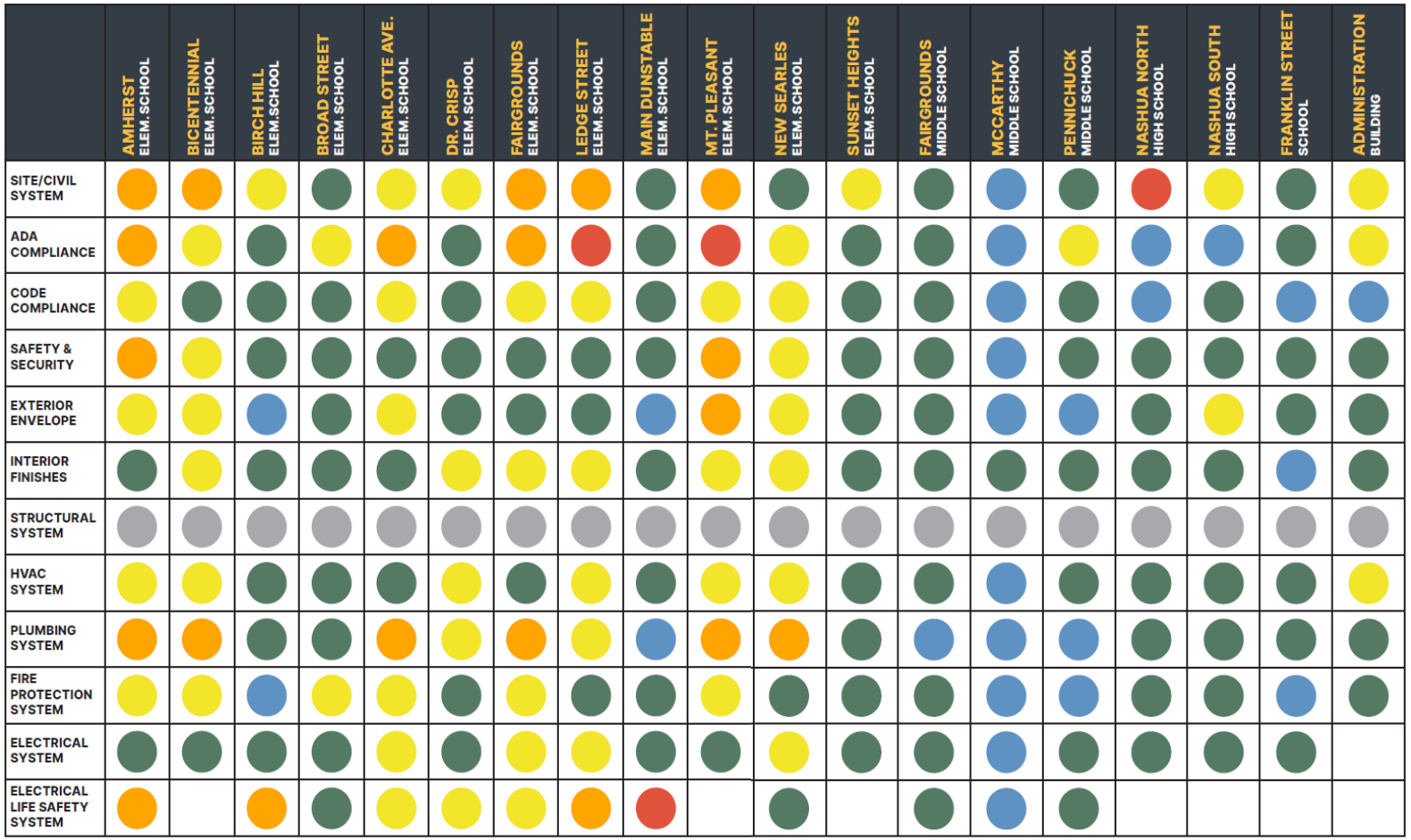
The following table identifies the building age for each of the facilities assessed:

FACILITY NAME	YEAR BUILT
Administration Building	1991 (34 Years Old)
Amherst Street ES	1892 ['64, '78, '99] (133 Years Old)
Bicentennial ES	1977 ['97] (48 Years Old)
Birch Hill ES	1972 ['93] (53 Years Old)
Broad Street ES	1963 ['65, '90, '15] (62 Years Old)
Charlotte Ave ES	1954 ['90, '13] (71 Years Old)
Dr. Crisp ES	1981 ['97] (44 Years Old)
Fairgrounds ES	1954 ['64, '90, '12] (71 Years Old)
Fairgrounds MS	1961 ['96, '21] (64 Years Old)
Franklin Street	1970 ['22] (55 Years Old)
Ledge Street ES	1957 ['65, '90, '12] (68 Years Old)
Main Dunstable ES	1972 ['93] (53 Years Old)
McCarthy MS	2024 (1 Year Old)
Mt. Pleasant ES	1925 ['87, '00] (100 Years Old)
Nashua HS - North	2002 (23 Years Old)
Nashua HS - South	1975 ['03, '04] (50 Years Old)
New Searles ES	1968 ['95, '03] (57 Years Old)
Pennichuck MS	1988 ['99, '01, '22] (37 Years Old)
Sunset Heights ES	1965 ['90, '16] (60 Years Old)

Facilities Needs: Facilities Condition Summary

This matrix provides an overall system condition assessment for all your district's schools.

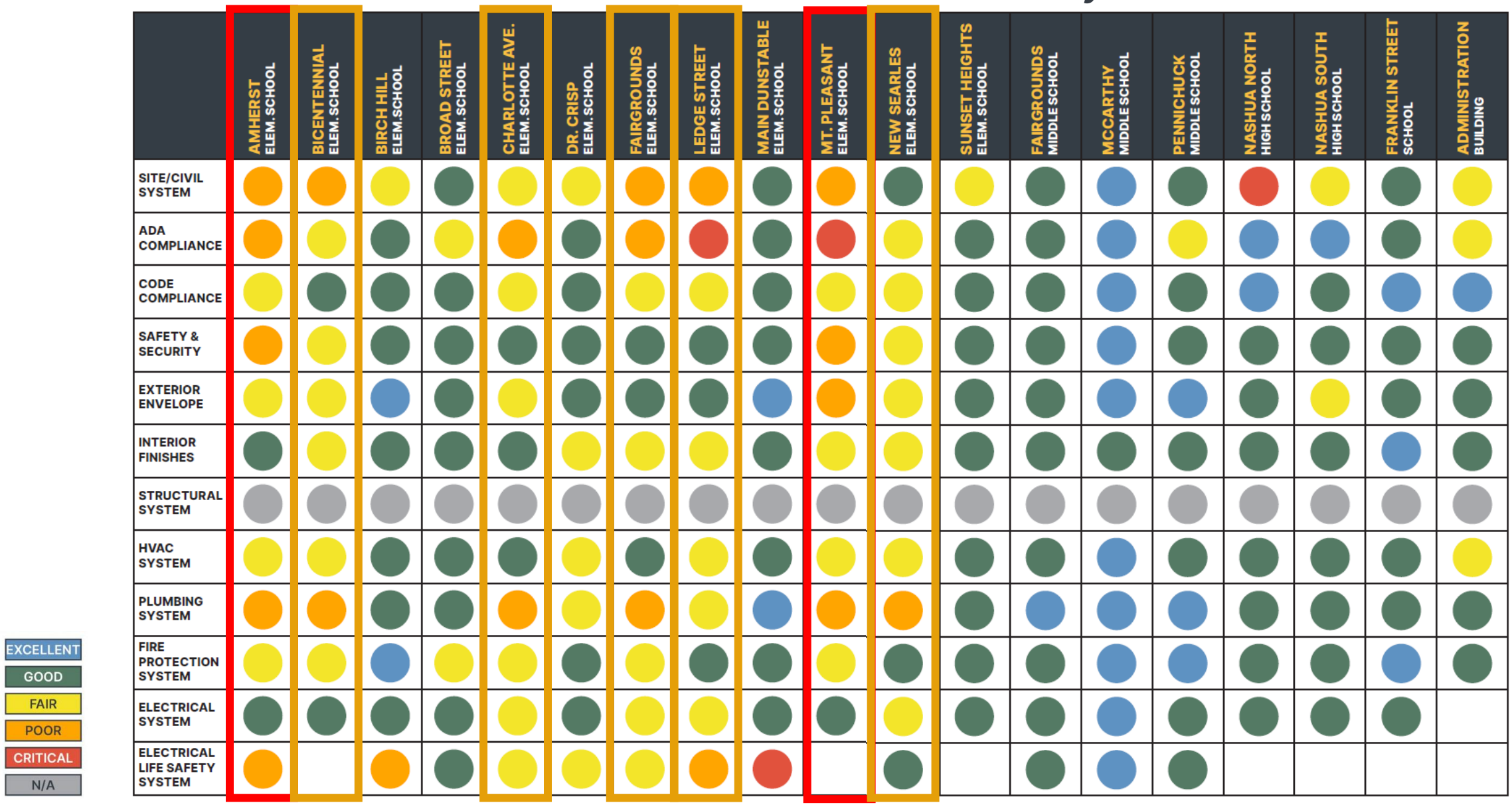
Specific items in each system can be found within the details of the report. This matrix serves to compare one school's condition to the next.



RATING LEGEND

EXCELLENT	New or like-new condition. Maintain item. No issues or expected failures to report.
GOOD	Good condition. Maintained and no reported issues or concerns.
FAIR	Average wear for building age. Continue to maintain.
POOR	Worn for use / end of expected life cycle met.
CRITICAL	Extremely worn or damaged. Replacement, repair, or attention immediately necessary.
N/A	Not applicable to this item.

Facilities Needs: Facilities Condition Summary



Programming Meetings with Building Leaders: **Common Themes**

ADDITIONAL OR LARGER PROGRAM & SPECIALIST SPACES

UPDATED, ACCESSIBLE, AND/OR SINGLE-USER RESTROOMS

SAFETY & SECURITY IMPROVEMENTS

STORAGE NEEDS

UPDATED FINISHES/ MAINTENANCE NEEDS

IMPROVED HVAC

Overview of Staff Perception of Programming Needs

AMHERST STREET SCHOOL

KEY THEMES FROM PROGRAM MEETINGS

NEED MORE STORAGE (ESPECIALLY FOR INTENSIVE NEEDS)

NEED MORE STAFF BATHROOMS

BUILDING COULD BENEFIT FROM REMODELING

MISSING PROGRAM SPACES

1. Additional spaces for Intensive Needs Programs for K-5 Students (with appropriate storage for equipment)

288
EXISTING 2025 ENROLLMENT

BICENTENNIAL ELEMENTARY SCHOOL

KEY THEMES FROM PROGRAM MEETINGS

ROOMS ARE VERY SMALL & DO NOT FUNCTION WELL; OPEN CONCEPT IS A SAFETY CONCERN

LACK OF OUTLETS, ROOF REPAIRS, & RESTROOM UPDATES

SITE CIRCULATION IS PROBLEMATIC (BUSES, SERVICE ROAD, ETC.)

MISSING PROGRAM SPACES

1. Small Group Spaces
2. Auxiliary Lunch Space (for kids who get sensory overload)
3. Storage Closets (have been taken over for offices/ small group areas)

474
EXISTING 2025 ENROLLMENT

BIRCH HILL ELEMENTARY SCHOOL

KEY THEMES FROM PROGRAM MEETINGS

ADDITIONAL SPACES FOR CONFERENCE, 21ST CENTURY LEARNING, & DYSREGULATED KIDS

UPDATED FINISHES (SIGNAGE, BATHROOMS, APPLIANCES IN KITCHEN)

SITE CIRCULATION CONCERNS

MISSING PROGRAM SPACES

1. Additional space for shared use (conference and 21st century learning)

319
EXISTING 2025 ENROLLMENT

BROAD STREET ELEMENTARY SCHOOL

KEY THEMES FROM PROGRAM MEETINGS

NEED UPDATED TECHNOLOGY

NEED MORE STAFF BATHROOMS

STRUGGLE TO MAINTAIN CONSISTENT TEMPERATURE IN THE BUILDING

MISSING PROGRAM SPACES

1. Staff Restrooms

242
EXISTING 2025 ENROLLMENT

Overview of Staff Perception of Programming Needs

CHARLOTTE AVENUE ELEMENTARY SCHOOL

KEY THEMES FROM PROGRAM MEETINGS

- SITE CIRCULATION CONCERNS & CONDITION OF PARKING LOT
- DEFICIENT BUILDING STORAGE
- INSUFFICIENT BATHROOMS

MISSING PROGRAM SPACES

1. Additional Intensive Needs Space
2. Additional Bathrooms

375
EXISTING 2025 ENROLLMENT

DR. CRISP ELEMENTARY SCHOOL

KEY THEMES FROM PROGRAM MEETINGS

- DESIRE FOR OUTDOOR LEARNING SPACES
- INSUFFICIENT STORAGE FOR MUSIC & ART

MISSING PROGRAM SPACES

1. Outdoor Classrooms
2. Storage for Music/ Art

364
EXISTING 2025 ENROLLMENT

FAIRGROUNDS ELEMENTARY SCHOOL

KEY THEMES FROM PROGRAM MEETINGS

- AC / DEHUMIDIFICATION NEEDED IN LIBRARY
- PLAYGROUND EQUIPMENT & FENCING UPGRADES NEEDED
- ADJOINING CLASSROOMS DESIRED

MISSING PROGRAM SPACES

1. Small Group Spaces
2. Auxiliary Lunch Space (for kids who get sensory overload)
3. Storage Closets (have been taken over for offices/ small group areas)

425
EXISTING 2025 ENROLLMENT

LEDGE STREET ELEMENTARY SCHOOL

KEY THEMES FROM PROGRAM MEETINGS

- NEED ADDITIONAL SPACE FOR INTERVENTION
- DESIRE FOR OUTDOOR LEARNING SPACES
- REPLACE OPERABLE WALLS WITH SOLID

MISSING PROGRAM SPACES

1. Additional Pull-Out and Intervention Spaces
2. Outdoor Learning Spaces (Including Playgrounds & Natural Areas)

444
EXISTING 2025 ENROLLMENT

Overview of Staff Perception of Programming Needs

MAIN DUNSTABLE ELEMENTARY SCHOOL

KEY THEMES FROM PROGRAM MEETINGS

- DESIRE FOR MORE BREAK OUT/ COLLABORATION SPACES
- DESIRE FOR OUTDOOR CLASSROOM
- DRAINAGE ISSUES NEAR BUILDING

MISSING PROGRAM SPACES

1. Breakout/ Collaboration Spaces
2. Small Group Space for Guidance
3. Outdoor Classrooms (Covered)

387
EXISTING 2025 ENROLLMENT

MOUNT PLEASANT ELEMENTARY SCHOOL

KEY THEMES FROM PROGRAM MEETINGS

- NEED SECURE ENTRY
- NEED MORE STAFF RESTROOMS
- PLAYGROUND WASHING DOWN HILL

MISSING PROGRAM SPACES

1. Separate spaces for ELL and staff lounge (currently shared use in an empty classroom)

271
EXISTING 2025 ENROLLMENT

NEW SEARLES ELEMENTARY SCHOOL

KEY THEMES FROM PROGRAM MEETINGS

- VESTIBULE IS BIGGEST CONCERN
- QUIET ROOM NEEDS UPDATING
- HEATING & COOLING ISSUES

MISSING PROGRAM SPACES

1. Better student Quiet Room

248
EXISTING 2025 ENROLLMENT

SUNSET HEIGHTS ELEMENTARY SCHOOL

KEY THEMES FROM PROGRAM MEETINGS

- SAFETY CONCERNS (SITE CIRCULATION, GATE/DOORS, SIGHT LINES)
- OFFICE AND STORAGE SHORTAGE
- DESRIRE FOR MORE BREAK OUT SPACES

MISSING PROGRAM SPACES

1. More Storage
2. Larger Classrooms to accommodate Break Out Space or Tables for Paras/Support Staff to Work with Kids
3. Break Out Spaces in Corridors
4. Community Space (aside from Gym and Cafeteria)

352
EXISTING 2025 ENROLLMENT

Overview of Staff Perception of Programming Needs

FAIRGROUNDS MIDDLE SCHOOL

KEY THEMES FROM PROGRAM MEETINGS

- ISSUES TURNING LEFT OUT OF PARKING LOT & SNOW OBSTRUCTION IN DROP-OFF AREA
- STAGE CURTAINS ARE TEARING
- AIR FLOW/ TEMPERATURE ISSUES

MISSING PROGRAM SPACES

1. None noted.

589
EXISTING 2025 **ENROLLMENT**

MCCARTHY MIDDLE SCHOOL

KEY THEMES FROM PROGRAM MEETINGS

- PARKING IS INSUFFICIENT
- NOT ENOUGH ROOM FOR ALL STUDENTS IN GYM & AUDITORIUM
- SPECIAL EDUCATION PROGRAM IS GOING TO EXPAND - NEEDS TO BE MORE FLUID

MISSING PROGRAM SPACES

1. None noted.

653
EXISTING 2025 **ENROLLMENT**

PENNICHUCK MIDDLE SCHOOL

KEY THEMES FROM PROGRAM MEETINGS

- BETTER SPACE UTILIZATION NEEDED IN SOME AREAS; RENOVATIONS TO SPACES NOT ADDRESSED
- DESIRE FOR MULTI-PURPOSE ROOM
- DESIRE FOR SINGLE USER RESTROOMS

MISSING PROGRAM SPACES

1. A Multi-Purpose Space

764
EXISTING 2025 **ENROLLMENT**

Overview of Staff Perception of Programming Needs

NASHUA HIGH SCHOOL NORTH

KEY THEMES FROM PROGRAM MEETINGS

- ADDRESS SAFETY & SECURITY (CAMERAS, DOORS & VESTIBULES, LIMIT VISIBILITY)
- FLEXIBLE SPACES FOR COLLABORATIVE LEARNING
- DESIRE FOR SINGLE USER RESTROOMS

MISSING PROGRAM SPACES

1. More Flex Spaces
2. Storage
3. Larger Conference Space (for 20-30 people)
4. Single User Restrooms

1559
EXISTING 2025 ENROLLMENT

NASHUA HIGH SCHOOL SOUTH

KEY THEMES FROM PROGRAM MEETINGS

- SAFETY & SECURITY (MORE CAMERAS, DOOR ACCESS UPDATES)
- MORE COMMUNAL SPACES, OFFICES, & SPECIAL EDUCATION PROGRAMS
- DESIRE FOR SINGLE USER RESTROOMS

MISSING PROGRAM SPACES

1. CTE is always changing (potential need for different space)
2. Additional Communal Space
3. More Office Space
4. Special Education is looking to transition more into the school community

1709
EXISTING 2025 ENROLLMENT

FRANKLIN STREET SCHOOL

KEY THEMES FROM PROGRAM MEETINGS

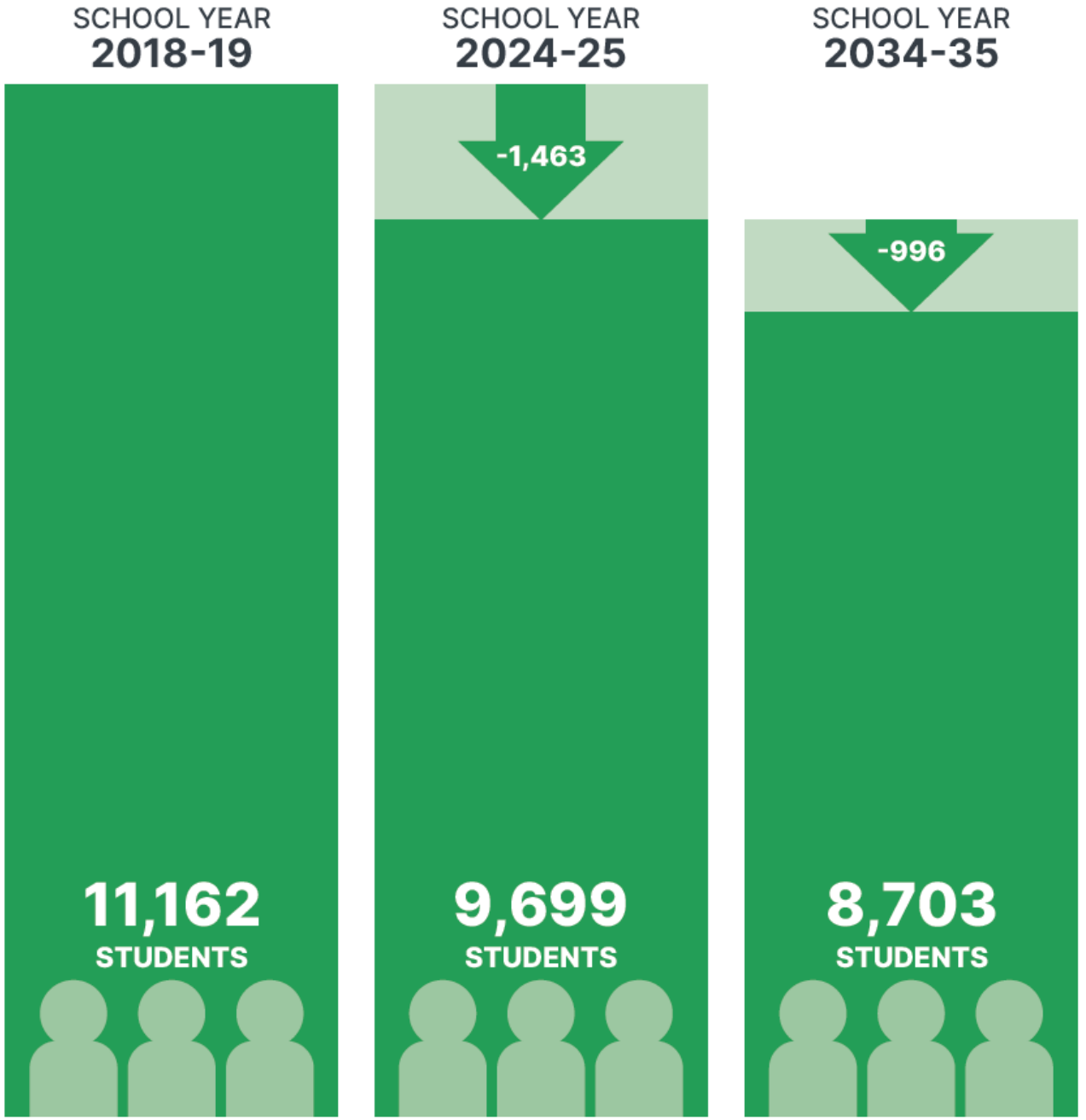
- BUS DROP-OFF ISSUES & TRAFFIC CALMING NEEDED
- LACK OF GREEN SPACE
- MULTI-LEVEL SCHOOL NOT IDEAL FOR THIS POPULATION

MISSING PROGRAM SPACES

1. Additional PK Space
2. Faculty Meeting Room

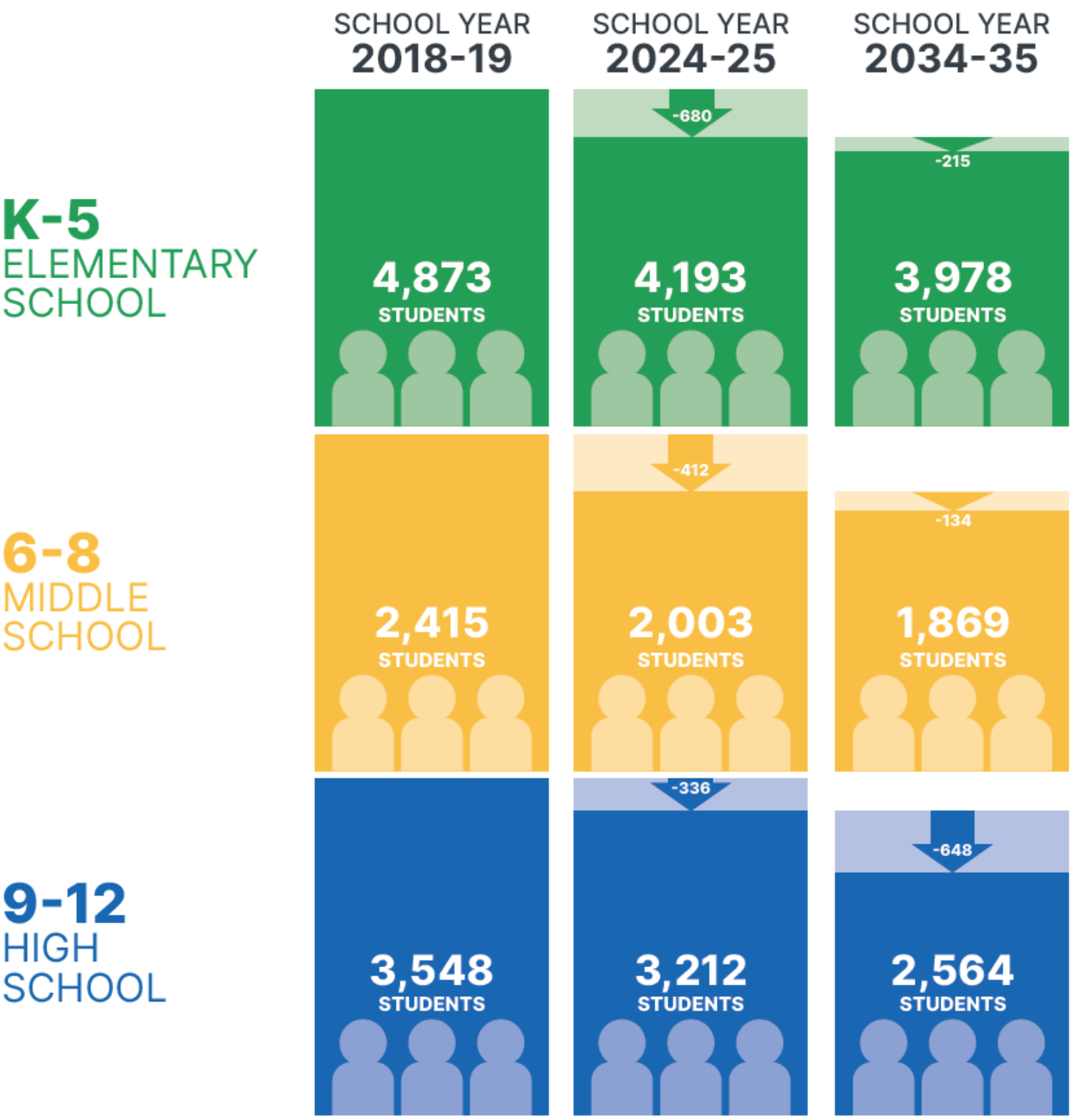
285
EXISTING 2025 ENROLLMENT

Enrollment Trends: PK-12



Based on historical and projected enrollment in the Nashua Public Schools Demographic Study Report by NESDEC, dated September 11, 2025

Enrollment Trends: Elementary, Middle, and High School



Based on historical and projected enrollment in the Nashua Public Schools Demographic Study Report by NESDEC, dated September 11, 2025

Capacity Summary: Elementary Schools

Existing 2025 Enrollment | Capacity Remaining | Capacity Remaining (Incl. Flex) | Capacity Overage

AMHERST STREET ELEMENTARY SCHOOL

288
EXISTING 2025 ENROLLMENT

24%
38% (incl. Flex)
CAPACITY REMAINING

288
EXISTING 2025 ENROLLMENT

378 CALCULATED CAPACITY◆

◆ *Based on maximum number of students per grade level classroom, based on existing classroom size and SF per student per the NH Department of Education.*

Note: District Capacity is 424, based on District suggested and/or contractual maximum allowable students per grade level classroom. See Capacity Study.

BICENTENNIAL ELEMENTARY SCHOOL

471
EXISTING 2025 ENROLLMENT

12%
31% (incl. Flex)
CAPACITY REMAINING

471
EXISTING 2025 ENROLLMENT

537 CALCULATED CAPACITY◆

◆ *Based on maximum number of students per grade level classroom, based on existing classroom size and SF per student per the NH Department of Education.*

Note: District Capacity is 668, based on District suggested and/or contractual maximum allowable students per grade level classroom. See Capacity Study.

BIRCH HILL ELEMENTARY SCHOOL

331
EXISTING 2025 ENROLLMENT

13%
32% (incl. Flex)
CAPACITY REMAINING

331
EXISTING 2025 ENROLLMENT

381 CALCULATED CAPACITY◆

◆ *Based on maximum number of students per grade level classroom, based on existing classroom size and SF per student per the NH Department of Education.*

Note: District Capacity is 471, based on District suggested and/or contractual maximum allowable students per grade level classroom. See Capacity Study.

BROAD STREET ELEMENTARY SCHOOL

253
EXISTING 2025 ENROLLMENT

30%
56% (incl. Flex)
CAPACITY REMAINING

253
EXISTING 2025 ENROLLMENT

361 CALCULATED CAPACITY◆

◆ *Based on maximum number of students per grade level classroom, based on existing classroom size and SF per student per the NH Department of Education.*

Note: District Capacity is 364, based on District suggested and/or contractual maximum allowable students per grade level classroom. See Capacity Study.

Capacity Summary: Elementary Schools

Existing 2025 Enrollment | Capacity Remaining | Capacity Remaining (Incl. Flex) | Capacity Overage

CHARLOTTE AVE. ELEMENTARY SCHOOL

370 EXISTING 2025 ENROLLMENT

15% 36% (incl. Flex) CAPACITY REMAINING

370 EXISTING 2025 ENROLLMENT

434 CALCULATED CAPACITY◆

◆Based on maximum number of students per grade level classroom, based on existing classroom size and SF per student per the NH Department of Education.

Note: District Capacity is 523, based on District suggested and/or contractual maximum allowable students per grade level classroom. See Capacity Study.

DR. CRISP ELEMENTARY SCHOOL

356 EXISTING 2025 ENROLLMENT

15% 30% (incl. Flex) CAPACITY REMAINING

356 EXISTING 2025 ENROLLMENT

454 CALCULATED CAPACITY◆

◆Based on maximum number of students per grade level classroom, based on existing classroom size and SF per student per the NH Department of Education.

Note: District Capacity is 551, based on District suggested and/or contractual maximum allowable students per grade level classroom. See Capacity Study.

FAIRGROUNDS ELEMENTARY SCHOOL

456 EXISTING 2025 ENROLLMENT

18% 27% (incl. Flex) CAPACITY REMAINING

456 EXISTING 2025 ENROLLMENT

555 CALCULATED CAPACITY◆

◆Based on maximum number of students per grade level classroom, based on existing classroom size and SF per student per the NH Department of Education.

Note: District Capacity is 668, based on District suggested and/or contractual maximum allowable students per grade level classroom. See Capacity Study.

LEDGE STREET ELEMENTARY SCHOOL

452 EXISTING 2025 ENROLLMENT

26% 30% (incl. Flex) CAPACITY REMAINING

452 EXISTING 2025 ENROLLMENT

609 CALCULATED CAPACITY◆

◆Based on maximum number of students per grade level classroom, based on existing classroom size and SF per student per the NH Department of Education.

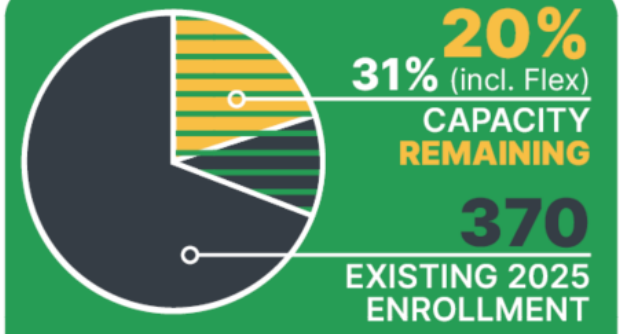
Note: District Capacity is 691, based on District suggested and/or contractual maximum allowable students per grade level classroom. See Capacity Study.

Capacity Summary: Elementary Schools

Existing 2025 Enrollment | Capacity Remaining | Capacity Remaining (Incl. Flex) | Capacity Overage

MAIN DUNSTABLE ELEMENTARY SCHOOL

370 EXISTING 2025 ENROLLMENT



20% CAPACITY REMAINING
31% (incl. Flex)
370 EXISTING 2025 ENROLLMENT

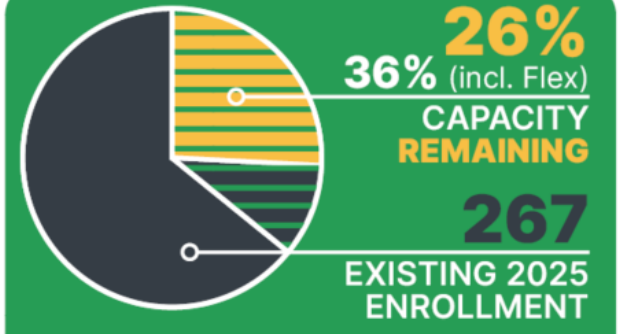
465 CALCULATED CAPACITY◆

◆Based on maximum number of students per grade level classroom, based on existing classroom size and SF per student per the NH Department of Education.

Note: District Capacity is 591, based on District suggested and/or contractual maximum allowable students per grade level classroom. See Capacity Study.

MOUNT PLEASANT ELEMENTARY SCHOOL

267 EXISTING 2025 ENROLLMENT



26% CAPACITY REMAINING
36% (incl. Flex)
267 EXISTING 2025 ENROLLMENT

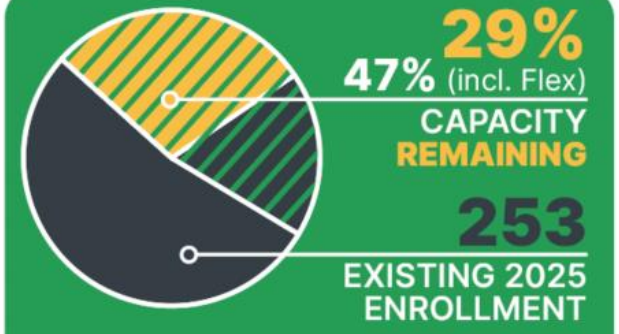
361 CALCULATED CAPACITY◆

◆Based on maximum number of students per grade level classroom, based on existing classroom size and SF per student per the NH Department of Education.

Note: District Capacity is 444, based on District suggested and/or contractual maximum allowable students per grade level classroom. See Capacity Study.

NEW SEARLES ELEMENTARY SCHOOL

253 EXISTING 2025 ENROLLMENT



29% CAPACITY REMAINING
47% (incl. Flex)
253 EXISTING 2025 ENROLLMENT

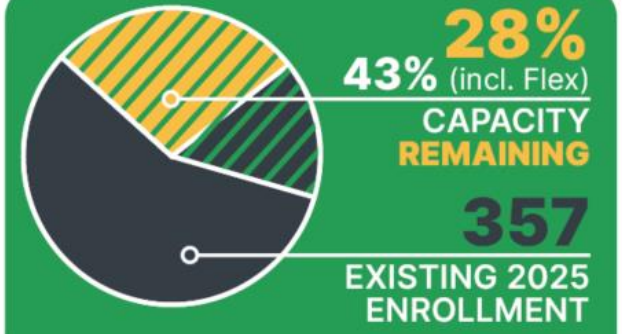
355 CALCULATED CAPACITY◆

◆Based on maximum number of students per grade level classroom, based on existing classroom size and SF per student per the NH Department of Education.

Note: District Capacity is 418, based on District suggested and/or contractual maximum allowable students per grade level classroom. See Capacity Study.

SUNSET HEIGHTS ELEMENTARY SCHOOL

357 EXISTING 2025 ENROLLMENT



28% CAPACITY REMAINING
43% (incl. Flex)
357 EXISTING 2025 ENROLLMENT

498 CALCULATED CAPACITY◆

◆Based on maximum number of students per grade level classroom, based on existing classroom size and SF per student per the NH Department of Education.

Note: District Capacity is 531, based on District suggested and/or contractual maximum allowable students per grade level classroom. See Capacity Study.

Capacity Summary: Middle Schools

Existing 2025 Enrollment | Capacity Remaining | Capacity Remaining (Incl. Flex) | Capacity Overage

FAIRGROUNDS MIDDLE SCHOOL

589
EXISTING 2025 ENROLLMENT

15%
24% (incl. Flex)
CAPACITY REMAINING

589
EXISTING 2025 ENROLLMENT

693 CALCULATED CAPACITY◆

◆ *Based on maximum number of students per grade level classroom, based on existing classroom size and SF per student per the NH Department of Education, and a 75% optimal utilization rate for this cohort.*

Note: District Capacity is 902, based on District suggested and/or contractual maximum allowable students per grade level classroom, and a 75% optimal utilization rate. See Capacity Study.

MCCARTHY MIDDLE SCHOOL

653
EXISTING 2025 ENROLLMENT

30%
53% (incl. Flex)
CAPACITY REMAINING

653
EXISTING 2025 ENROLLMENT

933 CALCULATED CAPACITY◆

◆ *Based on maximum number of students per grade level classroom, based on existing classroom size and SF per student per the NH Department of Education, and a 75% optimal utilization rate for this cohort.*

Note: District Capacity is 1129, based on District suggested and/or contractual maximum allowable students per grade level classroom, and a 75% optimal utilization rate. See Capacity Study.

PENNICHUCK MIDDLE SCHOOL

764
EXISTING 2025 ENROLLMENT

13%
23% (incl. Flex)
CAPACITY REMAINING

764
EXISTING 2025 ENROLLMENT

882 CALCULATED CAPACITY◆

◆ *Based on maximum number of students per grade level classroom, based on existing classroom size and SF per student per the NH Department of Education, and a 75% optimal utilization rate for this cohort.*

Note: District Capacity is 1124, based on District suggested and/or contractual maximum allowable students per grade level classroom, and a 75% optimal utilization rate. See Capacity Study.

Capacity Summary: High Schools

NASHUA NORTH
HIGH SCHOOL

1559
EXISTING 2025 ENROLLMENT

4% CAPACITY **OVERAGE**
13% (incl. Flex) **REMAINING**
1559 EXISTING 2025 ENROLLMENT

1503 CALCULATED CAPACITY◆

◆ *Based on maximum number of students per grade level classroom, based on existing classroom size and SF per student per the NH Department of Education, and a 75% optimal utilization rate for this cohort.*

Note: District Capacity is 1682, based on District suggested and/or contractual maximum allowable students per grade level classroom, and a 75% optimal utilization rate. See Capacity Study.

NASHUA SOUTH
HIGH SCHOOL

1709
EXISTING 2025 ENROLLMENT

5%
9% (incl. Flex) CAPACITY **REMAINING**
1709 EXISTING 2025 ENROLLMENT

1797 CALCULATED CAPACITY◆

◆ *Based on maximum number of students per grade level classroom, based on existing classroom size and SF per student per the NH Department of Education, and a 75% optimal utilization rate for this cohort.*

Note: District Capacity is 2057, based on District suggested and/or contractual maximum allowable students per grade level classroom, and a 75% optimal utilization rate. See Capacity Study.

Summary of Community Forum #1

2

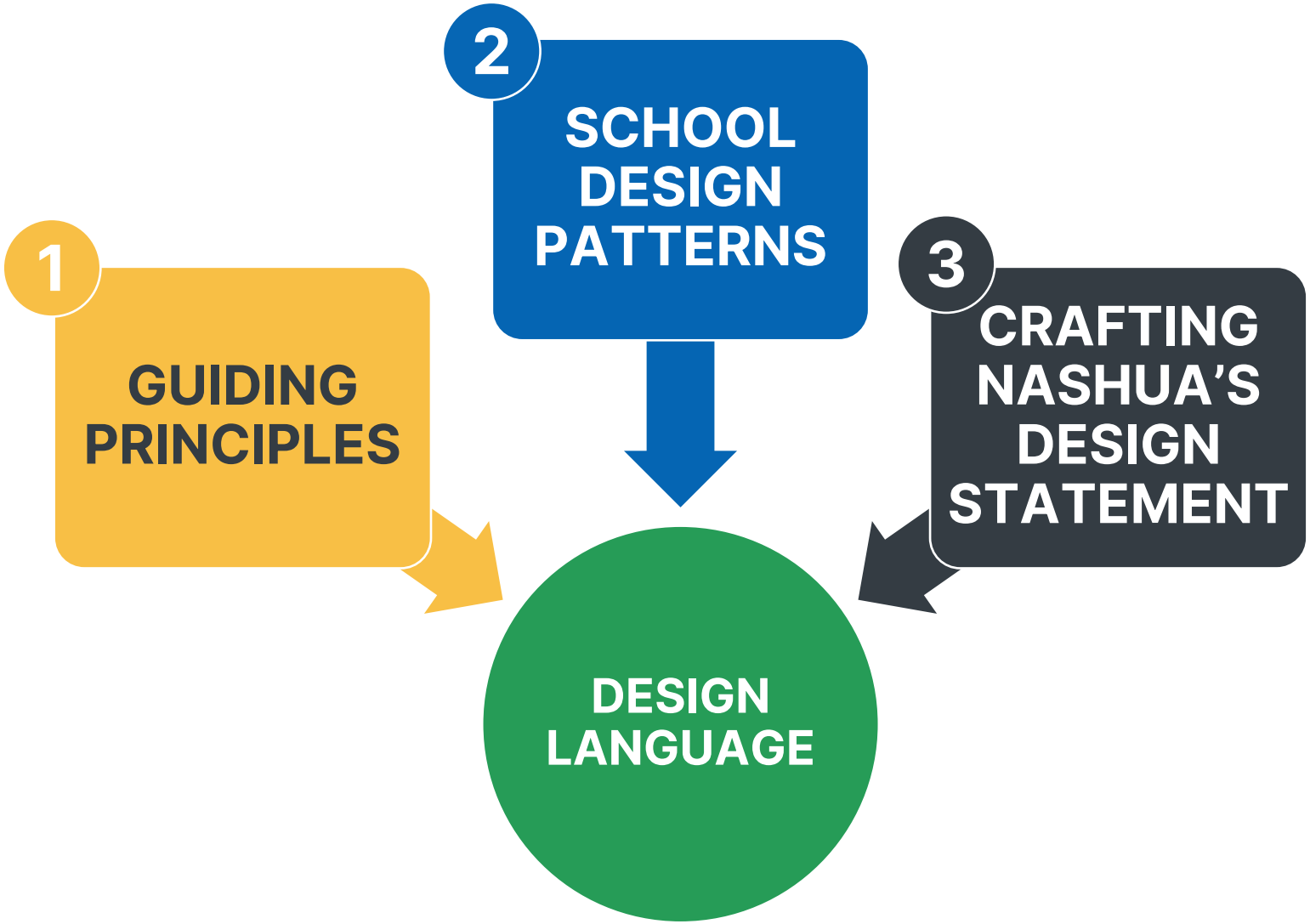
Community Forum #1 (November 19, 2025)

AGENDA

1. What is a Master Plan?
2. How: what is the approach?
3. Goals:
   What defines a successful NSD Master Plan?
4. Overview of Facility Needs
5. Overview of Programming Needs
6. Overview of Visioning and 21st Century Design Patterns
7. Interactive Exercise: Crafting the Design Statement
8. Next Steps

Creating a Solution Unique to Nashua

Building the Design Language for the Stakeholders to Make Informed Decisions



THE DESIGN LANGUAGE IS THE FRAMEWORK FOR MAKING DESIGN DECISIONS THAT PRESERVE NASHUA'S CULTURE AS THE PROCESS UNFOLDS

Interactive Exercise: **Crafting the Design Statement**

3 **Words (or short phrases) that capture the essence of Nashua's schools; Report Out and Vote on the top 3 words.**

3 **Design Patterns that capture the essence of Nashua's schools; Report Out**

1 **Design Statement that captures the essence of Nashua's schools; Report out**

Interactive Exercise: **Crafting the Design Statement**

GROUP 1:

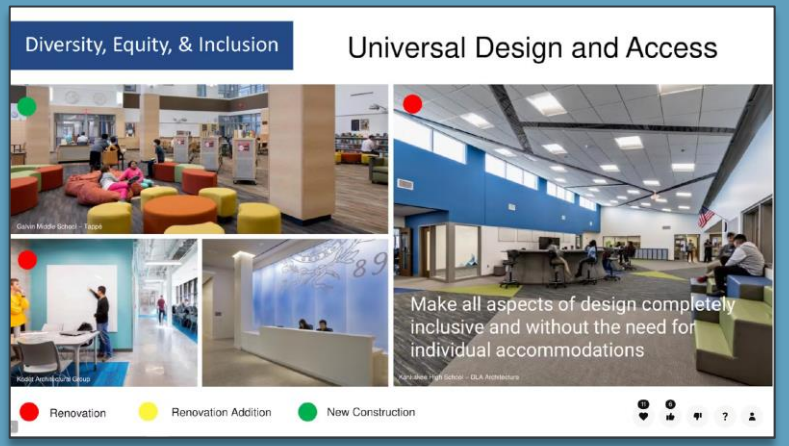
TOP 3 WORDS/PHRASES:

- **Student-Focused, Vocational & Technical Training Focused, World-Ready**
- **Innovative**
- **Inclusive/Diverse**

DRAFT DESIGN STATEMENT:

A healthy, student-centered learning space that cultivates innovation, diverse learning experiences, and world readiness.

DESIGN PATTERNS:



Interactive Exercise: **Crafting the Design Statement**

GROUP 2:

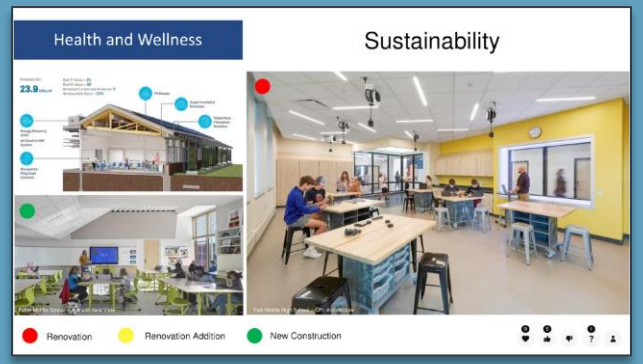
TOP 3 WORDS/PHRASES:

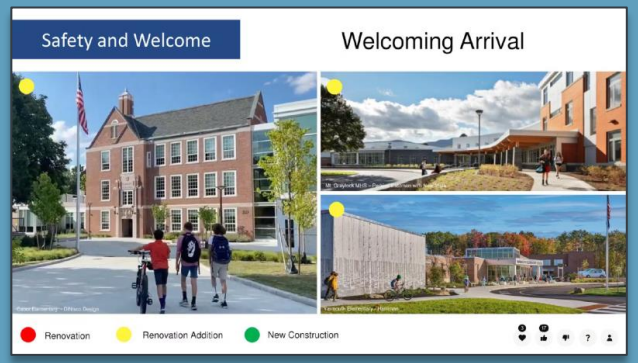
- **Student-Focused, Vocational & Technical Training Focused, World-Ready**
- **Innovative**
- **Inclusive/Diverse**

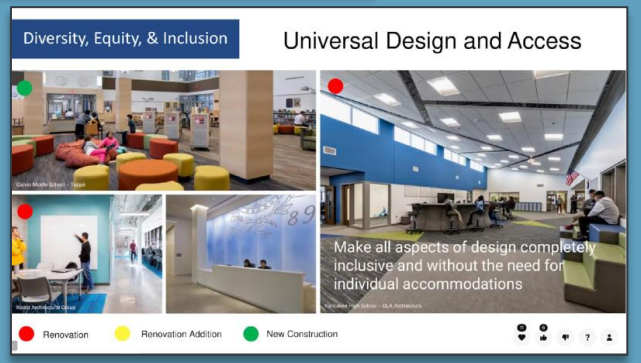
DRAFT DESIGN STATEMENT:

Flexible, planful, thoughtful, inclusive, future-focused. #ONENASHUA

DESIGN PATTERNS:







Interactive Exercise: **Crafting the Design Statement**

GROUP 3:

TOP 3 WORDS/PHRASES:

- **Student-Focused, Vocational & Technical Training Focused, World-Ready**
- **Innovative**
- **Inclusive/Diverse**

DRAFT DESIGN STATEMENT:

Where learning through real life simulation creates a future of world-ready people!

DESIGN PATTERNS:

Interactive Exercise: **Crafting the Design Statement**

SUMMARY

TOP 3 WORDS/PHRASES:

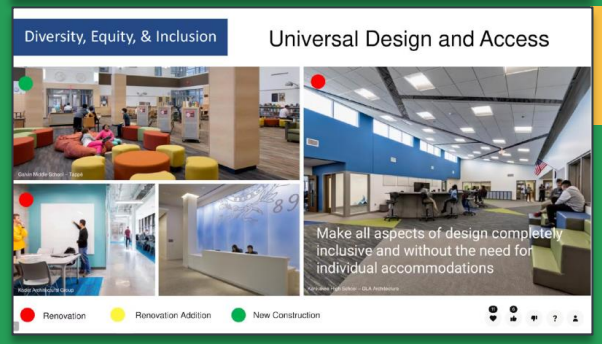
- Student-Focused, Vocational & Technical Training Focused, World-Ready
- Innovative
- Inclusive/Diverse

DRAFT COMPILED DESIGN STATEMENT:

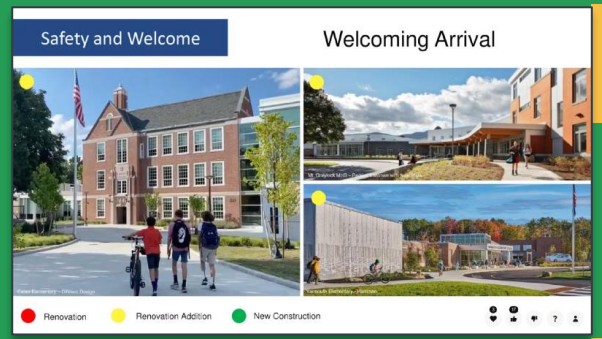
"An inclusive, forward-looking learning environment that sparks innovation and prepares students for the world."

COMMON DESIGN PATTERNS:

2/3 GROUPS



2/3 GROUPS



2/3 GROUPS

2/3 GROUPS

Nashua's Design Language

GUIDING PRINCIPLES: big picture educational and architectural priorities that provide an invaluable framework for making design decisions and choices as the design process unfolds.

1. Warm, Safe, & Inviting
2. Flexible & Adaptable
3. Learning Communities
4. Equity & Access
5. Whole Child Focus
6. Creative & Visible Learning
7. School as a Community Resource
8. Outdoor Learning & Connection
9. Sustainability

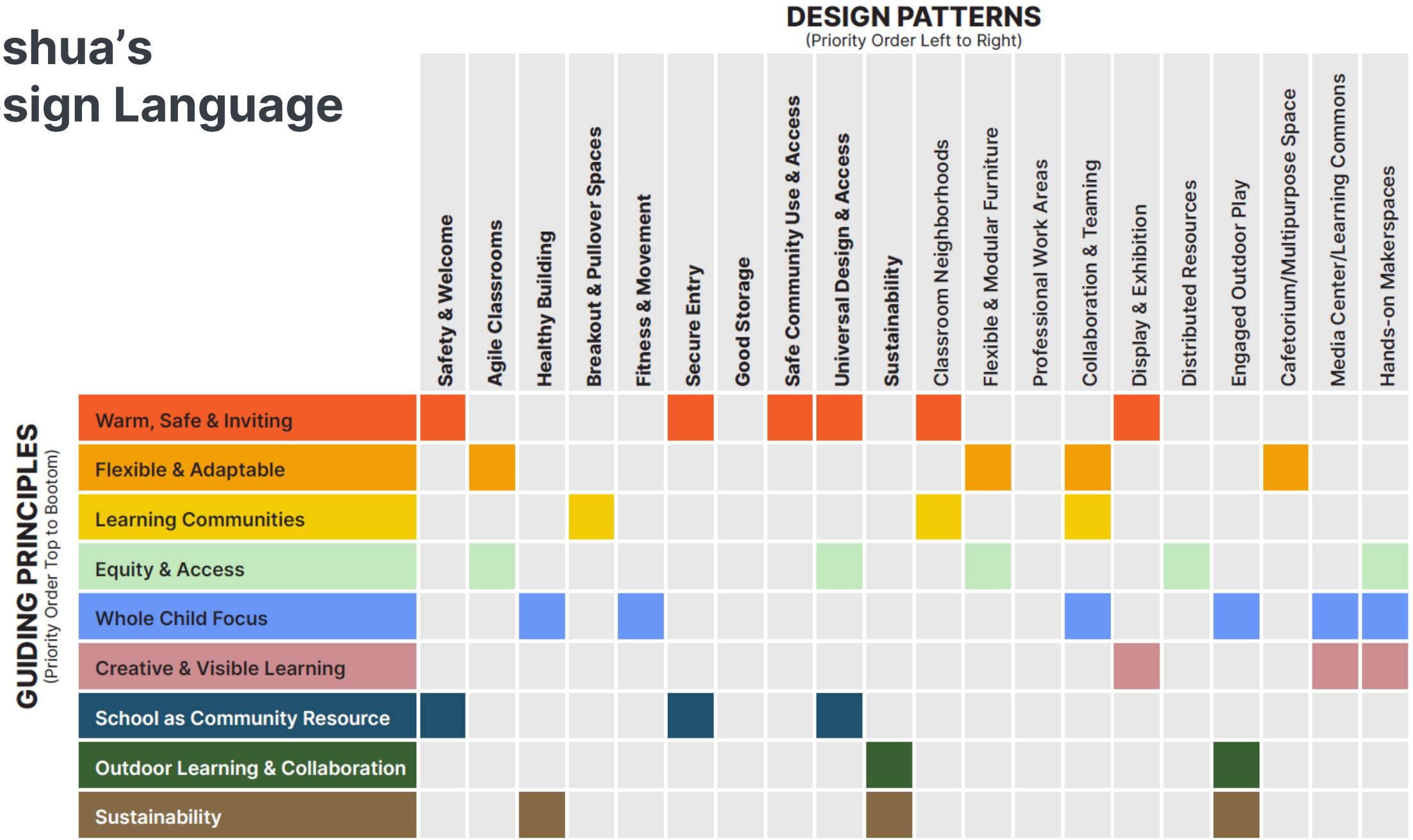
DESIRED 21ST CENTURY DESIGN PATTERNS: varied architectural design features of, and approaches to, 21st century school facility design.

1. Safety & Welcome
2. Agile Classrooms
3. Healthy Building
4. Breakout & Pullover Spaces
5. Fitness & Movement
6. Secure Entry
7. Good Storage
8. Safe Community Use & Access
9. Universal Design & Access
10. Sustainability
11. Classroom Neighborhoods
12. Flexible & Modular Furniture
13. Professional Work Areas
14. Collaboration & Teaming
15. Display & Exhibition
16. Distributed Resources
17. Engaged Outdoor Play
18. Cafetorium/Multi-Purpose Space
19. Media Center Learning Commons
20. Hands-on Makerspaces

DRAFT DESIGN STATEMENT

"An inclusive, forward-looking learning environment that sparks innovation and prepares students for the world."

Nashua's Design Language



Key Recommendations for Design

1. DESIGN FOR SAFETY, SECURITY, AND WELCOME

Ensure secure building entry points and interior layouts that promote both safety and a welcoming atmosphere for students, families, and the broader community. Include clear wayfinding, natural light, and calming design features.

2. INTEGRATE UNIVERSAL DESIGN & ACCESSIBILITY

Embed principles of Universal Design across all facilities to ensure inclusive barrier-free environments for all students and community users, regardless of ability.

3. CREATE AGILE, FLEXIBLE LEARNING NEIGHBORHOODS

Develop clusters of classrooms and learning spaces that support differentiated instruction, team teaching, and seamless transitions between individual and personalized instruction.

4. INCORPORATE SUSTAINABLE & HEALTHY BUILDING PRACTICES

Prioritize energy-efficient systems, natural lighting, clean air circulation, and sustainable materials to create environmentally responsible, wellness supportive learning environments.

5. ENHANCE TECHNOLOGY INTEGRATION ACROSS ALL LEARNING SPACES

Ensure robust digital infrastructure and ubiquitous access to devices and interactive tools, with tech-rich environments such as media centers, learning commons, and classroom tech integration.

Key Recommendations for Design

6. PROVIDE HANDS-ON MAKERSPACES & APPLIED LEARNING LABS

Establish dedicated spaces for experiential, project-based learning that support real-world readiness through STEM, arts, and career technical education (CTE) programs.

7. DEVELOP INDOOR & OUTDOOR MOVEMENT & WELLNESS SPACES

Include fitness zones, walking paths, active play areas, and flexible outdoor learning environments that support physical activity, recreation, and social-emotional wellbeing.

8. SUPPORT COLLABORATION & PROFESSIONAL LEARNING

Provide dedicated teacher collaboration zones and professional work areas that enable team planning, interdisciplinary instruction, and ongoing educator development.

9. DESIGN CAFETORIUM & MULTI-PURPOSE GATHERING AREAS

Integrate flexible, large-capacity spaces that can be used for dining, performances, assemblies, and community events—enhancing educational programming and public engagement.

10. ENABLE AFTER-HOURS AND COMMUNITY USE

Strategically design zones within schools that can operate independently after hours, such as gyms, art spaces, meeting rooms, and wellness centers, to support community access, events, and lifelong learning.

Educational Program Descriptions: Elementary

1. EDUCATIONAL PHILOSOPHY & PROGRAM MODEL

Nashua School District's elementary schools focus on developing the whole child through a nurturing, inclusive, and student-centered approach. Instruction emphasizes foundational literacy, numeracy, social emotional growth, and inquiry-based learning. Teachers employ differentiated instruction to meet a wide range of learning needs, and early intervention supports ensure all students develop the essential skills for lifelong success.

2. CORE ACADEMIC & SPECIALIST SPACES

Elementary schools feature classrooms organized by grade level, supported by shared resource areas for reading and math intervention, English language learner support, and special education services. Specialist areas include art, music, world language, library/media centers, and physical education spaces designed to promote creativity, expression, and active learning.

3. EXTENDED LEARNING, MAKER, AND STEAM AREAS

To cultivate curiosity and innovation, many schools incorporate dedicated or flexible spaces for hands-on exploration and design, including maker spaces, science labs, and technology-rich STEAM environments. These areas support project-based learning, cross-disciplinary exploration, and early exposure to scientific and engineering concepts.

4. OUTDOOR LEARNING & PLAY ENVIRONMENTS

Each elementary campus provides safe, engaging outdoor play areas that encourage physical activity, imagination, and social interaction. Outdoor classrooms and natural learning areas are increasingly integrated to support environmental education, wellness, and experiential learning opportunities.

Educational Program Descriptions: Middle School

1. INTERDISCIPLINARY TEAMING & LEARNING COMMUNITIES

Middle Schools in NSD are organized around the interdisciplinary team model, creating smaller learning communities within the larger school environment. Each team includes core academic teachers—English language arts, mathematics, science, and social studies—who collaborate to integrate curriculum, support students' social emotional development, and strengthen relationships.

2. FLEXIBLE CLASSROOMS & COLLABORATION SPACES

Learning areas are designed for flexibility and collaboration, allowing for varied group sizes, interdisciplinary projects, and technology-supported learning. Team centers, small group breakout rooms, and extended learning areas provide space for peer-to-peer collaboration, teacher planning, and student support.

3. SCIENCE, TECHNOLOGY, AND ARTS INTEGRATION

Middle School programs emphasize active, exploratory learning across disciplines. Robust science labs, technology and engineering spaces, and arts classrooms support creative expression and problem solving. Co-curricular opportunities in robotics, coding, performing arts, and visual design complement the core program and help students discover emerging interests and talents.

Educational Program Descriptions: High School

1. ACADEMIC CLUSTERS, CTE PROGRAMS, AND SPECIALIZED LABS

NSD's two comprehensive high schools (Nashua High School North and Nashua High School South) offer a broad array of academic programs, career pathways, and specialized learning environments. The Nashua Technology Center (NTC), co-located on both campuses, provides 16 Career and Technical Education (CTE) programs in high-demand fields such as Advanced Manufacturing, Biotechnology, Cybersecurity, Construction, and Culinary Arts. These programs feature industry-grade labs, studios, and equipment that support authentic, applied learning

2. CAREER PATHWAYS, DUAL ENROLLMENT, AND PROJECT-BASED LEARNING

High school students engage in personalized pathways that align academic study with future goals. Dual-enrollment partnerships allow students to earn college credits while in high school, and project-based learning experiences connect classroom instruction to real-world application. Work-based learning, internships, and credentialing opportunities prepare graduates for college, careers, and civic life.

Educational Program Descriptions: District-wide/Specialty Programs

1. SPECIAL EDUCATION & STUDENT SERVICES

The district provides a full continuum of special education services across all grade levels, including inclusion classrooms, resource programs, and therapeutic supports. Student Services teams—comprising special educators, counselors, psychologists, and related service providers—work collaboratively to ensure each student's individual needs are met in the least restrictive environment.

2. EARLY CHILDHOOD & PRE-K

NSD's early childhood programs emphasize readiness for learning through play-based, developmentally appropriate instruction. Pre-K classrooms promote social, emotional, and cognitive growth while supporting early literacy and numeracy skills. Programs are designed to engage families as partners in their children's learning and development.

3. ALTERNATIVE & THERPEUTIC PROGRAMS

The district offers alternative and therapeutic programs that provide personalized, supportive environments for students who benefit from non-traditional learning settings. These programs address academic, behavioral, and emotional needs through small-group instruction, counseling, and individualized plans that build confidence and re-engage students in their learning.

4. ADULT EDUCATION & COMMUNITY USE

Each elementary campus provides safe, engaging outdoor play areas that encourage physical activity, imagination, and social interaction. Outdoor classrooms and natural learning areas are increasingly integrated to support environmental education, wellness, and experiential learning opportunities.

Building Design Requirements

1. LEARNING COMMONS & COLLABORATION HUBS

Nashua School District envisions Learning Commons and Collaboration Hubs as dynamic, flexible, and technology-rich spaces that serve as central nodes for student engagement and interdisciplinary learning. These areas must support varied instructional approaches, from independent study to group projects, by incorporating modular furniture, writable surfaces, and seamless access to digital resources. Designed to foster creativity, critical thinking, and collaboration. Learning Commons should be centrally located and visually connected to adjacent learning neighborhoods, encouraging spontaneous interaction among students and staff while also providing quiet zones for focused work.

2. CLASSROOM NEIGHBORHOODS & FLEXIBLE CUSTERS

Classroom Neighborhoods and Flexible Clusters are foundational to Nashua's commitment to personalized and student-centered education. These clusters should be organized as adaptable groups of classrooms and shared breakout spaces that promote small community building and flexible scheduling. Design requirements emphasize movable partitions, multi-use rooms, and scalable technology to accommodate diverse learning styles and group sizes. Each neighborhood must foster a sense of belonging and autonomy while enabling teachers to collaborate and students to transition fluidly between whole-group, small-group, and individual learning modes.

Building Design Requirements

3. SUPPORT SPACES (ADMINISTRATION, COUNSELING, HEALTH, CUSTODIAL)

Support Spaces within Nashua schools are critical for maintaining a safe, nurturing, and efficient educational environment. Administrative areas should be welcoming and secure, facilitating smooth communication between families, staff, and visitors. Counseling and health suites must prioritize privacy and accessibility, with spaces that accommodate confidential meetings and health services essential to student well-being. Custodial support areas should be strategically located for efficient maintenance operations without disrupting learning spaces. Overall, these support zones require thoughtful layout and durable finishes to enhance operational effectiveness while contributing to the school's positive climate.

4. DINING, KITCHEN, AND MULTIPURPOSE

Dining, Kitchen, and Multipurpose Areas are envisioned as versatile hubs supporting nutrition, socialization, and community gatherings. Nashua's design philosophy calls for large, flexible dining spaces that accommodate diverse student populations, including considerations for special dietary needs and cultural inclusivity. Kitchens must be designed for efficiency and adaptability to evolving food service standards, supporting both large-scale meal production and smaller community events. Multipurpose rooms integrated with dining facilities provide opportunities for assemblies, performances, and recreational activities, reinforcing the school's role as a vibrant community center

Building Design Requirements

5. TECHNOLOGY & INFRASTRUCTURE REQUIREMENTS

Nashua School District prioritizes robust technology infrastructure as the backbone of contemporary education. Building design must incorporate high-capacity wired and wireless networks, strategically placed power and data outlets, and dedicated spaces for technology equipment and support staff. Infrastructure should enable seamless integration of devices, interactive displays, and virtual learning platforms while ensuring cybersecurity and data privacy. Flexibility for future technology upgrades is essential, requiring scalable systems and conduit pathways to support rapid innovation and the evolving needs of both students and educators.

6. ACOUSTICS, LIGHTING, AND INDOOR AIR QUALITY STANDARDS

Optimal learning environments in Nashua schools depend on carefully engineered acoustics, lighting, and indoor air quality. Acoustic design must minimize noise transfer between classrooms and common areas through sound-absorbing materials, strategic spatial planning, and controlled mechanical systems. Lighting systems should maximize natural daylight while reducing glare, supplemented by energy-efficient LED fixtures with adjustable controls to accommodate various instructional activities. Indoor air quality is paramount; ventilation systems must meet or exceed current standards to provide fresh, filtered air that supports student health, cognitive function, and comfort, with monitoring systems integrated to maintain continuous environmental quality.

Elementary Program Scope Approximate ROM Cost Range

	ASES (5) AMHERST STREET	BES (5) BICENTENNIAL	BHES (1) BIRCH HILL	BSES (4) BROAD STREET	CAES (5) CHARLOTTE AVE	DCES(4) DR. CRISP	FES (4) FAIRGROUNDS	LSES (5) LEDGE ST	MDES (1) MAIN DUNSTABLE	MPES (4) MOUNT PLEASANT	NSES (3) NEW SEARLES	SHES (4) SUNSET HEIGHTS
21st Century Program / collaboration/ storage/ STEM Wayfinding/ Learning Commons / Safety and Security / Flexible Furniture, etc.	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
Stage or modifications to stage	YES	YES	YES	YES	NA	YES	NA	NA	YES	NA	NA	YES
Subtotal:	**$6.5 to $8.5M**	**$6.5 to $17.5M**	**$3.2M to $5.2M**	**$6.5 to $17.5M**	**$6.5 to $8.5M**	**$7.5M to $9.5M**	**$6.5 to $8.5M**	**$6.5 to $8.5M**	**$3.2M to $5.2M**	**$7M to $9M**	**$7M to $9M**	**$6.5 to $17.5M**

Decision Making Criteria

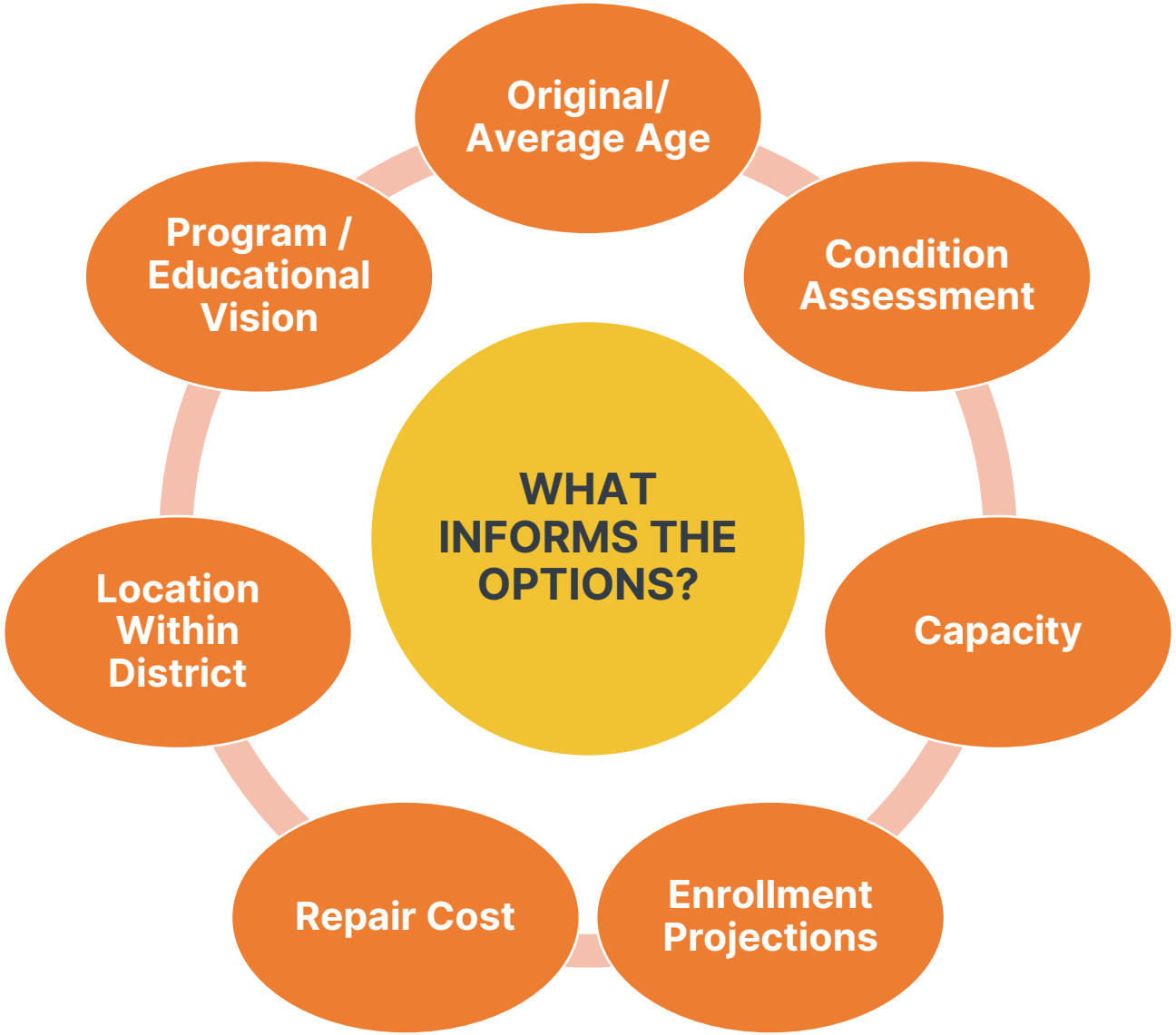
3

KEY BENCHMARKING ELEMENTS: WHAT ARE WE SOLVING FOR?		
EDUCATIONAL VISIONING OUTCOMES: DESIRED 21ST CENTURY DEISGN PATTERNS	**Safety & Welcome** (also a priority in Programming Meetings with Building Leaders and District Master Plan Goals)	✓
	Agile Classrooms	✓
	Healthy Building	✓
	Breakout & Pullover Spaces	✓
	Fitness & Movement	✓
	Secure Entry	✓
	Good Storage (also a priority in Programming Meetings with Building Leaders)	✓
	Safe Community Use & Access	✓
	Universal Design & Access	✓
	Sustainability	✓
	Classroom Neighborhoods	✓
	Flexible & Modular Furniture	✓
PROGRAMMING PRIORITIES (FROM BUILDING LEADERS)	**Additional or Larger Program & Specialist Spaces**	✓
	Updated, Accessible, and/or Single-User Restrooms	✓
	Updated Finishes & Maintenance	✓
	Improved HVAC	✓
DISTRICT MASTER PLAN GOALS	**Address Building Needs**	✓
	Address Items Beyond Critical Needs for CIP Funding Planning	✓
	Identify Investments to Address Future Outcome	✓
	Consider NH State Aid Funding as an Option	✓
	Address Parking/Traffic Issues	✓
	Intertwine with 5-Year Strategic Plan	✓

Options Considered

4

Exploring Options: **Option Considerations**



Exploring Options: **Elementary Schools—Existing**

SCHOOL	GRADES	CAPACITY	ENROLLMENT	APPROX. SF	BLDG. AGE
Amherst ES (AES)	K-5	378	288	64,700 SF	1964, 1978, 1982, 1999
Bicentennial ES (BES)	K-5	537	471	65,000 SF	1977, 1997
Birch Hill ES (BH)	K-5	381	331	64,800 SF	1972, 1993, 2024
Broad Street ES (BS)	K-5	361	253	62,470 SF	1963, 1965, 1990, 2015
Charlotte Ave ES (CA)	K-5	434	370	65,500 SF	1954, 1990, 2013
Dr. Crisp ES (DC)	K-5	454	356	54,800 SF	1981, 1997
Fairgrounds ES (FES)	K-5	555	456	65,500 SF	1954, 1964, 1990, 2012
Ledge Street ES (LS)	K-5	609	452	64,000 SF	1957, 1965, 1990, 2012
Main Dunstable ES (MD)	K-5	465	370	65,200 SF	1972, 1993, 2024
Mt. Pleasant ES (MP)	K-5	361	267	53,000 SF	1925, 1987, 2000
New Searles ES (NS)	K-5	355	253	57,000 SF	1968, 1995, 2003
Sunset Heights ES (SH)	K-5	498	357	67,635 SF	1965, 1990, 2016

CONSIDERATIONS:

- **Operation of 12 Elementary Schools**
- **Elementary Schools are generally underutilized**
- **Ages of schools vary; recent renovations for the schools vary**
- **The schools are spread around the city. In some cases, some buildings are in close proximity, and others are not.**
- **Building repair costs only are estimated at $94,488,149 for 2025. This does not consider program needs.**

Exploring Options: Facilities Condition Summary

Highest Repair ROM Estimate Cost/SF:

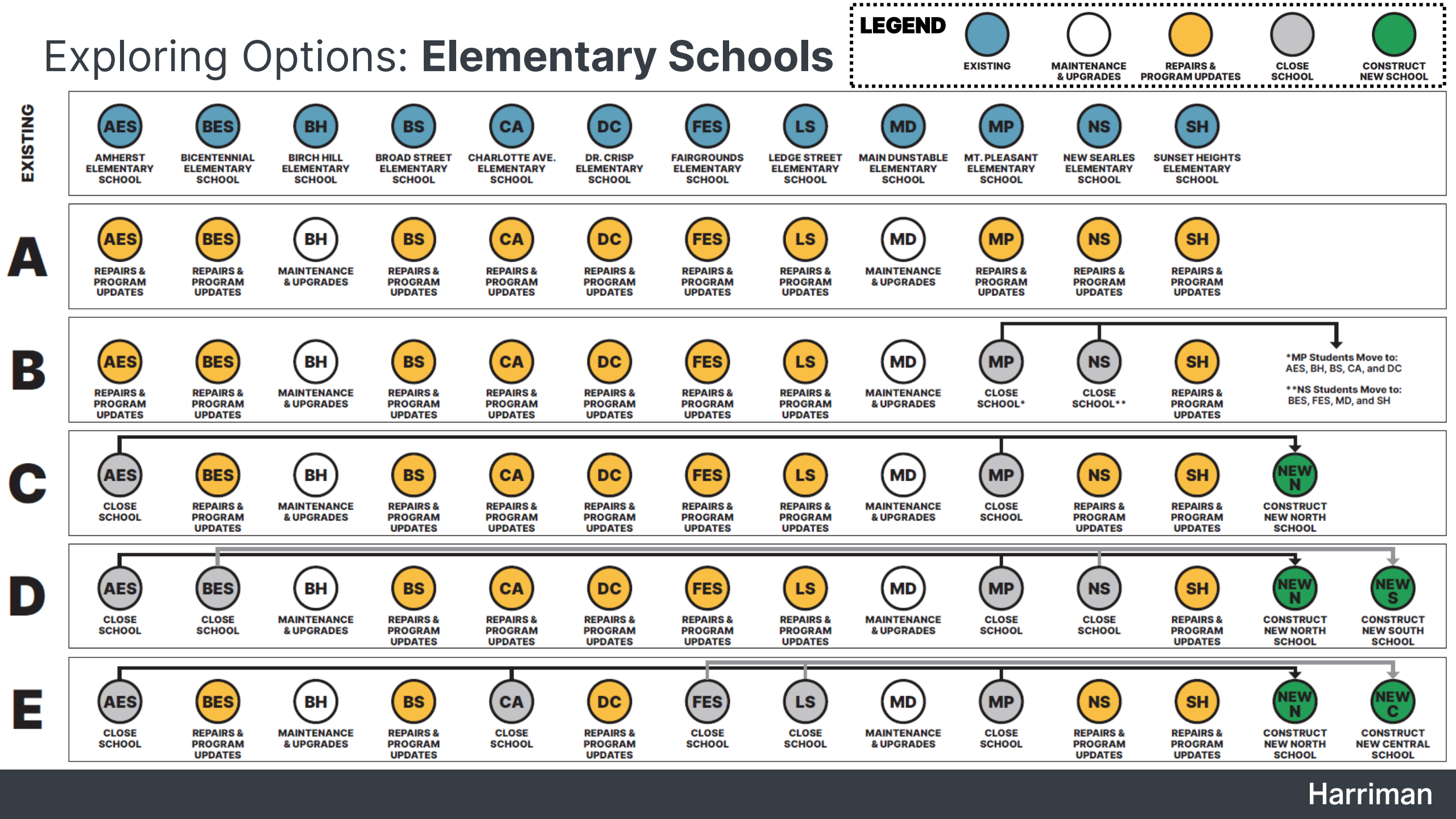
- **Mt. Pleasant: $240**
- **New Searles: $146**
- **Amherst: $140**
- **Ledge Street: $119**
- **Bicentennial: $111**
- **Charlette Ave: $ 108**
- **Fairgrounds ES: $104**

SCHOOL	TOTAL ROM REPAIR COST	SF OF SCHOOL	REPAIR COST/SF
AES - Amherst Street ES	$9M +/-	64,700	$140
BES - Bicentennial ES	$7.2M +/-	65,000	$111
BHS - Birch Hill ES	$2.7M +/-	64,800	$41
BSES - Broad Street ES	$6.1M +/-	62,470	$98
CES - Charlotte Ave ES	$7.1M +/-	65,500	$108
DCES - Dr. Crisp ES	$4.3M +/-	54,800	$78
FES - Fairgrounds ES	$6.8M +/-	65,500	$104
LSES - Ledge Street ES	$7.6M +/-	64,000	$119
MDES - Main Dunstable ES	$3.5M +/-	65,200	$53
MPES - Mount Pleasant ES	$12.7M +/-	53,000	$240
NSES - New Searles ES	$8.3M +/-	57,000	$146
SHES - Sunset Heights ES	$5.7M +/-	67,635	$84
FMS - Fairgrounds MS	$5.6M +/-	118,800	$47
MMS - McCarthy MS	$200K +/-	211,985	$1
PMS - Pennichuck MS	$4.2M +/-	136,806	$31
NHSN - Nashua HS - North	$28.2M +/-	420,000	$67
NHSS - Nashua HS - South	$24M +/-	430,000	$56
AD - Administration	$800K +/-	9,920	$76
FSS - Franklin Street School	$800K +/-	40,000	$20
ALL SCHOOL TOTALS	**$144.8M +/-**	**2,117,116**	**$68**

Elementary Program Scope Approximate ROM Estimated Cost Range

	ASES (5) AMHERST STREET	BES (5) BICENTENNIAL	BHES (1) BIRCH HILL	BSES (4) BROAD STREET	CAES (5) CHARLOTTE AVE	DCES(4) DR. CRISP	FES (4) FAIRGROUNDS	LSES (5) LEDGE ST	MDES (1) MAIN DUNSTABLE	MPES (4) MOUNT PLEASANT	NSES (3) NEW SEARLES	SHES (4) SUNSET HEIGHTS
21st Century Program / collaboration/ storage/ STEM Wayfinding/ Learning Commons / Safety and Security / Flexible Furniture, etc.	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
Stage or modifications to stage	YES	YES	YES	YES	NA	YES	NA	NA	YES	NA	NA	YES
Subtotal:	**$6.5 to $8.5M +/-**	**$6.5 to $17.5M +/-**	**$3.2M to $5.2M +/-**	**$6.5 to $17.5M +/-**	**$6.5 to $8.5M +/-**	**$7.5M to $9.5M +/-**	**$6.5 to $8.5M +/-**	**$6.5 to $8.5M +/-**	**$3.2M to $5.2M +/-**	**$7M to $9M +/-**	**$7M to $9M +/-**	**$6.5 to $17.5M +/-**

Exploring Options: **Elementary Schools**



Exploring Options: **Elementary Schools—Option A**

SCHOOL	EXISTING CAPACITY	EXISTING ENROLLMENT	OPTION A SCOPE	OPTION A ENROLLMENT
Amherst ES (AES)	378	288	**Repairs & Program**	**288**
Bicentennial ES (BES)	537	471	**Repairs & Program**	**471**
Birch Hill ES (BH)	381	331	**Maintenance & Program**	**331**
Broad Street ES (BS)	361	253	**Repairs & Program**	**253**
Charlotte Ave ES (CA)	434	370	**Repairs & Program**	**370**
Dr. Crisp ES (DC)	454	356	**Repairs & Program**	**356**
Fairgrounds ES (FES)	555	456	**Repairs & Program**	**456**
Ledge Street ES (LS)	609	452	**Repairs & Program**	**452**
Main Dunstable ES (MD)	465	370	**Maintenance & Program**	**370**
Mt. Pleasant ES (MP)	361	267	**Repairs & Program**	**267**
New Searles ES (NS)	355	253	**Repairs & Program**	**253**
Sunset Heights ES (SH)	498	357	**Repairs & Program**	**357**

CONSIDERATIONS:

- **All 12 existing schools remain open and underutilized.**
- **Does consider building repairs.**
- **Does consider program improvements**

OPTION A ROM ESTIMATED COST:
$170M to $220M

Exploring Options: **Elementary Schools—Option B**

SCHOOL	EXISTING CAPACITY	EXISTING ENROLLMENT	OPTION B SCOPE	OPTION B ENROLLMENT
Amherst ES (AES)	378	288	**Repairs & Program**	**359**
Bicentennial ES (BES)	537	471	**Repairs & Program**	**501**
Birch Hill ES (BH)	381	331	**Maintenance & Program**	**361**
Broad Street ES (BS)	361	253	**Repairs & Program**	**342**
Charlotte Ave ES (CA)	434	370	**Repairs & Program**	**412**
Dr. Crisp ES (DC)	454	356	**Repairs & Program**	**431**
Fairgrounds ES (FES)	555	456	**Repairs & Program**	**526**
Ledge Street ES (LS)	609	452	**Repairs & Program**	**452**
Main Dunstable ES (MD)	465	370	**Maintenance & Program**	**440**
Mt. Pleasant ES (MP)	361	267	**Close School** (move to: AES, BH, BS, CA, DC)	**-**
New Searles ES (NS)	355	253	**Close School** (move to: BES, FES, MD, SH)	**-**
Sunset Heights ES (SH)	498	357	**Repairs & Program**	**440**

CONSIDERATIONS:

OPTION B ROM ESTIMATED COST : **$130M to$175M**

- **Closes 2 schools.**
- **Enrollment at remaining schools absorbs students from closed schools to better utilize capacity.**
- **Does consider building repairs.**
- **Does consider program improvements.**
- **Closes 2 of the older schools, poor matrix showing, higher cost/SF for repairs.**
- **Redistricting/bus routes/walking students.**
- **Operation of 10 Elementary Schools.**

B

Exploring Options: **Elementary Schools—Option C**

SCHOOL	EXISTING CAPACITY	EXISTING ENROLLMENT	OPTION C SCOPE	OPTION C ENROLLMENT
Amherst ES (AES)	378	288	**Close School** (move to: New School)	-
Bicentennial ES (BES)	537	471	**Repairs & Program**	**471**
Birch Hill ES (BH)	381	331	**Maintenance & Program**	**331**
Broad Street ES (BS)	361	253	**Repairs & Program**	**253**
Charlotte Ave ES (CA)	434	370	**Repairs & Program**	**370**
Dr. Crisp ES (DC)	454	356	**Repairs & Program**	**356**
Fairgrounds ES (FES)	555	456	**Repairs & Program**	**456**
Ledge Street ES (LS)	609	452	**Repairs & Program**	**452**
Main Dunstable ES (MD)	465	370	**Maintenance & Program**	**370**
Mt. Pleasant ES (MP)	361	267	**Close School** (move to: New School)	-
New Searles ES (NS)	355	253	**Repairs & Program**	**253**
Sunset Heights ES (SH)	498	357	**Repairs & Program**	**357**
New Elementary School	-	-	**Construct New Elementary School**	**555**

CONSIDERATIONS:

- **Closes 2 schools; builds 1 school.**
- **Enrollment at remaining schools could be reviewed to better utilize, while building smaller new school. (see Option E)**
- **Does consider building repairs.**
- **Does consider program improvements.**

OPTION C ROM ESTIMATED COST : **$200 to $245M**

- **Closes 2 of the older schools, poor matrix showing, higher cost/SF for repairs.**
- **Redistricting/bus routes/walking students.**
- **Operation of 11 Elementary Schools.**
- **New school size.** (assumes $725/sf total cost (year '26), 150sf/student and $250k/acre at 25 acres for site) $60,356,250 and $6.25M for site)

C

Exploring Options: **Elementary Schools—Option D**

SCHOOL	EXISTING CAPACITY	EXISTING ENROLLMENT	OPTION D SCOPE	OPTION D ENROLLMENT
Amherst ES (AES)	378	288	**Close School** (move to: New North School)	-
Bicentennial ES (BES)	537	471	**Close School** (move to: New South School)	-
Birch Hill ES (BH)	381	331	**Maintenance & Program**	**331**
Broad Street ES (BS)	361	253	**Repairs & Program**	**253**
Charlotte Ave ES (CA)	434	370	**Repairs & Program**	**370**
Dr. Crisp ES (DC)	454	356	**Repairs & Program**	**356**
Fairgrounds ES (FES)	555	456	**Repairs & Program**	**456**
Ledge Street ES (LS)	609	452	**Repairs & Program**	**452**
Main Dunstable ES (MD)	465	370	**Maintenance & Program**	**370**
Mt. Pleasant ES (MP)	361	267	**Close School** (move to: New North School)	-
New Searles ES (NS)	355	253	**Close School** (move to: New South School)	-
Sunset Heights ES (SH)	498	357	**Repairs & Program**	**357**
New North School	-	-	**Construct New North School**	**555**
New South School	-	-	**Construct New South School**	**724**

CONSIDERATIONS:

- **Closes 4 schools; builds 2 schools.**
- **Enrollment at remaining schools could be reviewed to better utilize, while building smaller new schools. (see Option E)**
- **Does consider building repairs.**
- **Does consider program improvements.**

OPTION D ROM ESTIMATED COST: **$245-$275M**

- **Closes 2 of the older schools, poor matrix showing, higher cost/SF for repairs.**
- **Redistricting/bus routes/walking students.**
- **Operation of 10 Elementary Schools.**
- **New school sizes.**

D

Exploring Options: **Elementary Schools—Option E**

SCHOOL	EXISTING CAPACITY	EXISTING ENROLLMENT	OPTION E SCOPE	OPTION E ENROLLMENT
Amherst ES (AES)	378	288	**Close School** (move to: New North School)	-
Bicentennial ES (BES)	537	471	**Repairs & Program**	**471**
Birch Hill ES (BH)	381	331	**Maintenance & Program**	**331**
Broad Street ES (BS)	361	253	**Repairs & Program**(+100 Students)	**353**
Charlotte Ave ES (CA)	434	370	**Close School** (move to: New North School)	-
Dr. Crisp ES (DC)	454	356	**Repairs & Program**(+75 Students)	**431**
Fairgrounds ES (FES)	555	456	**Close School** (move to: New Central School)	-
Ledge Street ES (LS)	609	452	**Close School** (move to: New Central School)	-
Main Dunstable ES (MD)	465	370	**Maintenance & Program**	**370**
Mt. Pleasant ES (MP)	361	267	**Close School** (move to: New North School)	-
New Searles ES (NS)	355	253	**Repairs & Program**(+85 Students)	**338**
Sunset Heights ES (SH)	498	357	**Repairs & Program**	**357**
New North School	-	-	**Construct New North School**	**750**
New South School	-	-	**Construct New Central School**	**639**

CONSIDERATIONS:

- **Closes 5 schools; builds 2 schools.**
- **Enrollment at remaining schools is rebalanced for better utilization.**
- **Does consider building repairs.**
- **Does consider program improvements.**
- **Operation of 9 Elementary Schools.**

OPTION E ROM ESTIMATED COST: **$235 TO 275M**

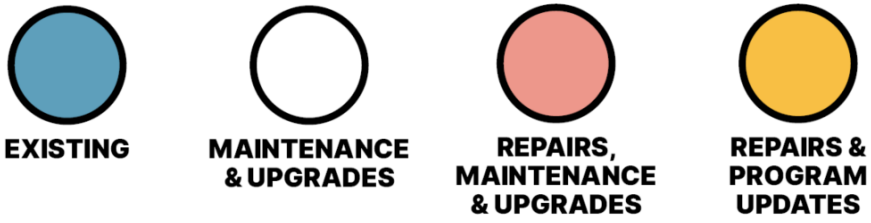
- **Closes 2 of the worst matrix showing schools; closes several of the worst cost/SF for repairs schools; closes 5 oldest buildings that have not been renovated in the near term.**
- **Redistricting/bus routes/walking students.**
- **New school sizes.**

Exploring Options: **Middle & High Schools**

SCHOOL	GRADES	CAPACITY	ENROLLMENT	APPROX. SF	REPAIRS, MAINTENANCE, & UPGRADES COST*
Fairgrounds MS (FMS)	6-8	657 (@ 85%)	589	118,800 SF	$5.6M +/-
McCarthy MS (MMS)	6-8	917 (@ 85%)	653	211,985 SF	$225k +/-
Pennichuck MS (PMS)	6-8	858 (@ 85%)	764	136,806 SF	$5.8M +/-
Nashua HS North (NHSN)	9-12	1614 (@ 85%)	1559	420,000 SF	$42M +/-
Nashua HS South (NHSS)	9-12	1984 (@ 85%)	1709	430,000 SF	$40M +/-

*Does not include Program Cost

LEGEND

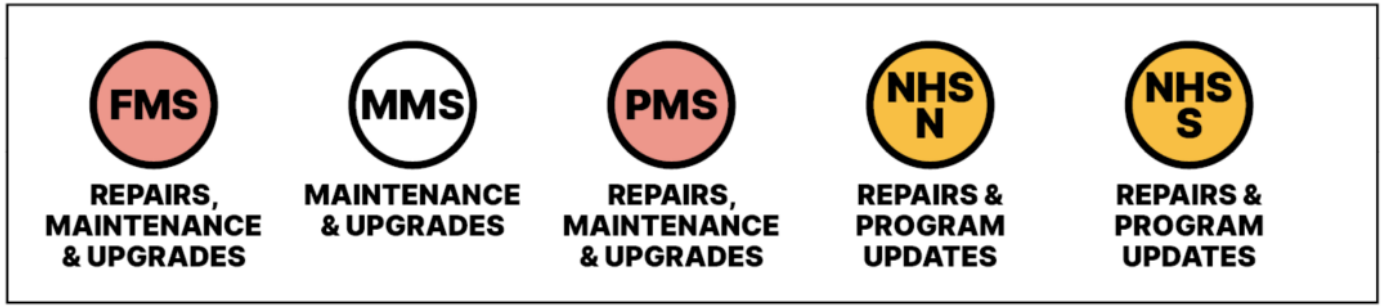


CONSIDERATIONS:

- **Not enough capacity to move 5th grade to the Middle Schools.**
- **Not enough capacity to move 8th grade to the High Schools.**
- **Additions?**

EXISTING

ALL OPTIONS



Community Feedback

5

Active poll

6

Join at

slido.com

#2580 524

Please provide your feedback about the options (specify the option letter, when relevant)

School 3 | Funds 3

- My suggestion is to roughly break down the costs yearly. I think most people cannot wrap their head around those huge numbers even though you kept saying 10 years...
  Also with our current state politics and funding have we looked into grant options to help build these facilities.
  Corporate sponsors like BAE to help with engineering labs...
  Biotech companies for labs...

  We need better facilities. New facilities

- Re title 1 funds, many of the schools are title schools.

Active poll

6

Join at

slido.com

#2580 524

Please provide your feedback about the options (specify the option letter, when relevant)

School 3 | Funds 3

- What about title 1 funds??

- I think it's very clear that we need to reimagine our portfolio of buildings. They are assets for the city and if we continue to not maintain them, we will end up paying more. It's critical for our city to invest in the future by giving our students safe, accessible, inviting places to learn. We also must consider that one of the number one thing people ask when they consider a move is "how are the schools" an investment in our schools could very likely attract new homeowners and new teachers. Schools are not just for families—they can truly be hubs of our community and this master plan considers that. Final point is any master plan needs to consider the needs of our special ed students. Your final story needs to show not just the cost but also the potential savings in utilities, transportation and maintenance.

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#2580 524

Please provide your feedback about the options (specify the option letter, when relevant)

School 3 Funds 3

considers that. Final point is any master plan needs to consider the needs of our special ed students. Your final story needs to show not just the cost but also the potential savings in utilities, transportation and maintenance.

- Investing in early childhood education (public early childhood education options)

- We need to invest in our public education now as a collective community we can invest in it as individuals when they go to college/technical school.

- All options: What are the answers to the next steps after closures? Such as additional bussing budgets where they aren't needed currently. Also what happens to classroom sizes which are currently very good on average within our district.

Next Steps

6

Here are the various methods we used to communicate the Facilities Master Plan Community Forum #2:

1. Email to all parents and staff through Student Information System (SIS), 1/21/26
2. Facebook Post, 1/20/26
3. Dr. Andrade announced at JSSBC meeting, 1/22/26
4. Email invitation to Board of Alderman, 1/22/26
5. Email invitation sent to Mayor's office for distribution, 1/23/26
6. Flyer sent to all 18 schools for posting on front doors/community board, 1/27/26
7. Press Release "invitation" sent to approximately 16 different local news agencies/reporters 1/27/26
8. Email #2 to all parents and staff through Student Information System (SIS), 1/30/26
9. Facebook Post #2, 1/30/26

Next Steps

- **Review Community Feedback on the Options**
- **Narrow Down Options**
- **Refine Options**
- **School Board presentation: February 9th**