

draft

ANN ARBOR PUBLIC SCHOOLS  
LEAD. CARE. INSPIRE.



# ANN ARBOR PUBLIC SCHOOLS

## Thurston Site Options Overview February 25, 2025

---

**Bernerd Rice**, Assistant Superintendent  
*Capital Programs and Physical Properties*

**Jason Bing**, Director  
*Capital Programs*

**Stephanie Corona**, Project Executive  
*Gilbane Building Company*

**Kevin Stansbury**, Project Design Manager  
*Gilbane Building Company*

# Agenda

- **Introduction and Background**
- **General Staging Considerations**
- **Options Which Require Staging**
  - Thurston Stages at New Logan
  - Thurston Stages at Old Logan
- **Site Plan Considerations and Proposed Alternate Plans**
- **Staging Summary**
- **Options Which Do Not Require Staging**
  - Major Modernization
  - Current Plan
- **Q + A**

The logo for Ann Arbor Public Schools is centered on a dark blue background. It features a thin orange rectangular border. Inside the border, the text "ANN ARBOR PUBLIC SCHOOLS" is written in white, uppercase letters. Below this, the motto "LEAD. CARE. INSPIRE." is written in a smaller, white, uppercase font. At the bottom of the border, there are three colored squares: a blue square with a white star, a red square with a white heart, and a yellow square with a white exclamation point.

ANN ARBOR PUBLIC SCHOOLS  
LEAD. CARE. INSPIRE.

# Introduction and Background

# Thurston Professional Team



Fielding  
International



# 2019 Bond and AAPS Capital Program Vision



**To transform the student learning experience with the goal of providing for the health, safety, and well-being of all students in high-quality, equitable, and environmentally sustainable schools**

# AAPS Capital Program Goals

## 2019 BOND PREPARING FOR THE FUTURE



# Commitments, Goals, and Requirements

- Campaign Commitments
- Phase 2 Capital Plan Commitments
- Engagement Commitments
- Alignment Commitments
- Health and Well-Being Commitments
- Environmental Sustainability Commitments
- Regulatory Requirements
- Standard Project Protocols

# General Commitments

(As approved by Board of Education and Voters)

- Transform the Student learning experience
- Provide equitable access to innovative programs among all schools
- Use facts and data to inform current and future work
- Focus on the Student, Teacher, Staff, and Community Experience
- Focus on maintaining neighborhood schools
- Focus on the Whole Child – Health, Safety & Wellbeing
- Support flexible and engaging learning environments that promote collaboration, hands-on, inquiry-based learning, whole and small group instruction, and appropriate accommodations for all students

# General Commitments

(As approved by Board of Education and Voters)

- Chart a course for carbon neutrality
- Ensure Sustainability / Environmental Responsibility
- Continue our work to create universally designed and inclusive learning environments
- Understand current trends and future developments to create plans for sustainability
- Prepare for Growth & Expansion – development within the AAPS attendance area
- Build for our Climate Change future
- Address current and projected student enrollment by providing additional space in schools, particularly elementary schools at or near capacity
- Build upon long-standing environmental education program with new curricula and instructional models
- Offer and expand innovative programming and quality services for all students

# Site Commitments

- Improve school grounds to provide separation of pedestrian, bicycle, car and bus traffic
- Prepare our schools to adapt to climate change and act as centers of neighborhood resiliency and to maintain critical life-support conditions in the event of extended power loss, heating fuel or water
- Continue improvement of playgrounds; including age appropriate equipment, ADA/universal design equipment, and spaces for unstructured, creative play
- Continue improvement of sports fields including baseball, softball, soccer and others
- Support construction and maintenance of school gardens that include a dedicated water source and outdoor shaded classrooms
- Provide opportunities for students to engage in on-site gardening and food production
- Promote bio-diversity and healthy sites
- Replace or improve elementary “black top” spaces and basketball hoops

# Building Commitments

- Create optimized learning environments based on best practice and research to utilize natural and artificial light, ensure fresh air free from pollutants, maintain classroom temperature, and optimize acoustics for maximum cognitive function and productivity.
- Support multiple educational models including early learning, virtual learning, adult learning, and community college
- Provide spaces that are customized to meet the identified social, emotional and physical needs of students
- Improve and create spaces for one-on-one and small group activities including: project-based learning, counseling, tutoring, speech therapy, nurses and others

# Building Commitments

- Enable co-teaching between core classroom teachers and support staff for a vibrant and effective multi-tiered system of support
- Ensure safe and secure schools as centers of the community
- Replace or improve fire protection/sprinkler systems in all schools
- Create secure school entrances that provide for access control and secure entry
- Update and modernize security camera systems, adding cameras as needed
- Expand and renovate elementary and middle school kitchens to allow healthy “scratch” cooking and more variety
- Provide improved lighting, updated equipment for enhanced line flow, and other improvements for dining environments (multi-purpose rooms and cafeterias)

# Building Commitments

- Provide space for emergency food programs
- Continue updating water systems and air distribution systems for maximum air and water quality
- Provide opportunities for all students to enjoy physical activity in formal and informal settings
- Utilize interior and exterior finishes that are long-lasting and require minimal maintenance and replacement
- Create STEAM/Makerspaces in all schools
- Provide appropriate technology for our students to develop the skills and attributes they need to meet their individual goals
- Improve support spaces, amenities, and equipment for music and the arts

# Building Commitments

- Continue to enhance opportunities for music and art education
- Provide spaces, equipment and furnishing for music and the arts, including improved performance spaces
- Transform media centers to support digital learning and collaborative pedagogy
- Install monitoring devices on all exterior doors
- Designate and/or construct gender neutral restrooms
- Provide additional storage for student personal items
- Continue flexible furniture purchases for art, music, science and other learning spaces
- Provide needed spaces for custodial and other building support services

# Regulatory Requirements

## ■ Federal Government:

- Threatened and Endangered Species (as applicable)
- Floodways (as applicable)
- OSHA

## ■ State of Michigan:

- Building Codes (BCC)
- Fire and Life Safety (BFS)
- EGLE
  - ❖ *Threatened and Endangered Species (as applicable)*
  - ❖ *Wetlands (as applicable)*
  - ❖ *Food Service*
- MIOSHA

## ■ Washtenaw County:

- Stormwater Management (as applicable)

## ■ City of Ann Arbor:

- Fire Safety
- Public Utility Work
- Right-of-Way Work (as applicable)
- Stormwater Management (as applicable)
- Soil Erosion Control

## ■ Ann Arbor Public Schools:

- Stormwater Management (MS4)

# Main Rationale of the Phase 2 Capital Plan

A **Facility Condition Assessment (FCA)** is a detailed evaluation of a building's physical condition.

The **FCA Ranking** is based on the cost per square foot to provide improvements and upgrades to a building facility, to bring buildings up to a good/exceptional condition.

The Board-approved Phase 2 Capital Plan was based on the following:

- *Schools **which do not require staging** are constructed first in order of their FCA ranking (by sector)*
- *To allow for the parallel creation of Staging Schools at existing schools.*
- *Accommodating eventual construction of schools **which do require staging** in order of their FCA ranking (by sector).*

The logo for Ann Arbor Public Schools is centered on a dark blue background. It features a thin orange rectangular border. Inside the border, the text "ANN ARBOR PUBLIC SCHOOLS" is written in white, uppercase letters on the top line, and "LEAD. CARE. INSPIRE." is written in white, uppercase letters on the bottom line. Below the text, there are three colored squares: a blue square with a white star, a red square with a white heart, and a yellow square with a white exclamation point.

ANN ARBOR PUBLIC SCHOOLS  
LEAD. CARE. INSPIRE.

# General Staging Considerations

# Overview General Staging Conditions

This section covers:

- Constraints and costs for any Staging option.
  - A review of Campaign Commitments and impacts related to Staging.
  - A review of Regulatory Requirements.
  - Staging Logistics.
  - Summary of General Staging Conditions.
- 
- Many District goals and objectives can be met in options which rely on Staging, but the logistics are challenging, associated costs are high, and primary constraints would have to be reconsidered.
- 
- This section of the presentation applies to any plan involving Staging.

# Constraint and Cost Considerations

**Constraints** are one of only several considerations involved in Staging Thurston. We will track constraints that could be reconsidered separately, in **pink**.

Cost is another set of considerations involved in Staging Thurston.

- **Capital Fund** cost impacts are shown in **green**.
- **General Fund** impacts are indicated in **red**.

# Impacts of Staging Thurston on Phase 2 Capital Plan Commitments

- Priority Order of Projects (FCA)
- Timing of Projects
- Type of Projects
- Staging / No Staging

Orange items are items we ***can't do as well*** in any Staging approach

# Impacts of Staging Thurston on Bond General Commitments

- Transform the Student learning experience
- Equitable access to innovative programs among all schools
- Use facts and data to inform current and future work
- Focus on the Student, Teacher, Staff, and Community Experience
- Focus on maintaining neighborhood schools
- Focus on the Whole Child – Health, Safety & Wellbeing
- Support flexible and engaging learning environments that promote collaboration, hands-on, inquiry-based learning, whole and small group instruction, and appropriate accommodations for all students

# Impacts of Staging Thurston on Bond General Commitments

- Chart a course for carbon neutrality
- Ensure Sustainability / Environmental Responsibility
- Continue our work to create universally designed and inclusive learning environments
- Understand current trends and future developments to create plans for sustainability
- Prepare for Growth & Expansion – development within the AAPS attendance area
- Build for our Climate Change future
- Address current and projected student enrollment by providing additional space in schools, particularly elementary schools at or near capacity
- Build upon long-standing environmental education program with new curricula and instructional models
- Offer and expand innovative programming and quality services for all students

# Impacts of Staging Thurston on Bond Site Commitments

- Improve school grounds to provide separation of pedestrian, bicycle, car and bus traffic
- Prepare our schools to adapt to climate change and act as centers of neighborhood resiliency and to maintain critical life-support conditions in the event of extended power loss, heating fuel or water
- Continue improvement of playgrounds; including age-appropriate equipment, ADA/universal design equipment, and spaces for unstructured, creative play
- Continue improvement of sports fields including baseball, softball, soccer and others
- Support construction and maintenance of school gardens that include a dedicated water source and outdoor shaded classrooms
- Provide opportunities for students to engage in on-site gardening and food production
- Promote bio-diversity and healthy sites
- Replace or improve elementary “black top” spaces and basketball hoops

# Impacts of Staging Thurston on Bond Building Commitments

- Create optimized learning environments based on best practice and research to utilize natural and artificial light, ensure fresh air free from pollutants, maintain classroom temperature, and optimize acoustics for maximum cognitive function and productivity.
- Support multiple educational models including early learning, virtual learning, adult learning, and community college
- Provide spaces that are customized to meet the identified social, emotional and physical needs of students
- Improve and create spaces for one-on-one and small group activities including: project-based learning, counseling, tutoring, speech therapy, nurses and others

# Impacts of Staging Thurston on Bond Building Commitments

- Enable co-teaching between core classroom teachers and support staff for a vibrant and effective multi-tiered system of support
- Ensure safe and secure schools as centers of the community
- Replace or improve fire protection/sprinkler systems in all schools
- Create secure school entrances that provide for access control and secure entry
- Update and modernize security camera systems, adding cameras as needed
- Expand and renovate elementary and middle school kitchens to allow healthy “scratch” cooking and more variety
- Provide improved lighting, updated equipment for enhanced line flow, and other improvements for dining environments (multi-purpose rooms and cafeterias)

# Impacts of Staging Thurston on Bond Building Commitments

- Provide space for emergency food programs
- Continue updating water systems and air distribution systems for maximum air and water quality
- Provide opportunities for all students to enjoy physical activity in formal and informal settings
- Utilize interior and exterior finishes that are long-lasting and require minimal maintenance and replacement
- Create STEAM/Makerspaces in all schools
- Provide appropriate technology for our students to develop the skills and attributes they need to meet their individual goals
- Improve support spaces, amenities, and equipment for music and the arts

# Impacts of Staging Thurston on Bond Building Commitments

- Continue to enhance opportunities for music and art education
- Provide spaces, equipment and furnishing for music and the arts, including improved performance spaces
- Transform media centers to support digital learning and collaborative pedagogy
- Install monitoring devices on all exterior doors
- Designate and/or construct gender neutral restrooms
- Provide additional storage for student personal items
- Continue flexible furniture purchases for art, music, science and other learning spaces
- Provide needed spaces for custodial and other building support services

# Regulatory Requirements

## ■ Federal Government:

- Threatened and Endangered Species (as applicable)
- Floodways (as applicable)
- OSHA

## ■ State of Michigan:

- Building Codes (BCC)
- Fire and Life Safety (BFS)
- EGLE
  - ❖ *Threatened and Endangered Species (as applicable)*
  - ❖ *Wetlands (as applicable)*
  - ❖ *Food Service*
- MIOSHA

## ■ Washtenaw County:

- Stormwater Management (as applicable)

## ■ City of Ann Arbor:

- Fire Safety
- Public Utility Work
- Right-of-Way Work (as applicable)
- Stormwater Management (as applicable)
- Soil Erosion Control

## ■ Ann Arbor Public Schools:

- Stormwater Management (MS4)

# Staging Logistics

**Staging is a logistical challenge to be avoided whenever possible:**

## **Program Impacts:**

- Staff and students must learn a new setting and incorporate it into their day-to-day, which takes time and involves accommodations.
- Moving one school's program into another school is rarely a perfect fit, which usually requires Program adjustments that are not always easy to make.

## **Transportation Impacts:**

- Students arrive at their home school and are bused to the staging school, returning to the home school by bus at the end of the day.
- Staff organize students at both locations, requiring twice as much staff for arrivals and dismissals.

A constraint which could be reconsidered is to Stage only those schools approved by the Board in the Phase 2 Capital Plan. This is not recommended.

# Redesign Costs

**Cost Impact: \$2 - \$4 Million**

Discussions surrounding Staging Thurston should not ignore that the motivation for doing so would be a redesign of New Thurston's site, and probably its building, to satisfy concerns of some community members.

Redesign: depending on the eventual plan developed, almost every Design Team discipline could require rework, i.e. architectural, structural, mechanical, electrical, civil, retesting of soils.

**The extent of redesign necessary could incur additional Professional Service fees of between \$2 and \$4M.**

# Staging Costs for Thurston

**Cost Impact: \$700,000 to \$900,000**  
**Subtotal: \$2.7 - \$4.9 Million**

Costs common to Staging any school include:

- Transportation Costs
- Moving Costs
- Staffing Costs
- Managerial Costs

**Staging Costs are approximately \$700K to \$900K, bringing the current running total of staging Thurston to between \$2.7M and \$4.9M.**

**The General Fund is also impacted.**

**Note:** costs related to staging King at Old Logan have not been included here because those costs are already incorporated into the Board-approved Phase 2 plan

# Phase 2 Capital Staging Plan – Board Approved

If Thurston were staged at any location, and the Board-Approved Phase 2 Capital Plan rationale were *retained*, **the Thurston (FCA #18) project would be constructed after Logan (FCA #8) and King (FCA #10), not before:**

## *Phase 2 Staging Rationale:*

- *Schools **which don't require staging** are constructed first in order of their FCA ranking (by sector).*
- *To allow for the parallel creation of Staging Schools at the existing school*
- *Accommodating eventual construction of schools **which do require staging** in order of their FCA ranking (by sector).*

**Note:** Phase 2 Rationale is separate from projected growth pressures, which are forecast to impact Logan *more directly* than Thurston and King, but which are likely to impact the entire Northeast Sector.

# Order of Projects in the Phase 2 Plan

Thurston (FCA #18) is currently planned to be constructed simultaneously with Logan (FCA #8) and before King (FCA #10) *specifically because* the Thurston site can accommodate a new school while the existing school remains occupied.

- #18 Thurston and #8 Logan are first, both occupied in 2027, **on time**.
- #10 King is second, occupied in 2029, **on time** (Staging at Old Logan).

**Note:** Construction conditions planned for Thurston, related to the proximity of construction to existing schools and to temporary site-use impacts, are also planned for Dicken, Lakewood, Lawton, Wines, and Carpenter, and very similar conditions are planned for Mitchell, Bryant, Pattengill, and Allen. **These are common and standard conditions.**

# Current Construction on Active School Campuses

Thurston Elementary Construction Manager:  
**The Christman Company**

**The Christman Company's Experience  
 constructing on active school campuses:**



*The Christman Company list of school experience*

## Lansing School District:

- Pattengill K-8
- Post Oak Academy
- Eastern High School
- Everett High School
- Sexton High School

## Okemos Public Schools:

- Bennett Woods Elementary
- Chippewa Middle School

## Detroit Public Schools:

- New Cody High School

## Mason Public Schools:

- Steele Elementary

## Fowler Public Schools:

- High School

## Bath Community Schools:

- High School
- Middle School
- Elementary School

# Re-Ordering Northeast Projects If Thurston were Staged

**Cost Impact: \$1.5 - \$2.5 Million**  
**Subtotal: \$4.2 - \$7.4 Million**

If Thurston had originally been set to Stage (or is now changed to Stage) following the Board-approved rationale in the Phase 2 Capital Plan, Northeast Sector (NE) projects would unfold in this order:

- #8 Logan would be first, occupied in 2027, **on time**.
- #10 King would be second, occupied in 2029, **on time** (Staging at Old Logan).
- #18 Thurston would be third, occupied in 2031, **4 years later than currently planned**.

**Delaying construction of Thurston will incur additional escalation costs, in the range of between \$1.5M and \$2.5M, bringing the current running total of staging Thurston to between \$4.2M and \$7.4M.**

A constraint which could be reconsidered is following the Board-approved methodology for how projects are prioritized, with impacts noted above. This is not recommended.

# Temporary Improvement Costs

## Associated with a Delay

**Cost Impact: \$4 Million**  
**Subtotal: \$8.2 - \$11.4 Million**

If the Thurston project were delayed, temporary improvements would be required for the program to operate equitably at its current location:

- (\$500K) Renovations necessary to support programming, including technology improvements.
- (\$2.0M) Air-Conditioning and Ventilation Upgrades, including Electrical service upgrades.
- (\$1.5M) An additional 6-Modular Classroom to ease overcrowding.

**This cost is estimated at \$4.0M, bringing the current running total of staging Thurston to between \$8.2M and \$11.4M.**

A constraint which could be reconsidered would be to allocate the smallest possible amount of resources to temporary improvements. This is not recommended.

# Summary of Cost Impacts

## General Staging Considerations

**Subtotal: \$8.2 - \$11.4 Million**

Re-design Costs	\$2 million - \$4 million
Staging Costs for Thurston	\$700,000 - \$900,000
Escalation	\$1.5 million - \$2.5 million
Temporary construction due to delays	<u>\$4 million</u>

**Subtotal of General Staging Consideration Costs: \$8.2 million - \$11.4 million**

Many District goals and objectives can be met in options which rely on Staging, but the logistics are challenging, associated costs are high, and primary constraints would have to be reconsidered.

The logo for Ann Arbor Public Schools features a blue rectangular frame with an orange border. Inside the frame, the text "ANN ARBOR PUBLIC SCHOOLS" is written in white, uppercase letters. Below it, the motto "LEAD. CARE. INSPIRE." is written in a smaller, white, uppercase font. At the bottom of the frame, there are three colored squares: a blue square with a white star, a red square with a white heart, and an orange square with a white exclamation point.

ANN ARBOR PUBLIC SCHOOLS  
LEAD. CARE. INSPIRE.

# Thurston Stages at New Logan Elementary

# Overview Thurston Staging at New Logan

This section covers specific conditions and impacts of Staging Thurston at New Logan.

- Impacts on students, staff, and parents at Thurston, Logan, and King are considerable, which will be outlined in upcoming slides.
- Primary constraints would have to be reconsidered.

# Feasibility of Staging Thurston at New Logan

**Staging Thurston at New Logan is feasible but requires programmatic accommodations.**

This approach would mean that a project designed over the last 2 years, specifically for the Logan School community, would be used by Thurston Elementary, and in some scenarios, King Elementary, before being occupied over to Logan Elementary.

A constraint which could be reconsidered is [keeping a Project's impacts from spreading to other school communities](#). This is not recommended.

# Engagements with Logan, King, & Thurston

Logan, King, and Thurston would be impacted by Staging options, but these school communities have not been educated or informed of the potential change or impacts to their school community.

This change in approach requires a substantial Engagement process with more than one School Community. Doing so may add an additional year delay or more, increasing delays and costs.

# 'FCA' and 'Non-FCA' Variables

## *(FCA - Facility Condition Assessment)*

Two variables we track as we consider Staging options are:

1. The Board-approved rationale for sequencing projects, which is based on the FCA ranking of each site, along with the need to first construct schools that don't require staging. This is the **FCA version** in the following slides.
2. **Non-FCA versions** deviate from this approved rationale. We would no longer be able to use the rationale of the Phase 2 Plan in the Northeast sector.

# Order for Staging at New Logan

## FCA Version

If Thurston staged at New Logan, the Board-Approved rationale for the Phase 2 Capital Plan would no longer be possible:

- Staging at New Logan would require **Logan Elementary to occupy New Logan on time, in 2027, only to vacate it 2 years later, for 3 years, to make room for Thurston.**
- This becomes more complicated if Staging King at New Logan is also considered.

# Order for Staging at New Logan

## Non-FCA #1

If Thurston and King were to stage at New Logan, and the Board-Approved rationale for the Phase 2 Capital Plan were *reconsidered*, Northeast Sector projects would go in this order:

- **#18 Thurston** would be first, occupying their new building in 2030, **3 years later than planned** (staging at New Logan).
  - *New Logan will not be ready for occupancy until 2027.*
  - *Thurston would occupy New Logan from 2027 to 2030.*
  
- **#10 King** would be second, occupying their new building in 2032, **3 years later than planned** (staging at New Logan).
  
- **#8 Logan** would be third, occupying their new building in 2032, **5 years later than planned**.

# Order for Staging at New Logan - Non-FCA #1

## Why Would Thurston be Delayed Three Years?

Three summers and two school years (**27 months**) are required just for the construction of **the new building and site**, but in this version, Old Thurston would have to be deconstructed and demolished before new work could commence. This adds several months.

It is not possible to compress the schedule to get all work done in 27 months, so **this approach impacts 3 school years at Thurston.**

**How does the current two-year plan work?** New Thurston is occupied while Old Thurston is demolished. They are concurrent, not sequential.

**A mid-year move, in the third school year, could shorten this duration.** But this approach is very difficult for Staff, Parents, and Students, and it could mean a mid-year move for two School Communities.

# Order for Staging at New Logan

## Non-FCA #2

There is another Non-FCA Staging Option that gives New Logan to the Logan School Community faster, incurring costs for Staging at both New and Old Logan:

- **#18 Thurston** would be first, occupying their new building in 2030, **three years later than planned** (staging at New Logan).
  - *New Logan will not be ready for occupancy until 2027.*
  - *Thurston would occupy New Logan from 2027 to 2030.*
  
- **#8 Logan** would be second, occupying their new building in 2030, **three years later than planned.**
  
- **#10 King** would be third, occupying their new building in 2032, **three years later than planned** (staging at Old Logan from 2030 to 2032).

# Summary of Impacts of Staging at New Logan

## FCA Version

- Not Feasible.

## Non-FCA Version #1

- Approximately 700 Thurston students and 80 Staff would see delayed improvements while they waited to occupy New Thurston in 2030.
- Approximately 690 King students and 80 Staff would see delayed improvements while they waited to occupy New King in 2032.
- Approximately 650 Logan students and 70 Staff would see delayed improvements while they waited to occupy New Logan in 2032.

## Non-FCA Version #2

- Similar version #1, requires staging at two schools.

A constraint which could be reconsidered is maintaining the Board-approved Phase 2 timelines for much-needed improvements to Thurston, Logan, and King school communities. This is not recommended.

# Refresh Costs

**Cost Impact: \$500,000**  
**Subtotal: \$8.7 - \$11.9 Million**

After being used by Thurston (and potentially King), a refresh of select finishes and amenities at New Logan would be necessary to prepare it for use by the Logan Community.

**These costs could easily extend to the \$500k range, possibly more, bringing the current running total of staging Thurston to between \$8.7M and \$11.9M.**

# King Planning Costs

**Cost Impact: \$300,000**  
**Subtotal: \$9 – \$12.2 Million**

Delaying planning at King, which is currently several months into the planning phase, would pause work, requiring a new start later, justifying additional Professional Team fees. These are expected to be in the range of \$300k, bringing the current running total of staging Thurston to between \$9M and \$12.2M.

# Nixon Road

**Cost Impact: To be determined**  
**Subtotal: \$9 – \$12.2 Million**

Traffic designs for Nixon Road (A2) and New Logan (AAPS) are based on the **Staging School using Old Logan arriving and departing by bus**. Nixon Road is not designed for simultaneous parent arrival and departures for both Old Logan and New Logan.

Busing Thurston students to New Logan is required, in the same way that busing King students to Old Logan is required.

**If additional Nixon Road Improvements are required to account for Thurston parents driving students to New Logan, these have not been included in estimated costs related to Staging Thurston. These costs will be substantial.**

# Staging Thurston at New Logan Staging Summary

Staging Thurston and King at New Logan would represent a 3 to 5 year delay in improvements for up to 2,040 Thurston, Logan, and King students and 230 Thurston, Logan, and King staff.

- **In this scenario, none of the Logan students who participated in the design of New Logan would benefit from attending the new school.**

# Thurston Stages at New Logan

## Summary of Impacts

**Subtotal: \$9 – \$12.2 Million + unknown Nixon Road costs**

### General Staging Costs

Re-design Costs	\$2 million - \$4 million
Staging Costs for Thurston	\$700,000 - \$900,000
Escalation	\$1.5 million - \$2.5 million
Temporary construction due to delays	<u>\$4 million</u>
<b>Subtotal of General Staging Consideration Costs:</b>	<b>\$8.2 million - \$11.4 million</b>

### Thurston Stages at New Logan Costs

Refresh Costs	\$500,000
King Planning Costs	\$300,000
Nixon Road Costs	To Be Determined
<b>Total of All Costs:</b>	<b>\$9 million - \$12.2 million + unknown Nixon Road costs</b>

**Impacts on students, staff, and parents at Thurston, Logan, and King are considerable and primary constraints would have to be reconsidered.**

The logo for Ann Arbor Public Schools features a yellow rectangular frame. Inside the frame, the text "ANN ARBOR PUBLIC SCHOOLS" is written in white, uppercase letters on the top line, and "LEAD. CARE. INSPIRE." is written in white, uppercase letters on the bottom line. Below the text, there are three colored squares: a blue square with a white star, a red square with a white heart, and a yellow square with a white exclamation point.

ANN ARBOR PUBLIC SCHOOLS  
LEAD. CARE. INSPIRE.

# Thurston Stages at Old Logan Elementary

# Overview Thurston Staging at Old Logan

This section covers specific conditions and impacts of Staging Thurston at Old Logan.

- Impacts on students, staff, and parents at Thurston and King are considerable, which will be outlined in upcoming slides.
- The impacts of dividing Thurston's School Enrollment are substantial and far-reaching. They includes impacts to Students, Staff, Caregivers, Community, Academics, and Operations.
- Primary constraints would have to be reconsidered.

**Impacts to the General Fund** will be significant.

# Current Conditions at Old Logan

## Teaching Stations:

- Old Logan has **27** Teaching Stations available today. It is only possible to add **8** Teaching Stations to Old Logan.
- Use of both Thurston and King's 4 classroom modulars would result in Old Logan having a total of **35** Teaching Stations available.
- Existing Thurston contains **38** Teaching Stations. **3 Thurston Teaching Stations will not fit at Old Logan, even with Modulars.**

# Feasibility of Staging Thurston at Old Logan

Staging Thurston at Old Logan is feasible only if:

- **Thurston School enrollment is divided among multiple schools.**
  - Reducing the continuity of learning for students.
  - Impacting parents with multiple grade level children.

**OR**

- **Thurston operates with 3 fewer classrooms**
  - Reducing the student learning experience.
  - Impacting teaching conditions for staff.
  
- **Both considerations impact enrollment and potentially raise classroom size.**

A constraint which could be reconsidered is keeping the school community together and optimizing the student learning experience. This is not recommended.

# Impact on Students

## Transition Challenges:

Moving from one building to another can be difficult for students.

- Some students would not attend the same school as their elementary-aged siblings, peers, and neighbors.
- This represents reduced continuity in learning and instruction.
- This can create a disconnect in learning strategies and support systems.
- Students will be limited to their exposure with in-school, after school and extracurricular activities.
- Students who are used to a consistent peer group may struggle with social reintegration when they transition to the next building.
- Student leadership opportunities decline (ex. not able to participate in student council and student safety patrol).

# Impact on Students

## Peer Relationships and Sense of Belonging:

- Friendships spanning grades may be disrupted, affecting student social, emotional, and behavioral support.
- Students and families may feel disconnected from their school community, especially with separate locations.

Students would have a transition and then have another transition a year later going to middle school, interrupting continuity of learning and requiring students to have two transitions in a year.

# Impact on Staff

## Split buildings could interrupt:

- Vertical alignment for planning, collaborating, and reflecting with colleagues across all grade levels preschool to fifth grade.
- Sense of community and camaraderie.
- Decrease grade level partnerships across two campuses.
- Decrease mentorship opportunities across two campuses.
- Staff cohesion.

## Leadership:

- Demand on both principals to attend all events at both schools.
- Time for coordinating staff and family communication.

# Impact on Caregivers and Community

## Transportation and Scheduling Conflicts:

- Families will be forced to drive to two schools if they have children in both the upper/lower grades.
- Families will have to attend separate PTO meetings and other school related events at different times in two locations.
- Parents must stay abreast of two school communications, principals, office professionals and other.
- Families with children at both site may struggle with engagement and scheduling.
- Splitting can cause concerns over the long-term vision and whether the community's needs are being met.
- Decrease walkability to neighborhood school.

# Impact on Caregivers and Community

## Potential Disruptions in Before/After School Care:

- If a family relies on before or after-school programs, they may need to coordinate care at two different locations, which can be inconvenient or costly. Some programs may not serve both buildings, making it harder to find suitable options for childcare.
- While living in one neighborhood such as Thurston, a loss of real connection to the Logan neighborhood with school-aged peers.
- Decrease walkability to neighborhood school.

# Impact on Academics

## Curriculum Continuity (**General Fund Impact**):

- Teachers may need to adjust instruction to align to new staffing and resource structures, potentially causing gaps or overlaps in learning.

## Transition Challenges:

- Students moving from lower to upper elementary may face additional transition hurdles beyond the typical grade-level shift.

## Intervention Consistency:

- Services like special education, English Language support, math and reading intervention might be disrupted or delivered inconsistently.
- Additional space for multi-aged cross categorical special education classrooms.

# Impact on Operations

## Transportation (**General Fund Impact**):

- Additional routes and logistical complexities will increase costs and travel time for students.

## Communication:

- Keeping families informed becomes more challenging with two locations.

## Facilities and Resources (**General Fund Impact**):

- Ensuring both sites have adequate materials, technology, and specialized spaces.
- Preparing for a preschool that meets Head Start and GSRP licensing requirements.
  - Bathrooms, enclosed playground, furniture, supplies, etc.

## Potential decrease in overall student enrollment (**General Fund Impact**).

# Modulars at Old Logan

## Option A: Playground

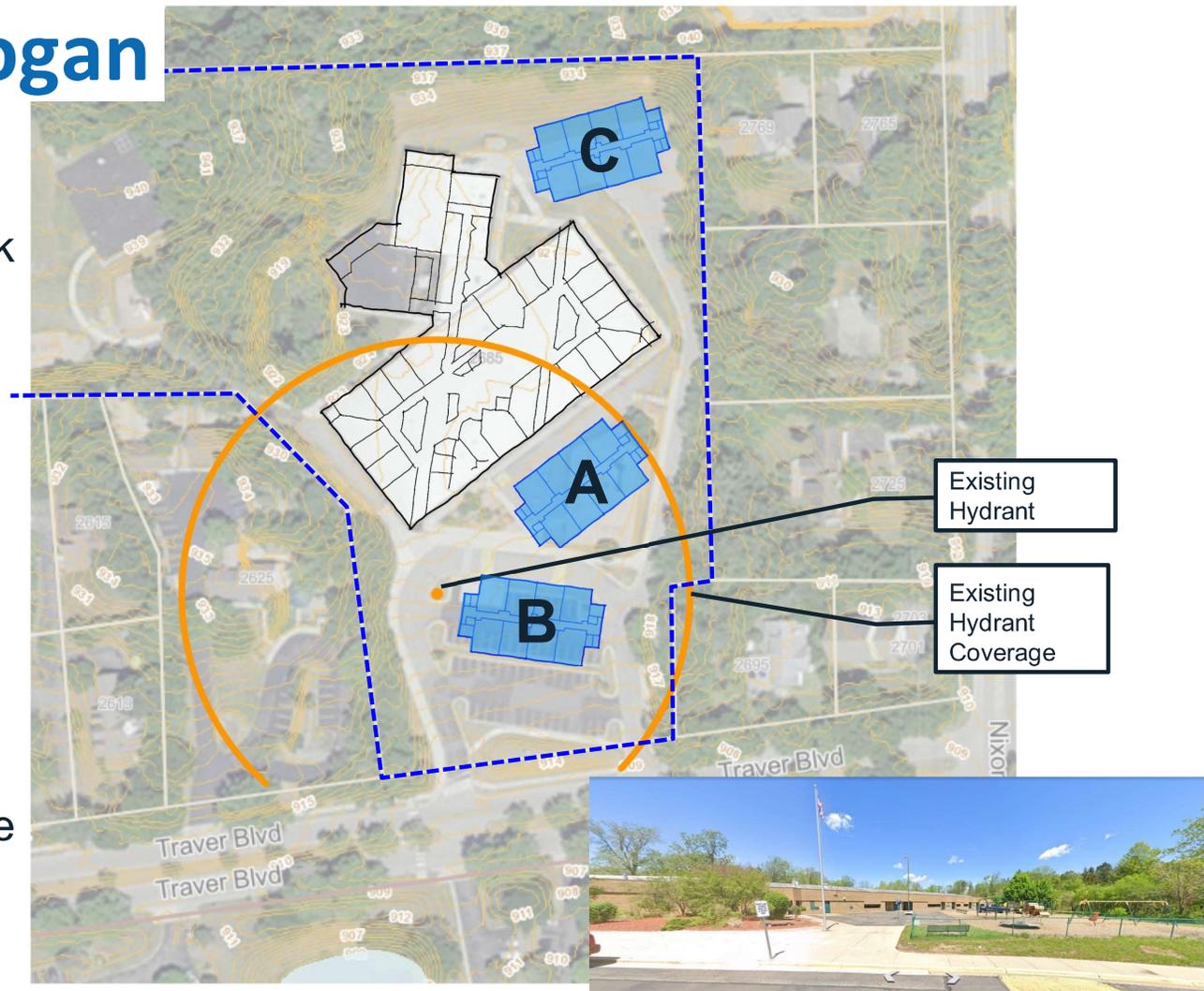
Playground relocation required, fire hydrant and fire lane may work as is. In current Phase 2 plan

## Option B: Front Lot

Fire hydrant and fire lane may work as is. With inadequate parking and parent drop-off / pickup. Not Feasible.

## Option C: Rear Lot

Requires new hydrant and fire lane, existing topography limits fire accessibility and relocation of bus lane. Not Feasible.



# Modular Costs

Cost Impact: \$1 Million  
Subtotal: \$9.2 - \$12.4 Million

Even if Thurston School Enrollment were divided to fit at Old Logan, roughly \$1M would be spent to acquire and install one new 4-Classroom Modular, to take the place of the existing Modular otherwise available from Thurston (in the Current Plan), bringing the current running total of staging Thurston to between \$9.2M and \$12.4M.

A constraint which could be reconsidered would be to allocate the smallest possible amount of resources to temporary improvements. This is not recommended.

# How Does King Fit at Old Logan?

## Staging King at Old Logan, as planned:

King's program requires the equivalent of **34** Teaching Stations.

- Adding **8** Classrooms to Old Logan (to existing 27 teaching stations), utilizing both Thurston's and King's available 4-Classroom modulars, brings what would be available at Old Logan to a total of **35** Teaching Stations.
- King can be accommodated at Old Logan.
- This is the current approach as indicated in the Board-approved Phase 2 Plan.

# Order for Staging Thurston at Old Logan

## FCA Version

If the Board-approved rationale for the Phase 2 Capital Plan were *retained* and the **Thurston School enrollment were divided or Thurston operates with 3 fewer classrooms**, Northeast Sector projects would go in this order:

- **#8 Logan** would be first, occupying their new building in 2027, **on time**
  
- **#10 King** would be second, occupying their new building in 2029, **on time** (staging at Old Logan).
  - This requires the acquisition of new Modular, used for three years.
  
- **#18 Thurston** would be third, occupying their new building in 2032, **five years later than planned**.
  - Old Logan will not be available for occupancy by Thurston until 2029.
  - Thurston would occupy Old Logan from 2029 to 2032.

# Order for Staging Thurston at Old Logan

## Non-FCA Version

If the Board-approved rationale for the Phase 2 Capital Plan were *reconsidered* and the **Thurston School enrollment were divided or Thurston operates with 3 fewer classrooms**, Northeast Sector projects would go in this order:

- **#8 Logan** would be first, occupying their new building in 2027, **on time**
- **#18 Thurston** would be second, occupying their new building in 2030, **three years later than planned** (staging at Old Logan)
  - Old Logan would not be available for occupancy by Thurston until 2027.
  - Thurston would occupy Old Logan from 2027 to 2030.
- **#10 King** would be third, occupying their new building in 2032, **three years later than planned** (staging at Old Logan)
  - Old Logan would not be available for occupancy by King until 2030.
  - King would occupy Old Logan from 2030 to 2032.

# Impacts of Staging Thurston at Old Logan

## FCA Version

- Approximately 970 Thurston students and 80 Staff would see delayed improvements while they waited to occupy New Thurston in 2032, **five years later than planned.**

## Non-FCA Version

- Approximately 700 Thurston students and 80 Staff would see delayed improvements while they waited to occupy New Thurston in 2030, **three years later than planned.**
- Approximately 690 King students and 80 Staff would see delayed improvements while they waited to occupy New King in 2032, **three years later than planned.**

A constraint which could be reconsidered is keep school communities together and maintaining the Board-approved Phase 2 timelines for much-needed improvements to Thurston and King school communities. This is not recommended.

# Staging Thurston at Old Logan Summary

Staging Thurston at Old Logan would represent:

- Delaying facility improvements to 80 Thurston staff and between 700 and 900 Thurston students, for 3 years and 5 years respectively.
- Delaying facility improvements to approximately 690 King students and 80 King staff for three years.

**It would also require Thurston School Enrollment to be divided, or Thurston operates with 3 fewer classrooms, for three years.**

# Thurston Stages at Old Logan

**Subtotal: \$9.2 - \$12.4 Million**

## Summary of Impacts

### General Staging Costs

Re-design Costs	\$2 million - \$4 million
Staging Costs for Thurston	\$700,000 - \$900,000
Escalation	\$1.5 million - \$2.5 million
Temporary construction due to delays	<u>\$4 million</u>
<b>Subtotal of General Staging Consideration Costs:</b>	<b>\$8.2 million - \$11.4 million</b>

### Thurston Stages at Old Logan Costs

Modular Costs	\$1 Million
<b>Total of All Costs:</b>	<b>\$9.2 million - \$12.4 million</b>

**Impacts to the General Fund** will be significant

**Impacts on students, staff, and parents at Thurston and King are considerable and primary constraints would have to be reconsidered.**

The logo for Ann Arbor Public Schools is centered on a dark blue background. It features a thin orange rectangular border. Inside the border, the text "ANN ARBOR PUBLIC SCHOOLS" is written in white, uppercase letters on the top line, and "LEAD. CARE. INSPIRE." is written in white, uppercase letters on the bottom line. Below the text, there are three colored squares: a blue square with a white star, a red square with a white heart, and a yellow square with a white exclamation point.

ANN ARBOR PUBLIC SCHOOLS  
LEAD. CARE. INSPIRE.

# Overview of Staging Impacts

# Overview of Staging Impacts

Staging Thurston would delay much-needed benefits to:

- **Between 1,390 and 2,040 AAPS students at Logan, Thurston, and King.**
- **Plus between 180 and 260 AAPS staff at Logan, Thurston, and King.**
- **By between 3 and 5 years.**
- **Impacting Students, Staff, Caregivers, Academics, and Operations.**

**It would cost the District between \$9M and \$12.4M, which is equal to between a 13% and a 20% reduction in planned improvements for a project of Thurston's size.**

**General Fund is also impacted.**

# . . . It also means accepting these Conditions

## **For all Scenarios:**

- Staging more schools.
- Delaying much-needed improvements at Thurston, King, and/or Logan.
- Reducing resource allocations at other schools.
- Allocating additional resources to temporary solutions.

## **Plus at least one of these three:**

- Changing the Board-approved methodology for how projects are prioritized.
- Changing the purpose of New Logan after vetting it with and designing it specifically for Logan.
- Dividing the Thurston Student Enrollment or Thurston operating with 3 fewer classrooms.

The logo for Ann Arbor Public Schools is centered on a dark blue background. It features a thin orange rectangular border. Inside the border, the text "ANN ARBOR PUBLIC SCHOOLS" is written in white, uppercase letters. Below this, the motto "LEAD. CARE. INSPIRE." is written in a smaller, white, uppercase font. At the bottom of the border, there are three colored squares: a blue square with a white star, a red square with a white heart, and a yellow square with a white exclamation point.

ANN ARBOR PUBLIC SCHOOLS  
LEAD. CARE. INSPIRE.

# Site Plan Considerations and Proposed Alternate Plans

# Limited Site Plan Benefits to Staging Thurston

Staging Thurston will not result in substantial changes to the current Site Plan.

Changes will be incremental and will not justify the cost and implications of Staging.

# Common Ingredients

If Thurston were to stage, any eventual Site Plan would still include:

- A similar building footprint to what is currently planned.
- Nearly as much pavement (fire lanes, drives, parking areas, and sidewalks), using nearly as much space on site as is currently planned.
- Identical provisions for play areas (playgrounds and playfields).
- Roughly as much newly unmowed greenspace.

**In any Alternative Plan, the new building would be located more to the north than where it sits on the site today.**

# Factors for Any Site Plan

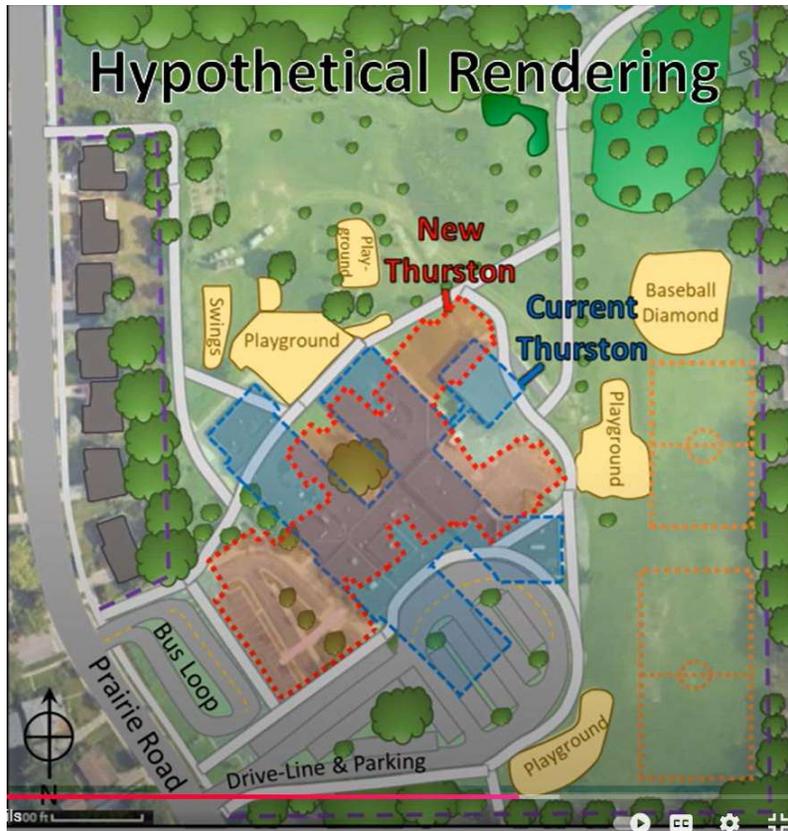
## Primary considerations for any plan include:

- Balancing the benefits for students and staff.
- Adhering to all regulatory requirements.
- Maintaining safe and effective school operations for students and staff.
- A means of providing separate pick-up / drop-off lanes for both parents and buses.

## Other factors that would apply to any plan include:

- Additional driveway length on site to reduce back-ups on Prairie.
- Suitable parking for staff plus visitors.
- Accommodations for generous playgrounds and playfields.
- Accommodations for improved stormwater management.
- Ample landscaping, including a reduction in mowed areas.

# Alternative Plan #1



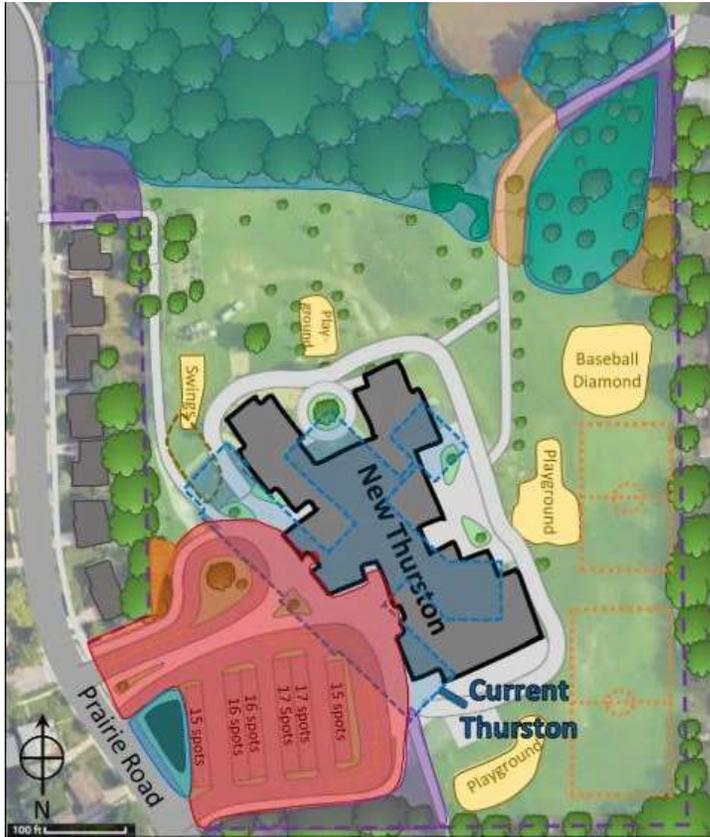
Posted on the Let Thurston Play website

Alternative Plan #1 was one of the first iterations presented to the District that was not developed by the Capital Program professional team.

**Summary:** The site does not work with the building in this location.



## Alternative Plan #2



Posted on the Let Thurston Play website

Alternative Plan #2 was also presented to the District but not developed by the Capital Program professional team.

This plan also does not work, due mainly to inadequate Parent drop-off / pick-up queuing and inadequate Stormwater design.

**Summary:** Improvements to Alternative Plan #2 were proposed in Alternative Plan #3 which follows . . .



## Alternative Plan #3



FUTURE STATE –THURSTON SCHOOL



Alternative Plan #3, also presented to the district and not developed by the Bond team, is the more realistic of the various plans, but is **not yet a completely workable solution** due to inadequate bus queuing, misplaced stormwater solutions, and to non-compliance with Fire Lane regulations.

To work properly, **the building would need to move closer to the Pond** to accommodate compliant bus queueing and Stormwater solutions.

**Summary: any new building will be closer to the Pond than the existing building is.**

The logo for Ann Arbor Public Schools is centered on a dark blue background. It features a thin orange rectangular border. Inside the border, the text "ANN ARBOR PUBLIC SCHOOLS" is written in white, uppercase letters. Below this, the motto "LEAD. CARE. INSPIRE." is written in a smaller, white, uppercase font. At the bottom of the border, there are three colored squares: a blue square with a white star, a red square with a white heart, and a yellow square with a white exclamation point.

ANN ARBOR PUBLIC SCHOOLS  
LEAD. CARE. INSPIRE.

# Considerations for the Site Plan

# Measures in Place

Impacts of locating a building closer to the Pond than the current building is have been considered, with mitigation measures already in place in the Current Plan.

These include considerations on the following topics:

- Bird-Safe Design
- Lighting
- Noise
- Human Activity
- Quantity of Play Areas
- Quality of Play Areas

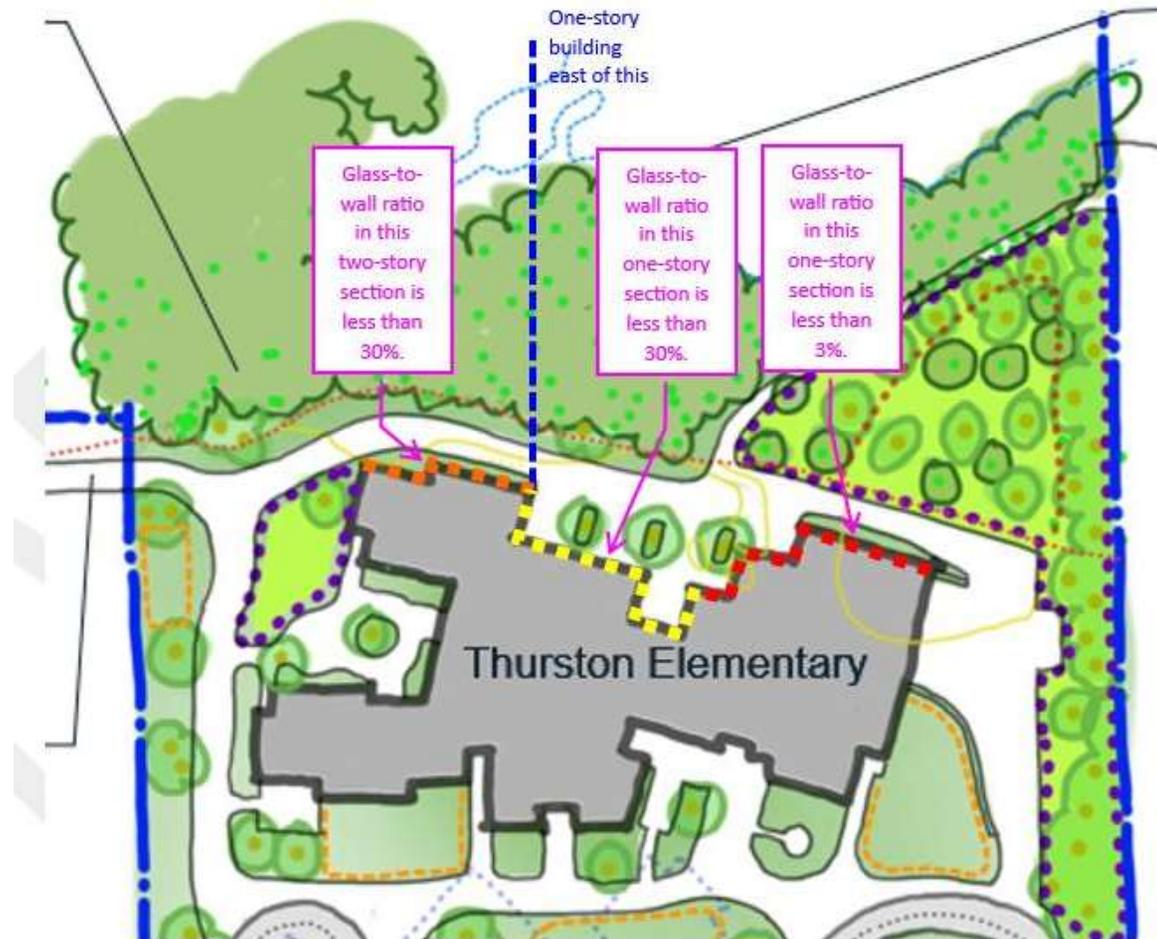
# Bird-Safe Design

## Any plan would include these measures:

- Maintain the Natural Buffer to separate the Pond from the building.
- Specify bird safe glass, particularly on the windows facing the Pond.
- Design a low glass-to-wall ratio (e.g., 30% or less) to reduce reflectivity and transparency, making the building less likely to confuse birds, particularly on the side facing the Pond.
- Design smaller windows, because large expanses of unbroken glass are particularly problematic since they reflect large sections of the sky or vegetation.
- Add architectural elements to create visual barriers to help birds see the building more clearly.
- Keep the building as dark as possible at night.

# Bird-Safe Design

**Bird Strikes:** Where the existing Natural Buffer is the thinnest, the building is designed with the least amount of glass and is lower to the ground.



# Lighting Design

## Any plan would include these measures:

- Lighting inside the building will be turned off at night, as a default, turning on only within occupied spaces when occupancy sensors are triggered.
  - *This is a change to how AAPS buildings have operated in the past.*
- The current design minimizes exterior lighting between the building and Pond, recognizing that we are also obligated to create safe spaces for humans.
- Exterior lighting north of the building will be directed at the building, not toward the Pond or our neighbors, and will be shielded to avoid encroaching on the Natural Buffer zone.
- The control system for this outdoor lighting zone will permit these lights to be controlled uniquely from the remainder of exterior lights.

# Noise Mitigation

**Any plan would include these measures:**

Using Background Noise Studies for reference, acoustically-enhanced mechanical systems are included in the design to achieve decreased noise levels at the edge of the Pond's Natural Buffer as compared to today's levels, for most conditions.

# Human Activity

There is a Programmatic **desire for connections to nature for Thurston students**, meaning human activity around the Pond. This may lead to interactions between wildlife and humans.

However, with the existing trail network already within the TNC, used regularly by the Community and **designed specifically to encourage frequent use by students**, human-activity impacts are already present.

Birds and other animals are habituated to this human-heavy environment.

**But what about fit?**

# Human Activity

Because of Thurston's unique setting, play areas are recommended south of the building to **keep the space between the building and the Pond a more quiet, contemplative space**, better mitigating the impact of day-to-day human activity on the adjacent habitats.

# Playfield Placement



Placing playfields adjacent to the pond's Natural Buffer may look good on paper, but **this type of activity is not ideal for sensitive animals and plants and will quickly require a fencing solution.**

# Currently-Planned Functions



Quiet, contemplative activities will be **less impactful to sensitive animals and plants** and are not likely to lead to a fencing solution.

# Dedicated Playspaces Today

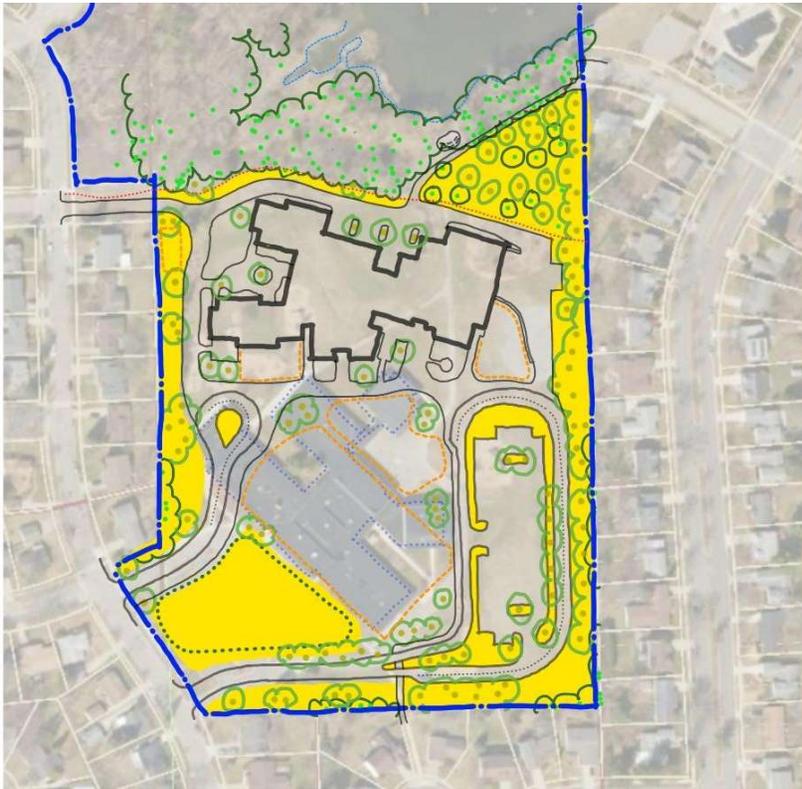
Not including the baseball diamond, which will not be replaced at any AAPS K-5 site, **total play area available today is approximately 101,000 SF.**

Note: grassy areas covering most of the site today are regularly mowed, but most of this maintenance approach is not for the purpose of play.



# Distinction Between Greenspace and Play Areas

Greenspace is all unpaved space on a site. It includes Natural Buffers, Lawns mowed for Play Areas, and Lawns mowed for other reasons. **Not all mowed areas are play areas.**



3.75 acres of Natural Buffers in the Current Plan



1.25 acres of Natural Buffers Today

# Dedicated Playspaces In the Current Plan

Total play area proposed is  
111,000 SF, a 10% increase.



# Play Area Impacts

Dedicated play areas allocated for recess and physical activity include playgrounds, blacktops, and open play fields.

The Current Plan includes:

- **201 SF of playspace per student, at a 552 Student Design Enrollment**
- **178 SF of playspace per student, at a 624 Student Maximum Enrollment**

This is *generous* playspace for Thurston students and is what we would provide for any version of Thurston's plan.

# What is Generous?

There are no *Regulatory* requirements for playspace size applicable to AAPS projects, nor are there any recognized guidelines, but the National Clearinghouse for Educational Facilities (NCEF) offered this context:

- **150 to 200 SF per student is generous.** This prevents overcrowding and allows for diverse activities.
- 100 SF per student is acceptable . . . and 75 SF per student is minimal.

The NCEF's 'generous' playspace recommendation of 200 SF per student was based on the number of students using the playspace **at any one time**, not the total school enrollment.

However, the 201 SF per student provided in the Current Plan is designed for the **total Design Enrollment, all at the same time.**

# Play Areas North of the Building

If play areas are placed north of the building, the following additional considerations would be relevant:

- **Significant re-grading of the entire area north of the building** and west of the Oak Savannah would be required to resolve uneven terrain for the playfield to function properly.
- **A significant retaining wall would be likely** south of the TNC to reconcile the regraded field area with grade within the TNC.
- **Fencing would be likely south of the TNC** to keep balls and the children chasing them out of the Natural Buffer.

# Play Area Safety

The new Bus Loop will be gated and will remain vacant during school hours other than during drop-off and pick-up.

The improvements to the Parking Lot, Parent Drop-off, and Bus Loop are critical safety improvements that current Thurston does not have due to lack of space. **Separating cars and buses is a known safety protocol recommendation that AAPS incorporates at campuses across the District, wherever possible.**

The Parent and Staff Parking driveway will see **very little traffic** through the day, all **at very low speeds**.

**These conditions exist today at a large number of AAPS elementary schools.**

# Play Areas Near Streets and Driveways

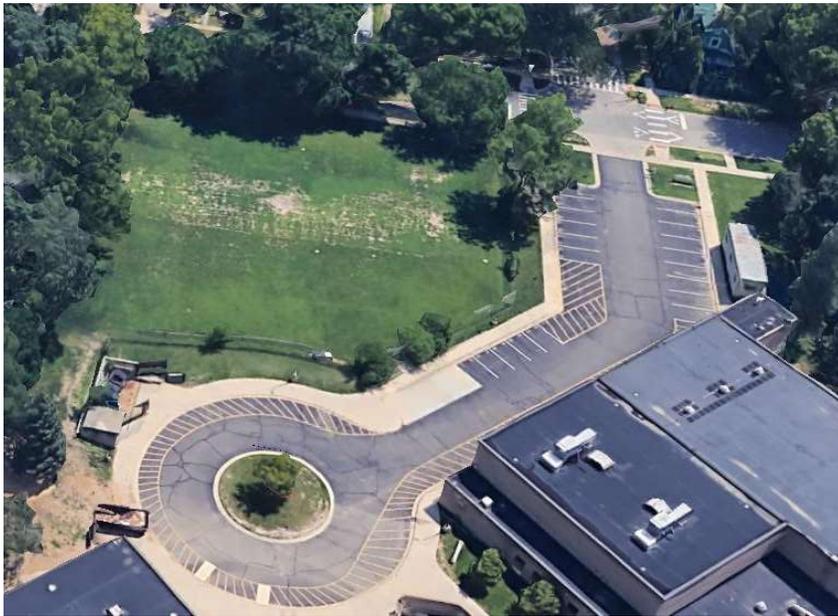


Bryant (partially fenced at driveway)



Logan (partially fenced at driveway)

# Play Areas Near Streets and Driveways



A2 Open (fenced at the street and driveway)



A2 Open (fenced at the streets)



# Play Areas Near Streets and Driveways



A2 STEAM (unfenced at driveway)



A2 STEAM (fenced at the street)

# Play Areas Near Streets and Driveways



Wines (fenced at M-14, unfenced at driveway)



Lakewood (unfenced at driveway)

# Play Areas Near Streets and Driveways



Dicken (unfenced at driveway)



Pattengill (unfenced at street)

# Play Areas Near Streets and Driveways



Allen (preschool playground fenced at driveway)



Pittsfield (fenced at street)

# Play Areas Near Streets and Driveways



Carpenter (partly fenced at streets)



Mitchell (unfenced at driveway)

ANN ARBOR PUBLIC SCHOOLS  
LEAD. CARE. INSPIRE.



# Staging Summary

# Limited Site Plan Benefits to Staging Thurston

Staging Thurston will not result in substantial changes to the current Site Plan.

Changes will be incremental and will not justify the cost and implications of Staging.

# What Staging Affords and What it Does Not

## *With Staging:*

- *Thurston students would not temporarily attend school adjacent to construction, an approach that is in place not just at Thurston, but also at Mitchell, Dicken, Lakewood, Lawton, Wines, Carpenter, Pattengill, Bryant, and Allen.*
- *Fewer than (12) TNC-labeled trees would no longer need to be transplanted.*
- *Volunteer work done by the TNC within the past (15) years, on less than 1/2 acre of the site, would not be relocated nearby by the District.*

But, in any plan, the **Butterfly Garden would be relocated. Play Areas would be the same size** as in the Current Plan, more than **likely located south of the building.** Stormwater solutions and impacts on Wetlands would be no different. Un-mowed area would be nearly identical.

# Overview of Staging Impacts

Staging Thurston would delay much-needed benefits to:

- **Between 1,390 and 2,040 AAPS students at Logan, Thurston , and King.**
- **Plus between 180 and 260 AAPS staff at Logan, Thurston, and King.**
- **By between 3 and 5 years.**
- **Impacting Students, Staff, Caregivers, Academics, and Operations.**

**It would cost the District between \$9M and \$12.4M, which is equal to between a 13% and a 20% reduction in planned improvements for a project of Thurston's size.**

**General Fund is also impacted.**

# . . . It also means accepting these Conditions

## For all Scenarios:

- Staging more schools.
- Delaying much-needed improvements at Thurston, King, and/or Logan.
- Reducing resource allocations at other schools
- Allocating additional resources to temporary solutions.

## Plus at least one of these three:

- Changing the Board-approved methodology for how projects are prioritized.
- Changing the purpose of New Logan after vetting it with and designing it specifically for Logan.
- Dividing the Thurston Student Enrollment or operating with 3 fewer classrooms for three years.

ANN ARBOR PUBLIC SCHOOLS  
LEAD. CARE. INSPIRE.



# Major Modernization

## An Affordable Option

Should Thurston stage, a major modernization would need to be considered in lieu of a new building, due to the cost impacts of staging as outlined in this presentation.

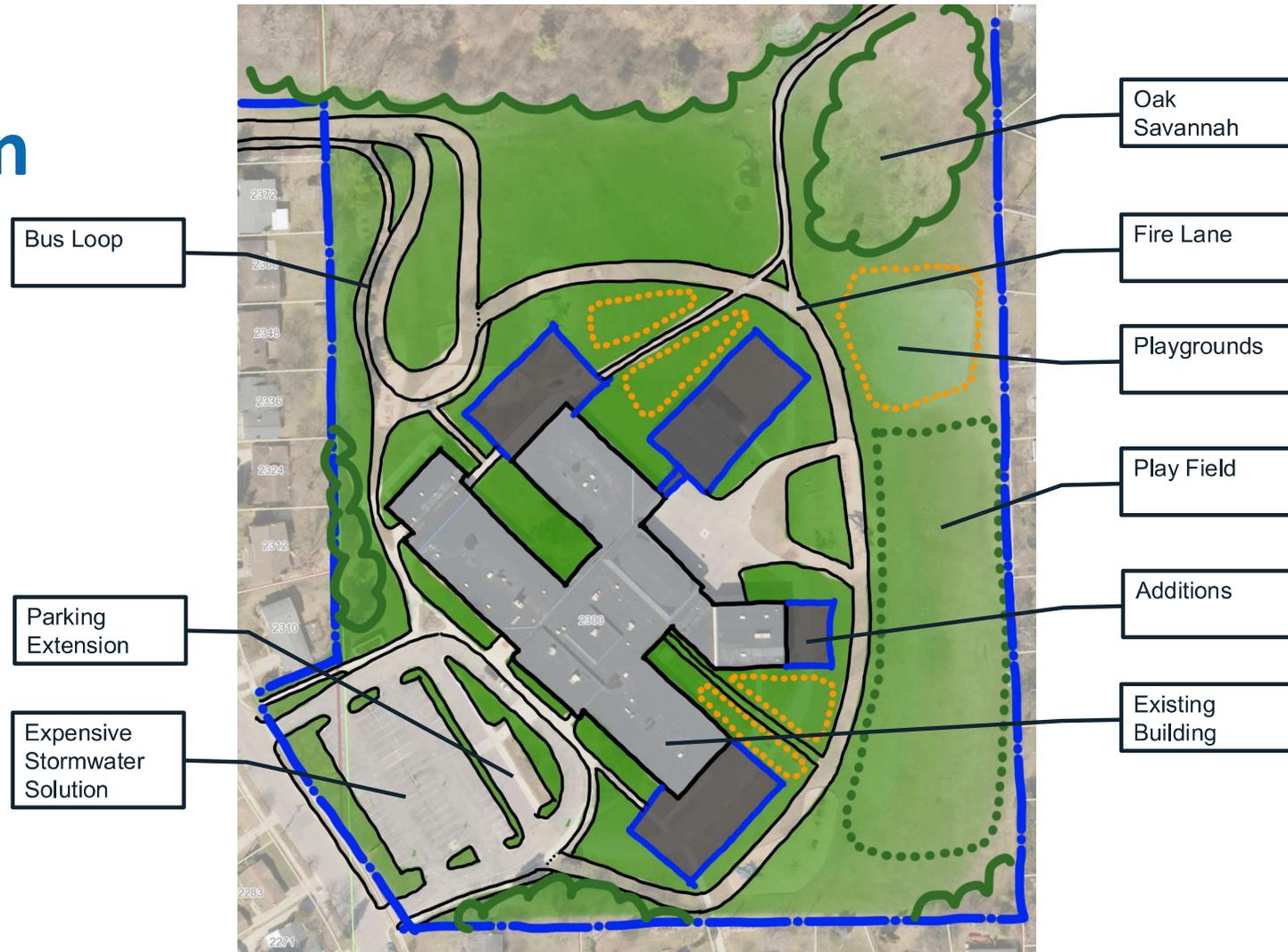
Major Modernization, which involves a series of additions and other limited improvements to the existing building, is the only affordable option other than the current plan.

But it falls significantly short of the commitments approved by the Board and Voters.

# Major Modernization

In this option, work is scaled back so it could be done while school was in session, over several consecutive School Years.

**The building stays where it is, with significant additions.**



# Phase 2 Capital Plan Commitments

- Priority Order of Projects (FCA)
- Timing of Projects
- Type of Projects
- Staging / No Staging

**Orange** items we *cannot do as well* in this approach

# General Commitments

- Transform the Student learning experience
- Provide equitable access to innovative programs among all schools
- Use facts and data to inform current and future work
- Focus on the Student, Teacher, Staff, and Community Experience
- Focus on maintaining neighborhood schools
- Focus on the Whole Child – Health, Safety & Wellbeing
- Support flexible and engaging learning environments that promote collaboration, hands-on, inquiry-based learning, whole and small group instruction, and appropriate accommodations for all students

# General Commitments

- Chart a course for carbon neutrality
- Ensure Sustainability / Environmental Responsibility
- Continue our work to create universally designed and inclusive learning environments
- Understand current trends and future developments to create plans for sustainability
- Prepare for Growth & Expansion – development within the AAPS attendance area
- Build for our Climate Change future
- Address current and projected student enrollment by providing additional space in schools, particularly elementary schools at or near capacity
- Build upon long-standing environmental education program with new curricula and instructional models
- Offer and expand innovative programming and quality services for all students

# Site Commitments

- Improve school grounds to provide separation of pedestrian, bicycle, car and bus traffic
- Prepare our schools to adapt to climate change and act as centers of neighborhood resiliency and to maintain critical life-support conditions in the event of extended power loss, heating fuel or water
- Continue improvement of playgrounds; including age appropriate equipment, ADA/universal design equipment, and spaces for unstructured, creative play
- Continue improvement of sports fields including baseball, softball, soccer and others
- Support construction and maintenance of school gardens that include a dedicated water source and outdoor shaded classrooms
- Provide opportunities for students to engage in on-site gardening and food production
- Promote bio-diversity and healthy sites
- Replace or improve elementary “black top” spaces and basketball hoops

# Building Commitments

- Create optimized learning environments based on best practice and research to utilize natural and artificial light, ensure fresh air free from pollutants, maintain classroom temperature, and optimize acoustics for maximum cognitive function and productivity.
- Support multiple educational models including early learning, virtual learning, adult learning, and community college
- Provide spaces that are customized to meet the identified social, emotional and physical needs of students
- Improve and create spaces for one-on-one and small group activities including: project-based learning, counseling, tutoring, speech therapy, nurses and others

# Building Commitments

- Enable co-teaching between core classroom teachers and support staff for a vibrant and effective multi-tiered system of support
- Ensure safe and secure schools as centers of the community
- Replace or improve fire protection/sprinkler systems in all schools
- Create secure school entrances that provide for access control and secure entry
- Update and modernize security camera systems, adding cameras as needed
- Expand and renovate elementary and middle school kitchens to allow healthy “scratch” cooking and more variety
- Provide improved lighting, updated equipment for enhanced line flow, and other improvements for dining environments (multi-purpose rooms and cafeterias)

# Building Commitments

- Provide space for emergency food programs
- Continue updating water systems and air distribution systems for maximum air and water quality
- Provide opportunities for all students to enjoy physical activity in formal and informal settings
- Utilize interior and exterior finishes that are long-lasting and require minimal maintenance and replacement
- Create STEAM/Makerspaces in all schools
- Provide appropriate technology for our students to develop the skills and attributes they need to meet their individual goals
- Improve support spaces, amenities, and equipment for music and the arts

# Building Commitments

- Continue to enhance opportunities for music and art education
- Provide spaces, equipment and furnishing for music and the arts, including improved performance spaces
- Transform media centers to support digital learning and collaborative pedagogy
- Install monitoring devices on all exterior doors
- Designate and/or construct gender neutral restrooms
- Provide additional storage for student personal items
- Continue flexible furniture purchases for art, music, science and other learning spaces
- Provide needed spaces for custodial and other building support services

**Major Modernization is the only affordable option other than the Current Plan, but it falls significantly short of the commitments approved by the Board and Voters.**

ANN ARBOR PUBLIC SCHOOLS  
LEAD. CARE. INSPIRE.



# Current Plan

# The Current Plan

The Current Plan is the only affordable plan which honors all commitments approved by the Board and Voters.

# Adjustments We Have Made

Where feedback supported by evidence has been received, and where accommodating this feedback has been possible without jeopardizing core mission objectives at Thurston and other Schools, the Site Plan has been adjusted.

## **Adjustments have been made mainly in these areas:**

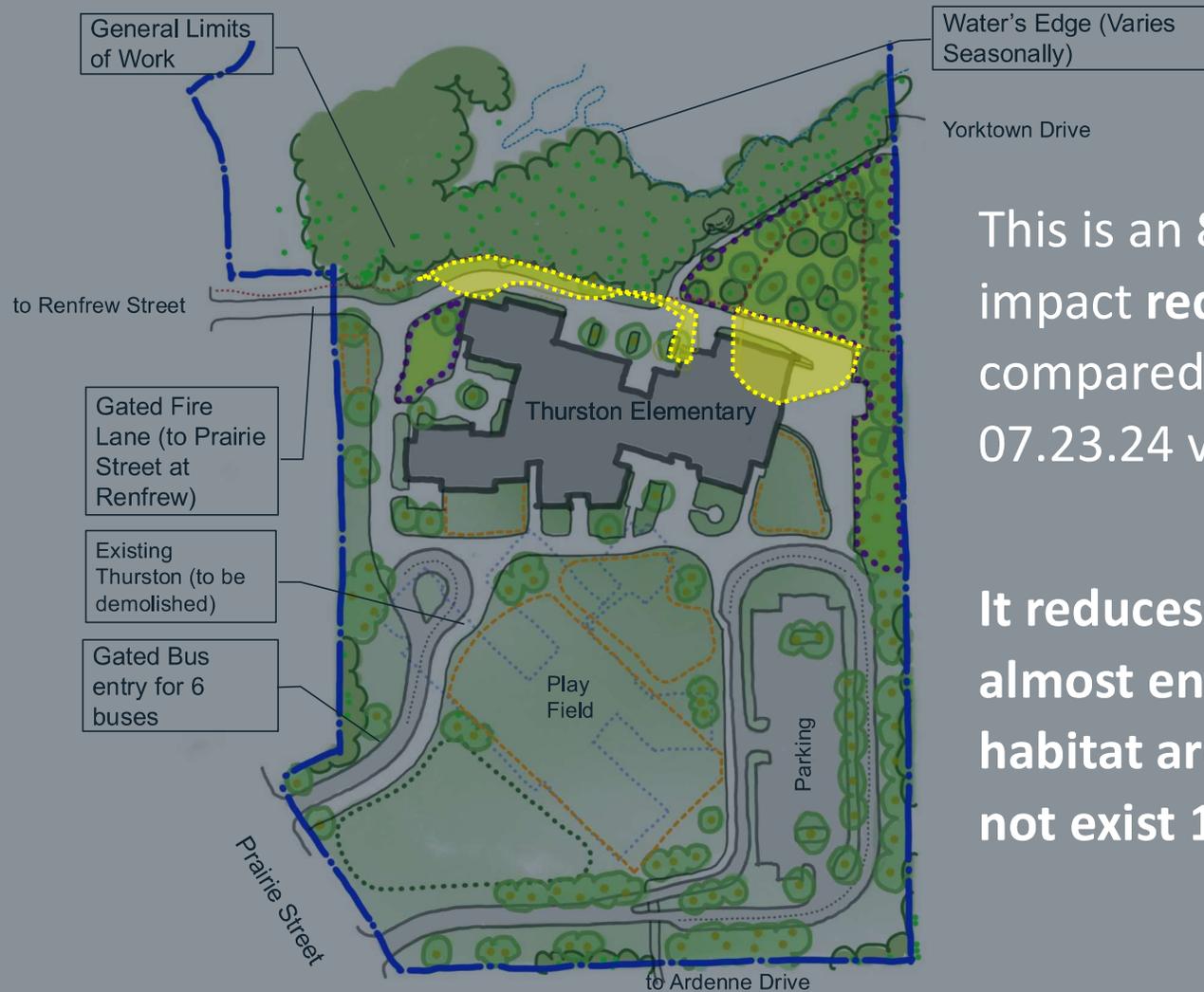
- Positive adjustments with respect to impacts on the TNC.
- Positive adjustments with respect to impacts on play areas.
- Positive adjustments with respect to Natural Buffers.

Since initial conversations June 2024 through December 2024

# Thurston Habitat Impact, 07.23.24



# Thurston Habitat Impact, Current Plan



This is an 84% habitat impact reduction as compared to the 07.23.24 version.

It reduces impacts almost entirely to habitat areas that did not exist 15 years ago.



# Thurston Playspaces, 07.23.24

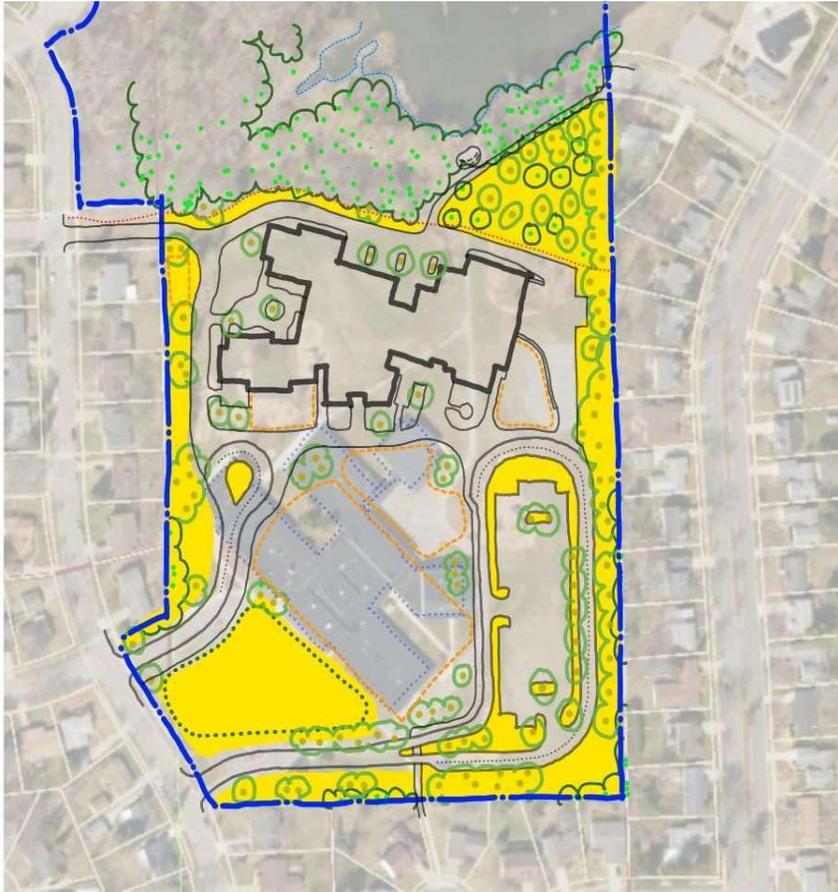


# Thurston Playspaces, Current Plan



Play field size  
increased  
substantially

# Natural Buffers



3.75 acres of Natural Buffers in the Current Plan

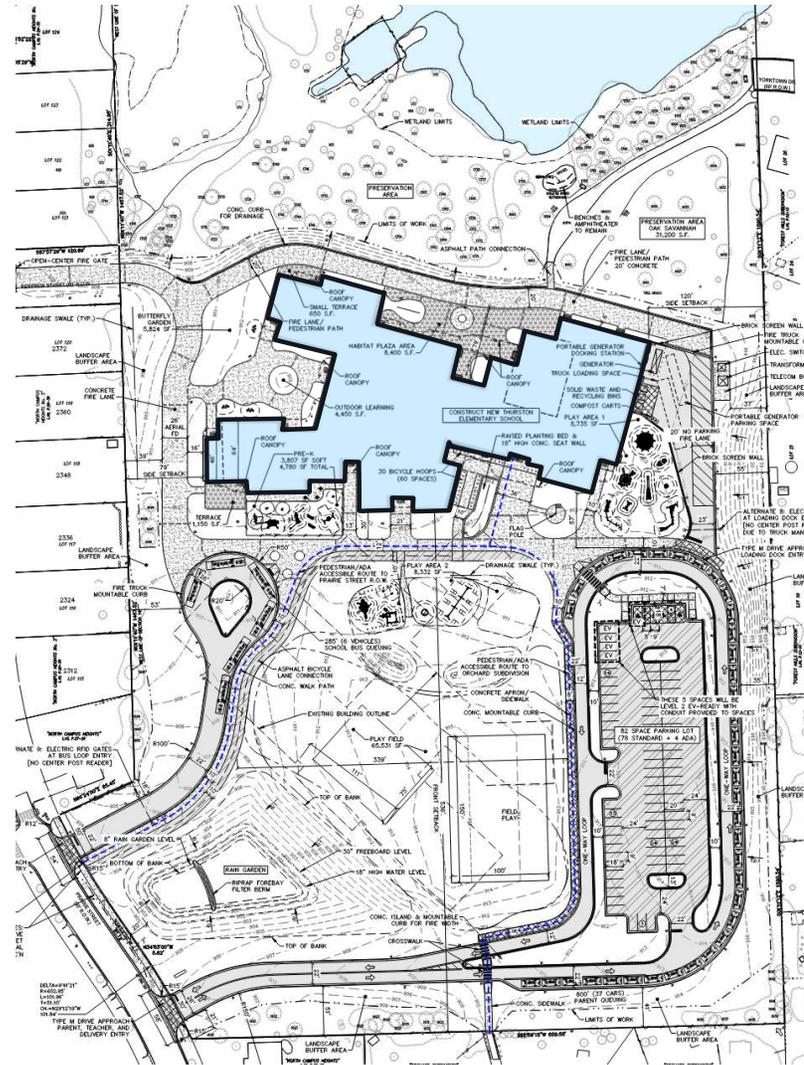


1.25 acres of Natural Buffers Today

# New Thurston Site Plan

All new work is separated from the Pond by at least 150', and from Wetlands by more than 100'.

Approvals from all Regulatory Agencies will be received prior to commencement of work.



# Phase 2 Capital Plan Commitments

- Priority Order of Projects (FCA)
- Timing of Projects
- Type of Projects
- Staging / No Staging

Orange items are items we *can't do as well* in this approach

# General Commitments

- Transform the Student learning experience
- Provide equitable access to innovative programs among all schools
- Use facts and data to inform current and future work
- Focus on the Student, Teacher, Staff, and Community Experience
- Focus on maintaining neighborhood schools
- Focus on the Whole Child – Health, Safety & Wellbeing
- Support flexible and engaging learning environments that promote collaboration, hands-on, inquiry-based learning, whole and small group instruction, and appropriate accommodations for all students

# General Commitments

- Chart a course for carbon neutrality
- Ensure Sustainability / Environmental Responsibility
- Continue our work to create universally designed and inclusive learning environments
- Understand current trends and future developments to create plans for sustainability
- Prepare for Growth & Expansion – development within the AAPS attendance area
- Build for our Climate Change future
- Address current and projected student enrollment by providing additional space in schools, particularly elementary schools at or near capacity
- Build upon long-standing environmental education program with new curricula and instructional models
- Offer and expand innovative programming and quality services for all students

# Site Commitments

- Improve school grounds to provide separation of pedestrian, bicycle, car and bus traffic
- Prepare our schools to adapt to climate change and act as centers of neighborhood resiliency and to maintain critical life-support conditions in the event of extended power loss, heating fuel or water
- Continue improvement of playgrounds; including age appropriate equipment, ADA/universal design equipment, and spaces for unstructured, creative play
- Continue improvement of sports fields including baseball, softball, soccer and others
- Support construction and maintenance of school gardens that include a dedicated water source and outdoor shaded classrooms
- Provide opportunities for students to engage in on-site gardening and food production
- Promote bio-diversity and healthy sites
- Replace or improve elementary “black top” spaces and basketball hoops

# Building Commitments

- Create optimized learning environments based on best practice and research to utilize natural and artificial light, ensure fresh air free from pollutants, maintain classroom temperature, and optimize acoustics for maximum cognitive function and productivity.
- Support multiple educational models including early learning, virtual learning, adult learning, and community college
- Provide spaces that are customized to meet the identified social, emotional and physical needs of students
- Improve and create spaces for one-on-one and small group activities including: project-based learning, counseling, tutoring, speech therapy, nurses and others

# Building Commitments

- Enable co-teaching between core classroom teachers and support staff for a vibrant and effective multi-tiered system of support
- Ensure safe and secure schools as centers of the community
- Replace or improve fire protection/sprinkler systems in all schools
- Create secure school entrances that provide for access control and secure entry
- Update and modernize security camera systems, adding cameras as needed
- Expand and renovate elementary and middle school kitchens to allow healthy “scratch” cooking and more variety
- Provide improved lighting, updated equipment for enhanced line flow, and other improvements for dining environments (multi-purpose rooms and cafeterias)

# Building Commitments

- Provide space for emergency food programs
- Continue updating water systems and air distribution systems for maximum air and water quality
- Provide opportunities for all students to enjoy physical activity in formal and informal settings
- Utilize interior and exterior finishes that are long-lasting and require minimal maintenance and replacement
- Create STEAM/Makerspaces in all schools
- Provide appropriate technology for our students to develop the skills and attributes they need to meet their individual goals
- Improve support spaces, amenities, and equipment for music and the arts

# Building Commitments

- Continue to enhance opportunities for music and art education
- Provide spaces, equipment and furnishing for music and the arts, including improved performance spaces
- Transform media centers to support digital learning and collaborative pedagogy
- Install monitoring devices on all exterior doors
- Designate and/or construct gender neutral restrooms
- Provide additional storage for student personal items
- Continue flexible furniture purchases for art, music, science and other learning spaces
- Provide needed spaces for custodial and other building support services

**The Current Plan is the only affordable plan which keeps all commitments approved by the Board and Voters.**

**No additional costs are incurred for the Current Plan.**

**No constraints need to be reconsidered for the Current Plan.**

# Impact Summary

## Current Plan vs Thurston Staging

	Current Plan (Recommended)	Staging (Not Recommended)
<b>Duration of Impact</b>	2 Years	More than 3 years (up to 5)
<b># of Schools Impacted</b>	1	3
<b>Instructional Impact</b>	Intermittent Construction Noise; Most disruptive activity outside planned to occur in Summers	Daily Disruption; Impact to Student Learning Experience
<b>Cultural Impact</b>	Stay Together on Site	Temporary School/Split Grades
<b>General Fund Impacts</b>	Neutral	Significant Additional Costs
<b>Capital Fund Impacts</b>	Neutral	\$9M - \$12.4
<b>Greenspace Impacts</b>	Generous Amenities	Generous Amenities

ANN ARBOR PUBLIC SCHOOLS  
LEAD. CARE. INSPIRE.



# Thank You!

For more information, please visit:

[A2schoolsbond.org](https://www.a2schoolsbond.org)

