

KETTERING CITY SCHOOL DISTRICT, KETTERING, OHIO

PROJECT CASE STUDY



MUSIC REHEARSAL ROOM EQUIPMENT



SOUND-ISOLATING MUSIC PRACTICE ROOMS



CLASSIC 50® MUSIC STANDS

“Wenger’s Planning Guide... was very helpful. It kept us focused on the important elements, providing the outline from which we forged our plan.”

*– Jim Probasco
Kettering City School District*

CHALLENGE

Plan and equip new teaching, rehearsal and performance spaces

WENGER SOLUTION

Providing essential information for facility planning. Analyzing and installing proper acoustical solutions for rehearsal and performance spaces. Determining efficient configuration of storage cabinets.

BENEFITS

- Proactive, thorough music faculty achieved superior results
- Guaranteed acoustical performance and sound isolation
- Effective planning optimized space utilization and traffic flow
- Durable, long-lasting construction delivers outstanding value

HIGHLIGHTS



ACOUSTICAL PANELS

Even before the levy passed, the music faculty began a comprehensive planning effort, holding issue-packed meetings to discuss what they wanted and needed in their new space.

“Wenger’s ‘Planning Guide for Secondary Music Facilities’ was very helpful,” remarks Probasco. “It kept us focused on the important elements, providing the outline from which we forged our plan, along with written documentation supporting our requests.”

School visits were also an important part of the research. Probasco and Kettering Fairmont Band Director Mike Berning sought out regional schools with fairly new construction – some smaller, some larger, some comparably sized. They carved out time before, after and during school hours, always making a point of talking with the people using these facilities: What was working best – and worst? They later invited key decision-makers on site visits, including the district business director, architect and even representatives from the general contractor.

During these visits, Probasco and Berning focused attention on big-picture issues – like proper ceiling heights – and the key equipment they considered non-negotiable: instrument storage cabinets, music library system, acoustical treatments in rehearsal rooms, acoustical doors and modular practice rooms.

“I would shake other music educators by the shoulders and tell them, ‘There’s nobody in your school district who will be a better advocate for what you need than YOU!’” declares Jim Probasco, Music Coordinator for the Kettering City School District in Kettering, Ohio. His district’s new Performing Arts Center at the high school opened in 2006.

Even before the levy passed, the music faculty began a comprehensive

planning effort, holding issue-packed meetings to discuss what they wanted and needed in their new space.

When visiting other schools, Probasco says key decision-makers could stand inside built-in practice rooms with poor acoustics and inadequate sound isolation. “They would try to hear themselves talk with sound echoing off the walls,” he explains. “They would see cardboard boxes stored in these rooms, and students preferring to practice in hallways.”

In his conversations with music teachers at these schools, Probasco heard common themes: “We weren’t proactive enough” or “We didn’t assert ourselves into the process.” He claims diligence was critical throughout the entire project. “Mike and I attended every meeting we were invited to – and crashed those we weren’t! Unless you remain diligent, those things you really want will often be taken away later in the name of ‘value engineering,’” Probasco advises.

Ultimately, the Kettering music faculty obtained everything they wanted – nothing was turned down – and the project came in on budget. A mezzanine level overlooking the main band room features eight modular, sound-isolating practice rooms, with two more located in a storage area off the band room. Every practice room is full almost every period, with teachers giving private or small group lessons and students working on parts. Outside the practice rooms, the 86-piece concert band can rehearse and Probasco says it all works flawlessly. He adds, “It’s an efficient use of space and time that we almost couldn’t have dreamed of because we had no experience with it.”

Previously, because their built-in practice rooms had such poor sound-proofing, private lessons had to be given before or after school when no large-group rehearsals took place. Sound isolation in the new facility is also enhanced by the use of seven Wenger acoustical doors between rehearsal areas and office/conference rooms.

“What this all means for the teachers’ ability to teach and the students’ ability to learn without distractions from bad acoustics is truly remarkable,” Probasco states. “This terrific new addition will help maintain and grow our music program, which was solid before and now can get even better.”



ACOUSTICAL DOOR

PRODUCT LIST

Planning Guide for Secondary School Music Facilities, Sound-Isolating Music Practice Rooms, Acoustical Treatments in rehearsal rooms and recital hall, Acoustical doors, Instrument Storage Cabinets and Music Library System.