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Specials and Performing Arts

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Agenda

- Background and Context – Specials and Performing Arts
- Elementary School Performance Space Existing Conditions
- Elementary School Performance Space Design Process
- Major Project Conditions / Best Practices for Elementary School Performance Spaces
- Alternatives for Elementary School Performance Stages

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Background and Context – Specials and Performing Arts

Phase 2 Capital Plan – Facilities Condition Work

Performing Arts in the AAPS are a high priority.

To date, the District has made significant investments at Pioneer High School.

As part of the Phase 2 Capital Plan's Facilities Condition Work, a Capital Improvements Plan is in development at Middle and High Schools. Significant Performing Arts investments at these sites are in the planning process.

Phase 2 Capital Plan – Facilities Condition Work

For Middle School Performing Arts, the first task of the capital improvements plan has already taken place:

- *A detailed assessment of existing MPR / Theater spaces and Theatrical Systems has occurred at all five Middle Schools.*

The next step in this plan will be to prioritize MPR / Theater improvements at all Middle Schools and High Schools with stakeholder input.

Specials Approach for Elementary Schools

(applicable to 4-Section K5s)

Category	Existing Conditions	What We Heard During Engagements	Major Project Condition / Best Practices
Library <i>(used all day, every day)</i>	A dedicated space, usually with marginal resource storage.	Generally affording only one mode of use. <ul style="list-style-type: none"> • Location in the building is not ideal. • Often lacks an instructional space. • Lacks adaptability for programmatic needs. • Acoustics are suboptimal. • Lacks resource amenities. 	A dedicated space with vetted resource storage. Designs permit multiple modalities, with flexible furniture, including stacks, and technology integration. <ul style="list-style-type: none"> • Centralized location in the building. • Includes an instructional function. • Spaces are engineered acoustically.
Gymnasium <i>(used all day, every day)</i>	A dedicated space with provisions for basketball and volleyball.	Generally suitable for only one PE class at a time, with suboptimal borrowed spaces serving as PE Offices, and marginal storage. <ul style="list-style-type: none"> • Location in the building is not ideal. • Acoustics are not good, especially when these spaces are used for assemblies. • Access to drinking fountains and bathrooms is suboptimal. 	A dedicated space, with provisions for basketball and volleyball, now suitable for two PE classes, with a dedicated PE office for two PE instructors and vetted storage. <ul style="list-style-type: none"> • Centralized location in the building. • Dedicated PE offices have natural light and views. • Spaces are engineered acoustically for good speech intelligibility and can support an all-school assembly. • Access to drinking fountains and bathrooms is provided. • Quick access to outdoor skill-based PE zones is provided.



Specials Approach for Elementary Schools

(applicable to 4-Section K5s)

Category	Existing Conditions	What We Heard During Engagements	Major Project Condition / Best Practices (highlighted red = newly added spaces)
Art <i>(used all day, every day)</i>	A dedicated space, usually purpose-built a little larger than a typical Classroom.	Generally lack adequate storage. <ul style="list-style-type: none"> • Kilns are sometimes located elsewhere in the building. • Usually lacks a connection to the outdoors. • Lighting and power are not ideal. • Access to water is OK. 	A dedicated space, intentionally designed, with an adjacent kiln room, vetted resource storage, learning on display opportunities, and direct access to the exterior for outdoor learning opportunities. <ul style="list-style-type: none"> • For additional Art, one of two shared, 'Flex Specials' spaces, with flexible storage and clean-up sink is available. • Location in the building is improved. • Places to display artwork are prioritized.
PLTW <i>(used all day, every day)</i>	Sometimes dedicated, sometimes shared, this space is usually a re-purposed Classroom. <ul style="list-style-type: none"> • The PLTW program changed significantly post-design. • Accommodations are being explored to accommodate this change. 	Spaces are often undersized, lacking suitable storage for material resources and student projects. <ul style="list-style-type: none"> • Usually lacks a connection to the outdoors. • Lighting and power are not ideal. • Access to water is not ideal. • Furniture is not intentional. 	Now a new dedicated PLTW room , intentionally designed as a Specials space. <ul style="list-style-type: none"> • Water, power, and vetted material resource and students project storage are provided. • Places to display projects are prioritized. • Where possible, direct connections to the outdoors are provided.
General Music <i>(used all day, every day)</i>	A dedicated space, usually purpose-built a little larger than a typical Classroom.	Generally lacking adequate storage. <ul style="list-style-type: none"> • Location in the building is not ideal. • Acoustics are suboptimal. • Some rooms are undersized. 	<u>A dedicated space</u> , intentionally designed. <ul style="list-style-type: none"> • Location in the building is improved. • Storage is improved and accessible from the Music Room. • Engineered reverberation and sound-attenuation measures are provided.



Specials Approach for Elementary Schools

(applicable to 4-Section K5s)

Category	Existing Conditions	What We Heard During Engagements	Major Project Condition / Best Practices (highlighted red = newly added spaces)
Instrumental Music (Band and Orchestra) <i>(used two mornings or afternoons a week)</i>	Shared spaces, usually on the MPR Stage, but sometimes in a re-purposed or empty Classroom space.	Lacking instrument storage and adequate acoustical measures. <ul style="list-style-type: none"> • Often not located in the optimal flow of a 5th-grader's day. • Instrument storage does not exist. 	Now shared in two new 'Flex Specials' spaces <ul style="list-style-type: none"> • With vetted storage accessible nearby, designed to support student use. • Engineered reverberation and sound-attenuation measures are provided.
Theater <i>(limited use)</i>	A shared space, usually on the MPR Stage or in a re-purposed or empty Classroom space. <ul style="list-style-type: none"> • The Theater program was added post-design. • Accommodations are being explored to accommodate this change. 	The program is on a part-time basis, in a Pilot mode at some locations.	Shared in one of the two new 'Flex Specials' spaces, with flexible storage. <ul style="list-style-type: none"> • Rehearsals can be accommodated in the Heart and, on some occasions, in each FLE Commons.
Flex Special <i>(formerly World Language)</i>	Sometimes dedicated, sometimes shared, this space is usually a re-purposed or empty Classroom space.		Shared in one of the two new 'Flex Specials' spaces, with flexible storage. <ul style="list-style-type: none"> • Engineered with improved acoustics.



Performance Stage Approach for Elementary Schools

(applicable to 4-Section K5s)

Category	Existing Conditions	What We Heard During Engagements	Major Project Condition / Best Practices
Performance Stage <i>(scheduled events occur multiple times a year)</i>	<p>A shared space, located in the MPR. It is barrier-free accessible with a raised, fixed platform, outfitted with age-appropriate sound and lighting, usually with a main curtain. Stages are inaccessible for lunch periods. They are used for Music Instruction at most schools.</p>	<p>Stages can be unused for the majority of the week and often function as a storage space.</p> <ul style="list-style-type: none"> • Stages are often used after hours. • When used for performances, performance items may be left on the stage, unsecured. This requires scheduling coordination. • Acoustics in the MPR are suboptimal, related as much to reverberation issues as to the presence of noisy food service equipment and mechanical systems. • Space for the audience competes with lunch table storage. • Projection is on a cart. • Sound system racks are unsecured. • After Care is often provided in the MPR. 	<p>A shared space, located in the Café, equipped with adaptable barrier-free platform solutions, age-appropriate sound and lighting equipment, and curtains.</p> <ul style="list-style-type: none"> • Design features in other parts of the building lessen the reliance on using the Café for all gatherings, unlike today, where all gatherings occur in the MPR. • Adaptable platform solutions can be used in several spaces in the building, accommodating a wide range of student-centered educational and performance activities, supporting different learning modalities. • Outside of lunch hours, rehearsals can be accommodated in the Café. Otherwise, rehearsals can occur in the Heart and, on some occasions, in each FLE Commons. Flex Specials spaces can also accommodate rehearsals. • Storage for the adaptable platform solutions, as well as for café tables and chairs, is adjacent to both the Café and Gym. When the adaptable platforms are in use, storage for performances can occupy the storage room. • Acoustics are engineered specifically for performances, which also benefits general lunchtime noise levels.



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Elementary School Performance Space Existing Conditions

Today's Gathering Accommodations

Today, indoor Elementary School gatherings accommodating more than one Classroom occur in the Multi-Purpose Room (MPR), shared with lunch functions as well as frequent use of the stage for instruction (commonly Instrumental Music, due to lack of dedicated spaces).

Stages are also used after hours for events, and for After Care.

Existing Conditions – Logan Elementary



Existing Conditions – Thurston Elementary

Thurston Elementary School



Thurston



Existing Conditions – Eberwhite Elementary

📍 Eberwhite Elementary School



Existing Conditions – Lawton Elementary



Existing Conditions – Bryant Elementary



Existing Conditions – Haisley Elementary

Haisley Elementary School



Existing Conditions – Pattengill Elementary



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Elementary School Performance Space Design Process

Process – Standards from Engagements



When planning began for 2019 Bond Major Projects, there were no District Standards available for what was required for each grade level.

Standards were developed ‘live’ from extensive Engagements at School and District levels.



The current approach for Elementary School Gathering / Performance Spaces is a direct result of this process.

Process – School Feedback



to be less

to be more

to continue being



Mitchell

Lawton

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Major Project Conditions / Best Practices for Elementary School Performance Spaces

Planned Gathering Space Accommodations

Elementary School Major Projects are designed to include 8 or 9 flexible spaces that can be used for gatherings, accommodating many events that currently can only occur in Multi-Purpose Rooms.

Along with Adaptable Platform Solutions, this expands the possibilities for how gatherings can occur in the future.

Gathering Space Type 1 – Commons

Commons spaces can accommodate a whole grade level



COMMONS TYPICAL

The Commons is a versatile zone designed for various purposes, including large group gatherings, small group breakout sessions, independent work space, and student support services. This space is shared by a team of four Core educators and can be scheduled by that team if desired. The Commons features visual and physical connections to all shared zones within a community, as well as outdoor access.

Commons spaces, of which there are usually six, are set-up with fixed and mobile technology and improved acoustics.

They are unscheduled daylight spaces reserved for each grade level, well-suited for project presentations and other whole-grade gatherings.

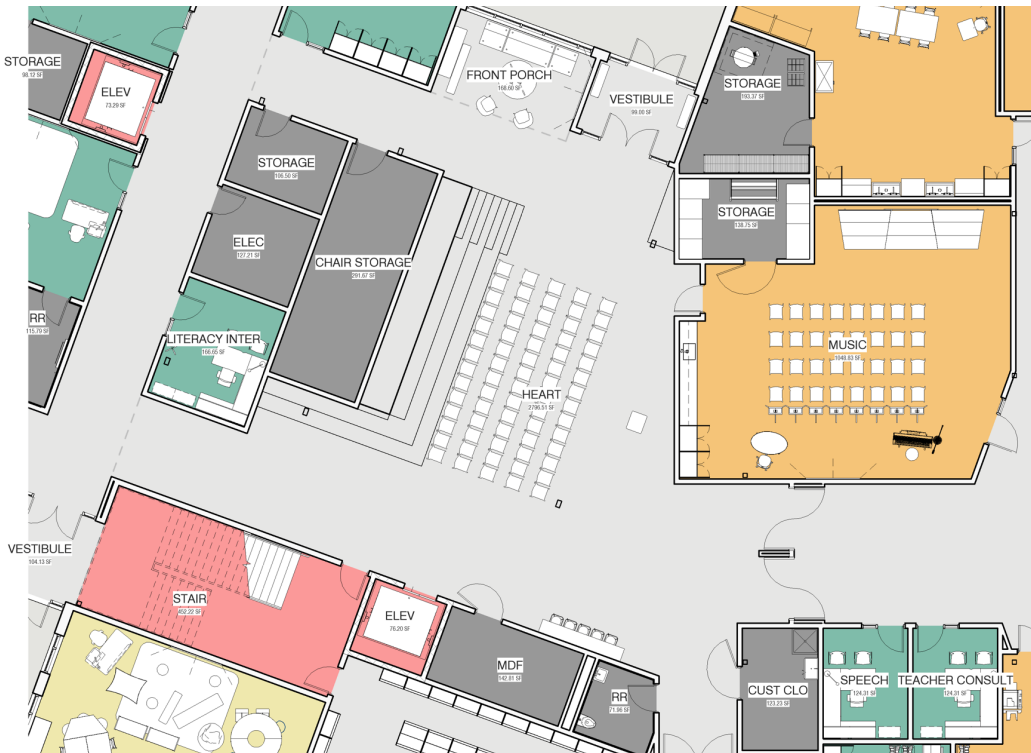


Gathering Spaces for Performances

The main gathering spaces for
Elementary School **Performances**
are the Heart, the Café, and the Gym.

Gathering Space Type 2 – the Heart

The Heart can accommodate one or two whole grade levels



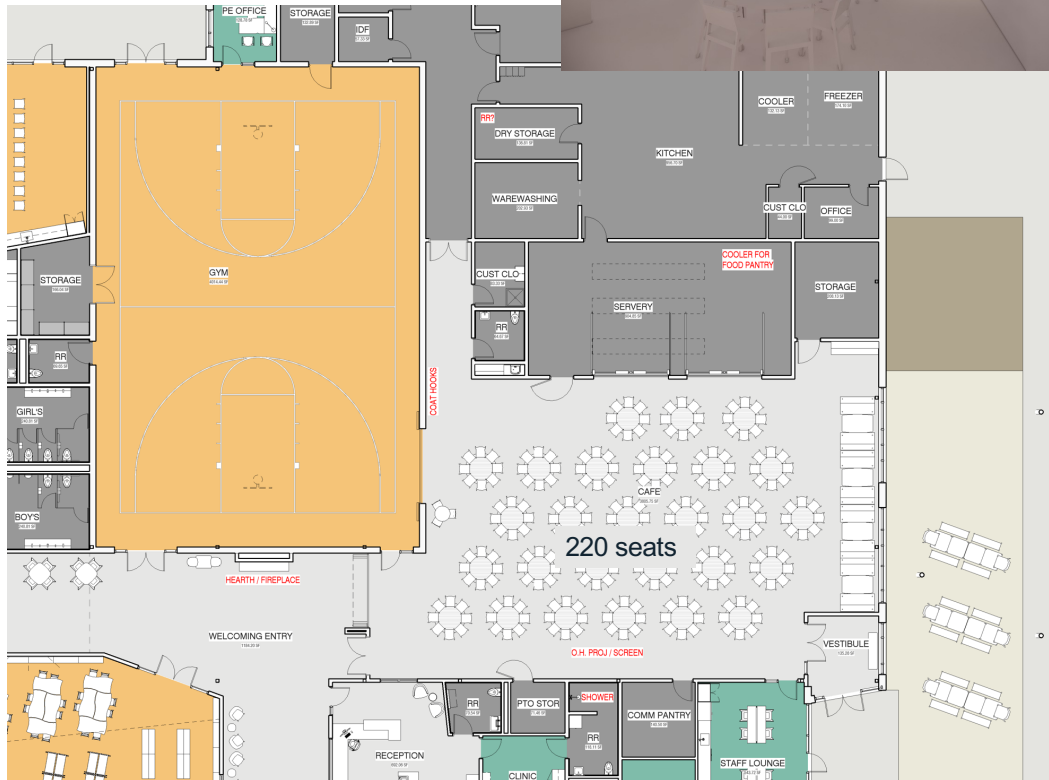
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Specials and Performing Arts | 06.11.25

The Heart is outfitted with fixed risers, projection technology, a sound system, and engineered acoustical solutions.

Presenters / Performers can either be on the risers, on the floor, or can use Adaptable Platform Solutions, depending on the event.

Gathering Space Type 3 - Cafes



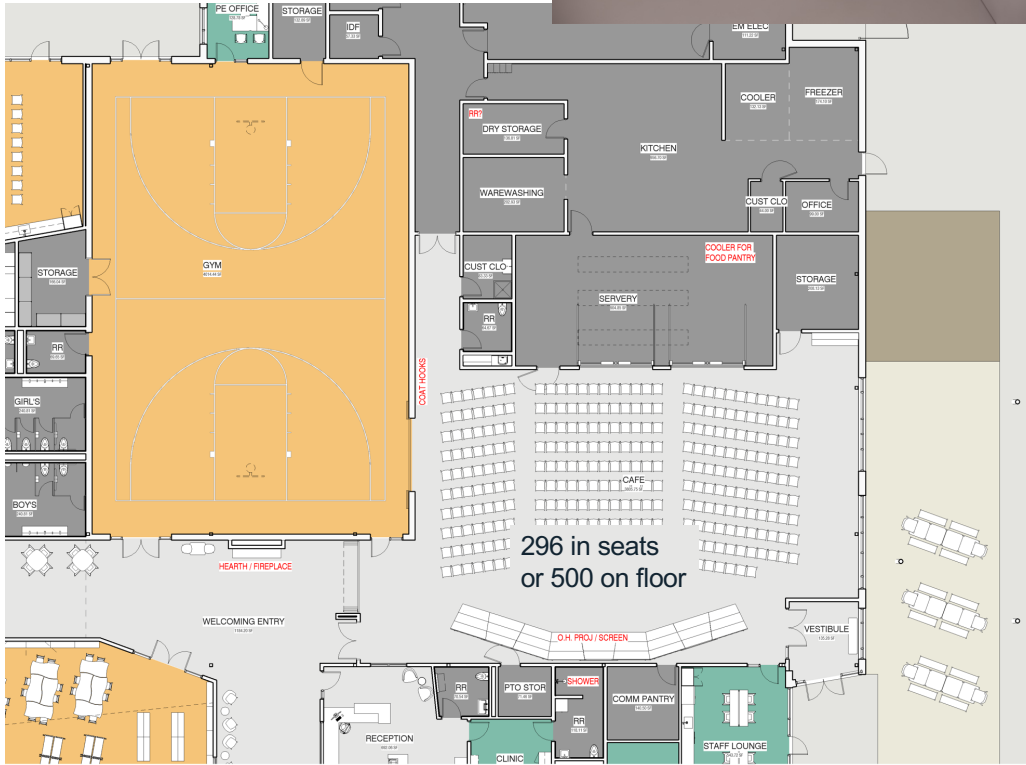
Cafes are sized for a theoretical maximum enrollment, with all Servery equipment located outside this space and with ample dedicated storage nearby for tables, chairs, and Adaptable Platform Solutions.

Since Specials will be accommodated in purpose-built spaces, there will no longer be a need to conduct Music classes in the Café.



Gathering Space Type 3 - Cafes

Cafes can accommodate **some** school-wide events

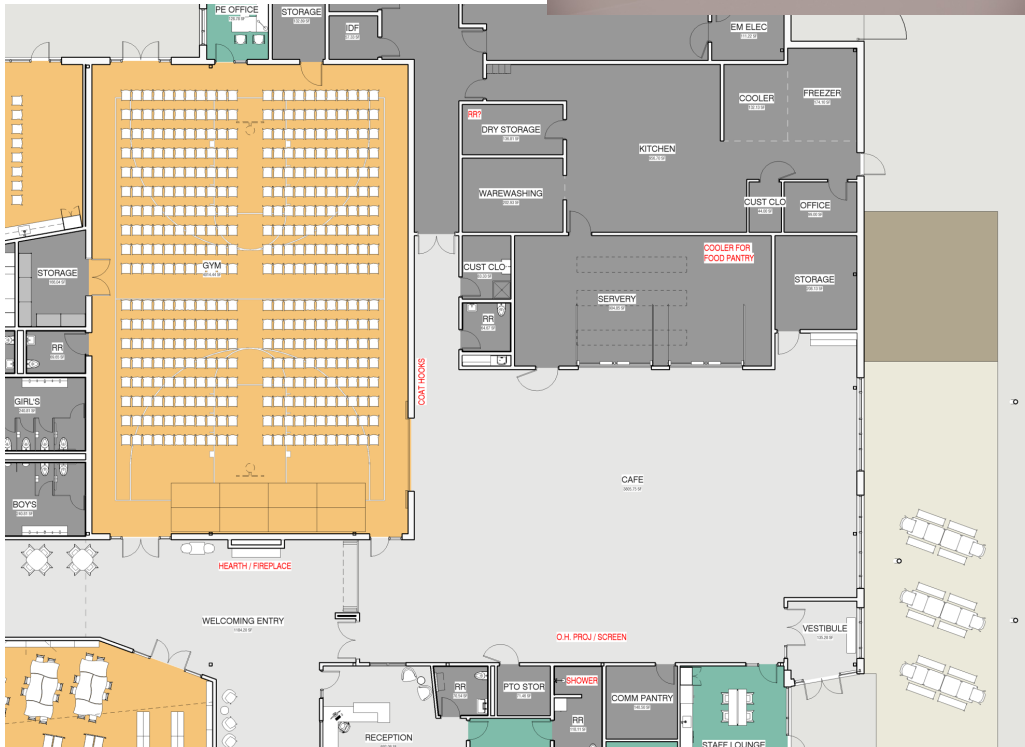


Cafes are equipped with sound, lighting, and projection systems and are best-suited for small to medium musical and theatrical performances where these improved systems would be required. Cafes also benefit from intentional engineered acoustic solutions.

Adaptable Platform Solutions can be configured for any type of event.

Gathering Space Type 4 - Gyms

Gyms can accommodate
all school-wide events



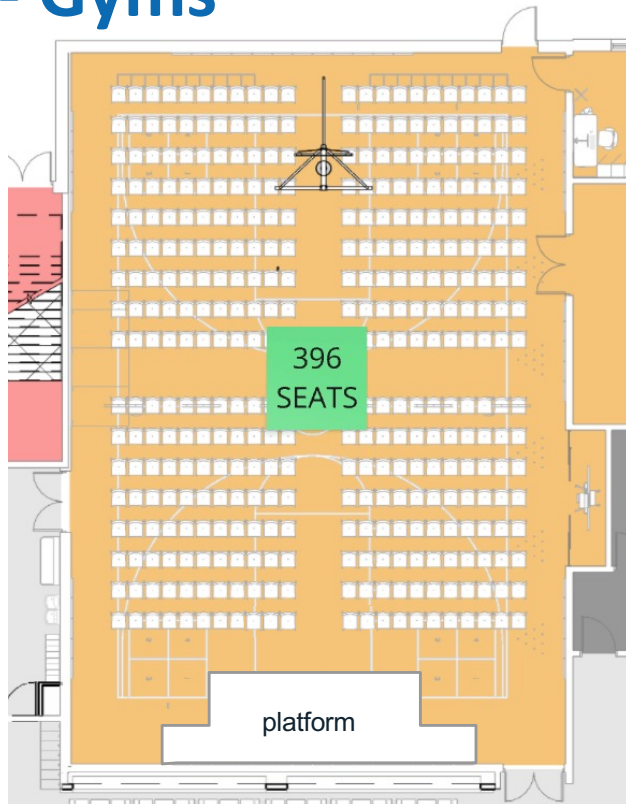
Gyms are equipped with mobile projectors and sound systems suitable for whole school assemblies.

Adaptable Platform Solutions can be employed in the Gym too.

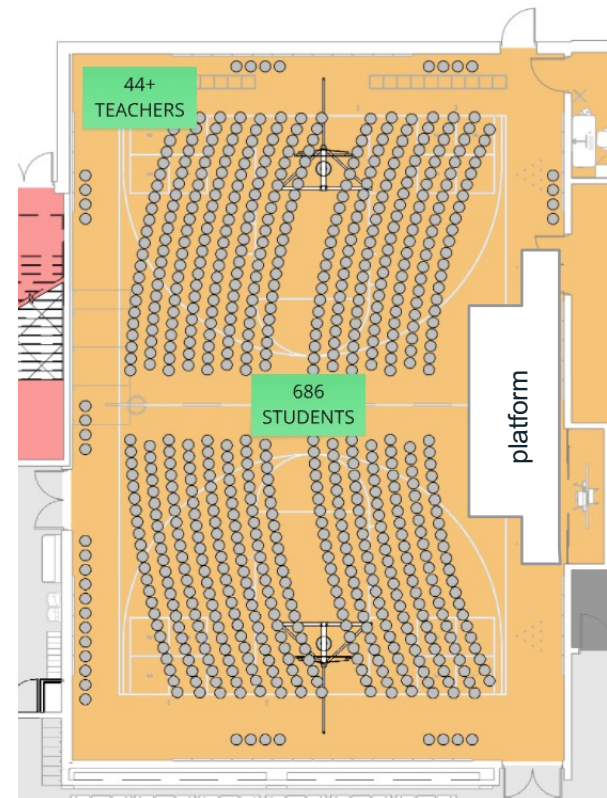
Gyms benefit from engineered acoustic solutions optimized for speech intelligibility.

Gathering Space

Type 4 - Gyms

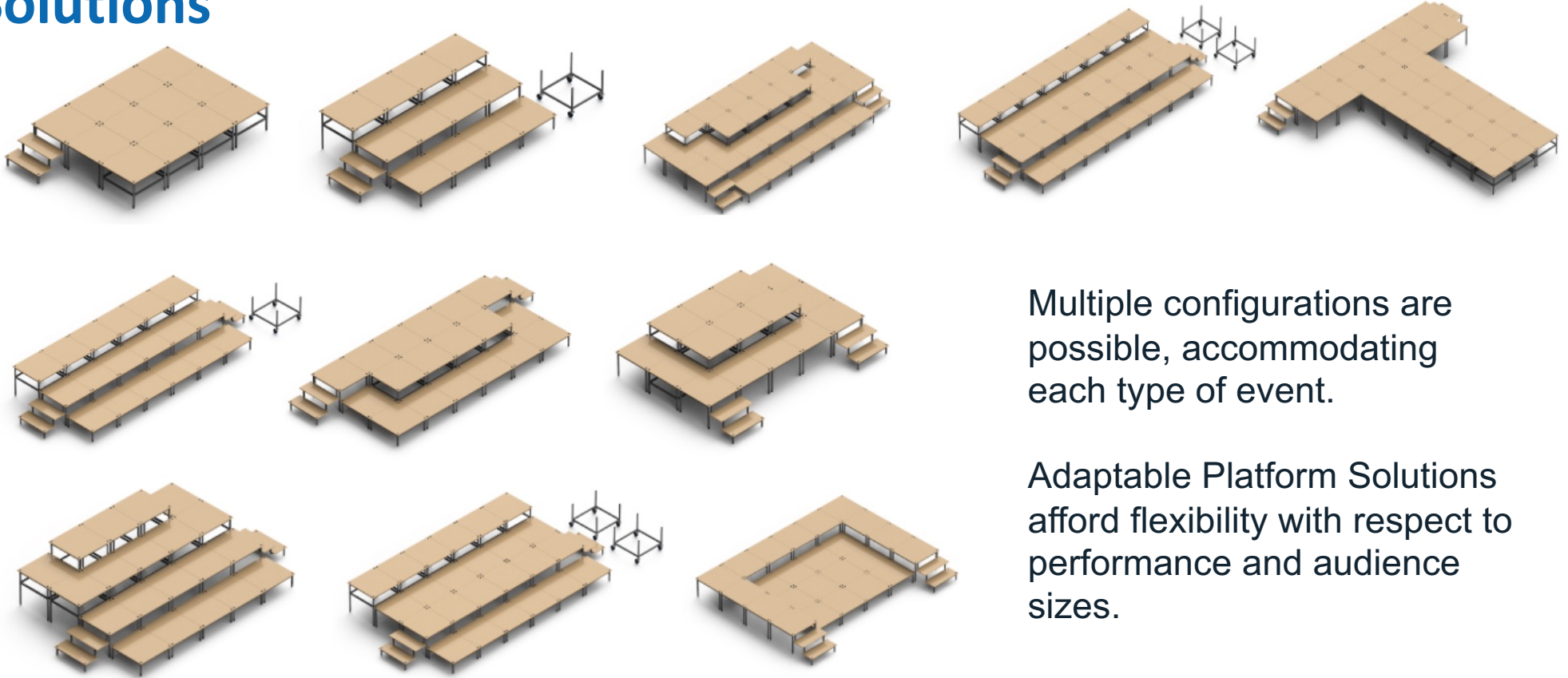


In chairs



Seated on the floor

Adaptable Platform Solutions



Multiple configurations are possible, accommodating each type of event.

Adaptable Platform Solutions afford flexibility with respect to performance and audience sizes.

Adaptable Platform Solutions



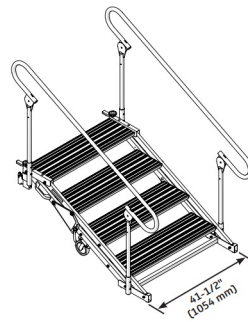
Adaptable Platform Solutions



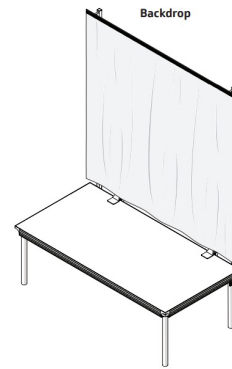
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Adaptable Platform Solutions



Adjustable Height Stairway
4-Step Model

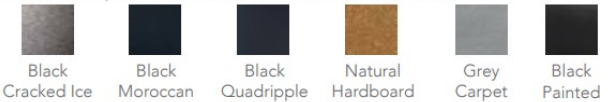


Backdrop



SURFACE OPTIONS

StageTek Staging features a variety of surface options that won't curl or peel up like common laminated surfaces. Tough and long-wearing surfaces also provide excellent traction, even when wet.



ADA-COMPLIANT RAMPS

Made with Quadriple stage surface, This ramp will connect easily with any stage setup you build.



Adaptable Platform Solutions

NO TOOLS REQUIRED



STAIRWAYS

STANDARD GUARDRAILS AND OPTIONS FOR INFILL PANELS

Guardrails are 42" (1067 mm) high and comply with IBC requirements for loading. An optional infill panel can be added that complies with the IBC 4" (102 mm) sphere code. Guardrails clamp to the stage without the need for tools.



Removable Chair Stops



Semi-Permanent Chair Stops (Installation requires drilling into decks)

DRAPERY AND CLOSURE PANELS

Drapery is available in heights to match the staging elevation and in a wide variety of colors. Solid closures are ideal for seated riser systems and connect to the rail without tools.



FLAT OR MULTI-LEVEL STAGES

Setting up single- or multi-level stages is fast and easy with various sets of legs, and Wenger's articulating stairway adapts to virtually any height you need.



SEATED RISERS

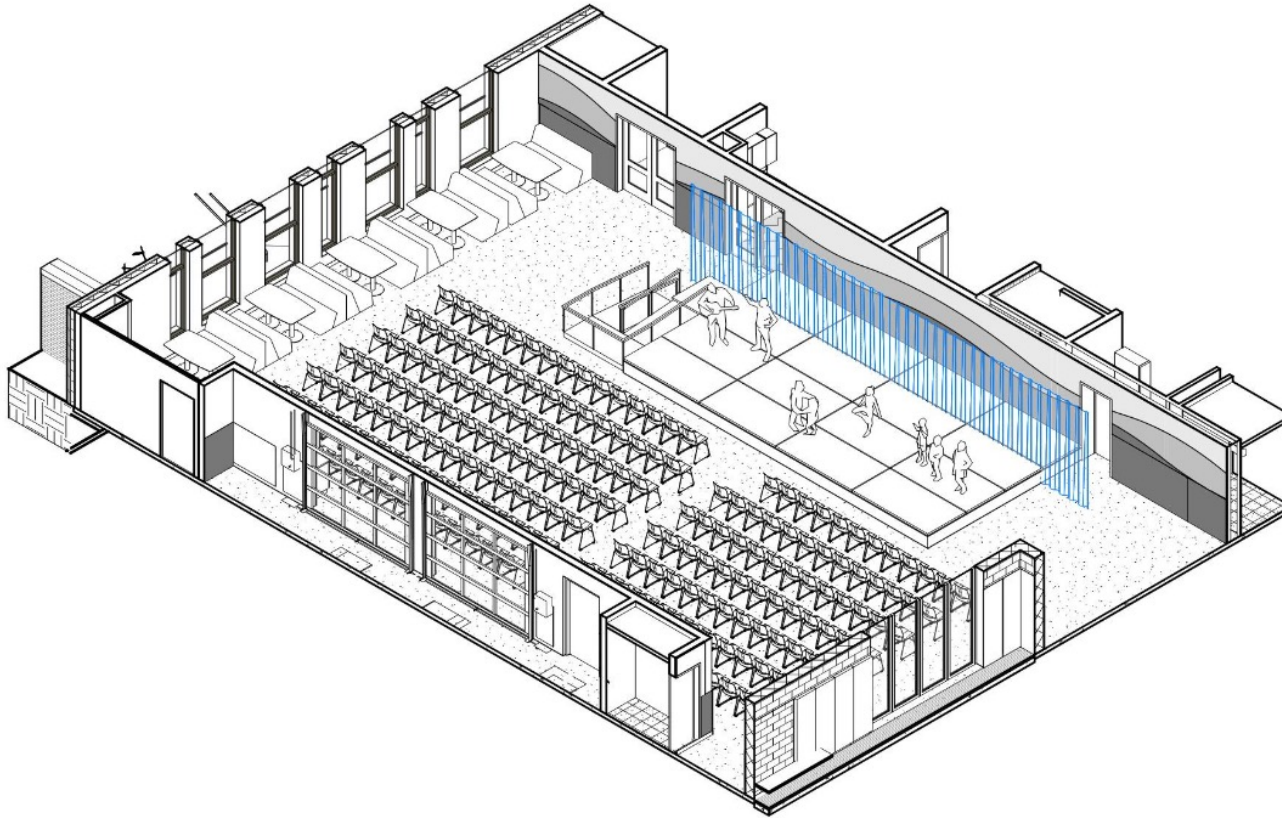
StageTek allows you to create seated risers for any event. Further enhance your setup with side and front closure panels for a finished look that also keeps dust and litter from collecting underneath.



Adaptable Platform Solutions



Adaptable Platform Solutions



Thurston
examples



Adaptable Platform Solutions

Pros:

- Meets District Guiding Principles.
- Fulfills program requirements identified through engagements.
- Focuses investments in high-utility, flexible spaces.
- Represents the most flexible solution; adaptable to multiple gathering needs, offering extensive performance and presentation configurations.
- Permits performance platform use in several spaces designed for gatherings, even concurrently. Permits better programmatic solutions throughout the building.
- ADA-Compliance.
- Does not require redesign, impact project timing (no delays), impact project cost, or require offsetting concessions in other program elements.
- Solutions are available from a reputable manufacturer who is recognized as a benchmark for quality in the District.

Adaptable Platform Solutions

Concerns We've Heard:

- "Temporary pop-up" platforms are not large enough to accommodate a grade level of performers.
 - *The Stakeholder-based process to specify Adaptable Platform Solutions (quantities, accessories, etc.) has not yet taken place, but the baseline expectation has always been that the quantity of panels will be large enough to accommodate the same performance events as current K5 stages do, now with multiple configuration possibilities.*
- The space connected with the "temporary pop-up" platforms is not large enough to hold an entire school community.
 - *The Café, with acoustics, lighting, and a sound system for performances, can accommodate the entire school community for some events assemblies.*
 - *The Gym, also with acoustics and a sound system, can accommodate all full-school events.*

Adaptable Platform Solutions

Concerns We've Heard:

- "Temporary pop-up" platforms provide no permanent stage or dedicated performance spaces.
 - *Adaptable Platform Solutions are not formal stages, but the primary performance space they would be used in (the Café), and the additional performance spaces provided in new school buildings (the Gym and Heart), would be no less dedicated for performances than the District's MPRs currently are. Today, MPRs support multiple school functions daily.*
- "Temporary pop-up" platforms would be placed in one of the school's gathering areas.
 - *Adaptable Platform Solutions are available for use the Café, the Gym, and the Heart, even concurrently, allowing for multiple events to be held at the same time.*
 - *It is also possible to use Adaptable Platform Solutions in Commons spaces on occasion.*

Adaptable Platform Solutions

Concerns We've Heard:

- "Temporary pop-up" platforms lack proper acoustics, lighting, sightlines and structural features such as backstage access and wide stairs in front—and they simply can't support the wide range of activities that take place in a vibrant school environment.
 - *Acoustics and lighting systems that are designed and engineered for performances are currently included in the plans for each school and would not differ in quantity or quality between any Performance platform or stage solution.*
 - *Sightlines for Adaptable Platform Solutions are an improvement over existing stages, as there are no wings compromising views. Adaptable Platform Solutions can accommodate a thrust stage and 'in-the-round' presentations!*
 - *A full-width cascading riser set-up is easily achievable with the multiple configurations made possible by Adaptable Platform Solutions.*
 - *Backstage access, more commonly required for theatrical stage productions, needs additional circulation space for accessibility (even more than in our current buildings).*

Adaptable Platform Solutions

Concerns We've Heard:

- "Temporary pop-up" platforms are noisy and are not designed to be a 70-year replacement for a permanent stage.
 - *Adaptable Platform Solutions are designed for all types of performance events, including dance, and are not expected to present any noise issues.*
 - *With proper care, Adaptable Platform Solutions can last as long as the building they are in. There are no movable parts to break, and for any unexpected damage, replacement parts are available. These are durable, easy to repair solutions.*
- The set-up time for "temporary pop-up" platforms will be extensive and typically require a 4-person team.
 - *Adaptable Platform Solutions can be set-up by one person, though it would be more common for Work Orders to involve a crew of two.*
 - *Set-up times will vary based on configuration. Most will take less than 15 minutes.*
 - *Set-up costs are expected to be negligible.*

Adaptable Platform Solutions

Concerns We've Heard:

- "Temporary pop-up" platforms must be assembled and taken apart multiple times each year, sometimes multiple times in a single week. This repeated handling leads to faster deterioration, instability, and a higher risk of accidents—especially when students are walking, dancing, or performing on them.
 - *Assembly is simple and quick, without tools, but it's also possible that Adaptable Platform Solutions can be left in place for some events. That can be a building-level decision, based on lunchroom capacity / enrollment, etc., among other things.*
 - *Adaptable Platform Solutions are specifically designed for repeated handling and are not expected to pose any higher risk of accidents than any other stage solution, regardless of the performance event they are used for.*

Concerns We've Heard:

- "Temporary pop-up" platforms don't have ramps on the side and/or backstage.
 - *Adaptable Platform Solutions will be equipped with compliant ramps.*

Adaptable Platform Solutions

Concerns We've Heard:

- "Temporary pop-up" platforms would need to be set-up for rehearsals days, weeks, and sometimes months ahead of the performance, reducing the space in the area that these are set-up in. Students and teachers need many hours of rehearsal and practice to create high quality and educational programming. If the platforms are set-up in either the cafeteria or the gym, it would severely impact either meal service capabilities or gym class.
 - *One of the many benefits of Adaptable Platform Solutions, and of the new buildings they are an integral part of, is that, for times when leaving them in place in the Café or Gym poses a logistical challenge, it is possible to set them up in the Heart, or even a Commons, for extended rehearsal times, and then move them to the primary gathering space closer to the actual performance. This can be a building-level decision.*
 - *If they are left in place in the Café, it is possible to use them for lunch during the day, as there is space underneath them to store most items required for performances.*

Adaptable Platform Solutions

Concerns We've Heard:

- Schools without a permanent stage would no longer qualify for Michigan Section 33 Arts Grants as a permanent stage is the educational standard for elementary students to experience and interact with the performing arts. This would create further inequity within the district, as schools without a permanent stage would miss out on a significant funding opportunity that could further enhance their performing arts programs.
 - *Grant monies are an important funding source for the District.*
 - *As designed, the Café and Gym are dedicated performance spaces and among spaces that qualify for the grants as indicated on the state's website:*
 - *Section 33 K-5 Visual Arts and Music Program:*
 - <https://www.michigan.gov/mde/services/academic-standards/section-33-k-5-music-programs>
 - *RFP (24-25 AY):*
 - https://www.michigan.gov/mde/-/media/Project/Websites/mde/Academic-Standards/Section-33-K-5-Music-Programs/Section_33_Music_Grant_RFP.pdf?rev=57c45626383844e59fb828849047aef4&hash=FF415DF0AB55FC9AEC272BD0C0818EC0
 - *Application (24-25 AY):*
 - https://docs.google.com/document/d/1cw9wNRKluBd6X_mqPWEW1ojWvdkTjnz/edit

Adaptable Platform Solutions

Con't:

- *The Michigan Blueprint of a Quality Arts Education Program Materials are recommendations referenced on the Michigan Department of Education's website:*

B.1. Total Number of Dedicated Classrooms and Multipurpose Rooms Used for the Arts

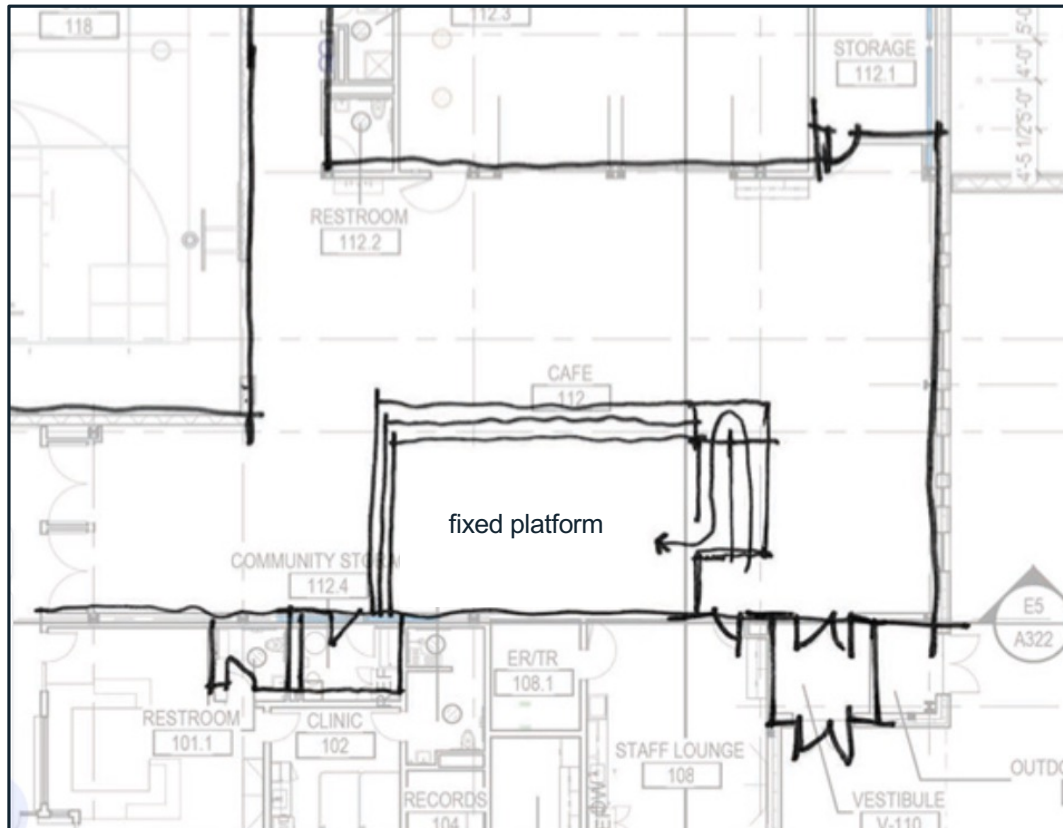
There are dedicated classrooms and multipurpose classrooms appropriately designed and equipped for instruction in each of the arts disciplines. The number of classrooms required varies according to grade level. At the elementary level, there is at least one dedicated classroom for each art discipline. In the middle school and high school levels, each type of course (e.g., band, choir, drawing, pottery, scene shop, acting, dance) has its own dedicated classroom. In all buildings there are well-designed performance/exhibition spaces that meet the curricular needs of each arts discipline.

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Alternatives for Elementary School Performance Stages

Alternatives – Fixed Platforms



Possible Location (Thurston example)

Fixed platforms are permanent versions of the most basic Adaptable Platform configuration, sized to accommodate an average event.

They would be paired with the same lighting and sound systems as are in the current plans, and can also include curtain tracks.

Alternatives – Fixed Platforms



Thurston example

Alternatives – Fixed Platforms



Exemplar: The Ark, Downtown Ann Arbor

Alternatives – Fixed Platforms

Pros:

- Somewhat flexible, as nearly the full Café space may still be available for lunches as well as for performances.
- Focuses investments in high-utility, flexible spaces.
- Requires almost no set-up time.
- ADA-Compliance.
- Can be augmented using Adaptable Platform Solutions.
- Does not impact project timing (no delays) or require an offsetting Specials concession in other program elements.

Cons:

- Not as flexible as Adaptable Platform Solutions.
- Does not fulfill as many program requirements identified through engagements as Adaptable Platform Solutions.
- Only accommodates performance platform use in multiple gathering spaces if both the fixed platform is constructed and Adaptable Platform Solutions are purchased.
- Reduces Café capacity.
- Requires minor redesign, impacting project costs.



Alternatives – Retractable Platforms



Retractable platforms are operable versions of the most basic Adaptable Platform configuration, sized to accommodate an average event.



They would be paired with the same lighting and sound systems as are in the current plans, and can also include curtain tracks.



Alternatives – Retractable Platforms



Alternatives – Retractable Platforms

Pros:

- Flexible. Café can be used for lunches as well as for performances.
- Focuses investments in high-utility, flexible spaces.
- Requires almost no set-up time.
- ADA-Compliance.
- Does not impact project timing (no delays) or require offsetting Specials concession in other program elements.

Cons:

- Reduces Café capacity.
- Not as flexible as Adaptable Platform Solutions.
- Does not fulfill as many program requirements identified through engagements as Adaptable Platform Solutions.
- Only accommodates performance platform use in multiple gathering spaces if both the retractable platform is constructed and Adaptable Platform Solutions are purchased.
- Requires moderate redesign, impacting project costs.
- More difficult to augment with Adaptable Platform Solutions.
- Requires regular maintenance.

Alternatives – Formal Stages



Formal stages are what are found in the District's current K5s, in varying forms. These permanent solutions, which provide some wing space, are not typically used for day-to-day Café functions.

Formal stages would be paired with the same lighting and sound systems as are in the current plans, and can also include curtain tracks.

Had formal stages been requested during engagements, they would have been paired with a discussion about an offsetting Specials concession.



Alternatives – Formal Stages

Pros:

- Are what are found in today's District K5 buildings.
- Are considered more formal.
- Require almost no set-up time.
- ADA-Compliance.
- Would mean that only two-thirds of the Adaptable Platform Solution units would need to be purchased; a cost-savings.

Cons:

- Are not flexible. They accommodate fewer activities.
- Focus investments on infrequently used spaces.
- Only accommodate performance platform use in multiple gathering spaces if both the formal stage is constructed and Adaptable Platform Solutions are purchased.
- Would require significant redesign, delaying current construction projects by one school year.
- For a stage of the size of existing stages, would increase costs at each school by roughly \$1M in construction costs alone, with additional delay-related costs, covering inflation and professional fees, among others, potentially reaching the same amount.
- A \$1.5M to \$2M project cost increase would require significant Specials concessions in other program elements.
- Continual operating costs for the addition 1,200 SF, per school, have not been factored.

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