

2019 BOND PREPARING FOR THE FUTURE GOALS



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SCHOOL INFRASTRUCTURE FUNDING REALITY

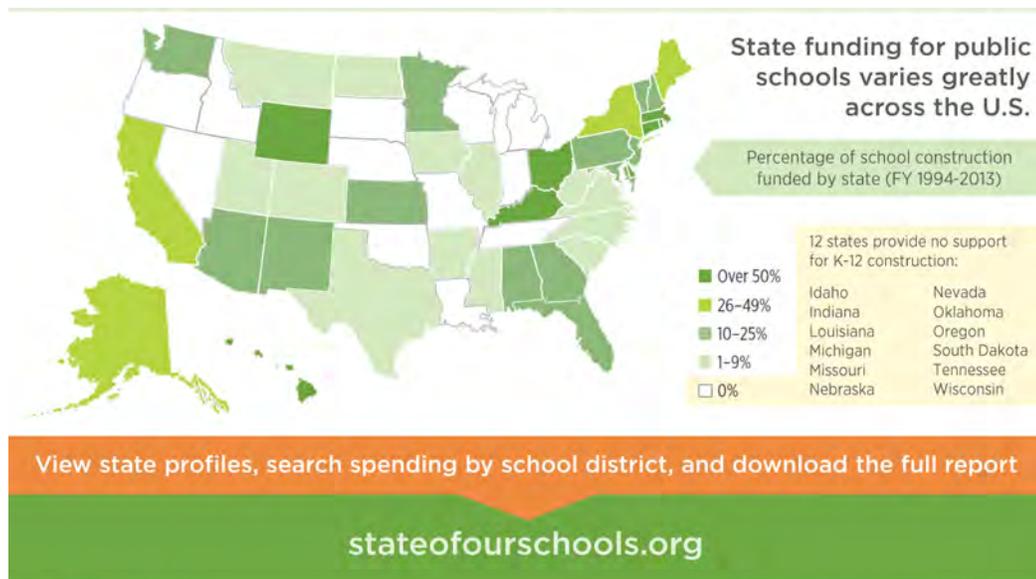
Studies have shown that infrastructure across the nation is in a critical state of disrepair due to lack of funding. Schools in Michigan and across the U.S. are aging and require regular repair, renewal and restoration.

Michigan is **one of only 12** states in the country that does not provide state funding for school infrastructure.

Center for Green Schools, 2016

With no dedicated state funding provided to school districts to finance capital projects, local millages and bond issues are the only financial method available to school districts to provide needed funds to address these critical infrastructure needs.

“...many schools still face a challenge financing facilities that ensure students are served in a safe and effective environment. Unlike funding the operational costs of running a school, the state plays only a small role in financing school buildings and amenities. Instead, the onus falls largely on school districts’ local taxpayers to provide for capital needs. While Michigan law allows school districts to use up to 20 percent of the funds they receive through the state’s foundation allowance to finance capital projects, it is very rare for districts to use their main operational funding source for these purposes. Instead, school districts typically borrow money to pay for building and remodeling facilities.”¹



¹ Ben DeGrow, *Financing for School Facilities* (Mackinac Center for Public Policy, July 19, 2017) www.mackinac.org

INTRODUCTION

The Ann Arbor Public Schools (AAPS) serves the city of Ann Arbor and parts of eight surrounding townships (Ann Arbor, Lodi, Northfield, Pittsfield, Salem, Scio, Superior and Webster townships) covering 125 square miles. AAPS is responsible for 35 buildings with more than 3.4 million square feet on 723 acres. AAPS buildings have an average age of over 63 years, with an average built year of 1956.

The Ann Arbor Public School community values a quality education for every child. AAPS students perform at academically high levels, are taught by high-performing teachers, enjoy quality programs, and are supported by engaged parents and the community.

As stewards of 35 buildings AAPS houses more than 18,000 children and 2,400 staff and is responsible to provide, restore and prepare schools for this and future generations.

On November 5, 2019, voters in the Ann Arbor Public Schools will be asked to consider a bond proposal to upgrade school facilities and sites, enhance existing building security, and provide upgraded and sustainable learning environments throughout our district. The bond program scope is based on a comprehensive facility assessment conducted by independent architects and engineers to assess the current and future building needs in our district.

The bond proposal would support the following AAPS goals:

1. Teaching & Learning – *Continue the Tradition of Academic Excellence*
2. Safety, Health & Well-being – *Focus on Development of the Whole Child*
3. Sustainable and Environmentally Responsible Infrastructure – *Create Resilient Schools for Climate Change*
4. Efficient and Effective Support Systems and Services – *Continue Technology & Transportation Replacement and Renewal*

This Bond is designed to replace the prior Technology Bond to ensure sustained technology, buses, equipment, furniture and musical instruments.

BUILDING HISTORY

The average age of AAPS buildings is 63 years old. Five AAPS school buildings are approaching their 100th birthday, constructed in the 1920's: Angell, Ann Arbor Open, Bach, Burns Park, and Community. Northside and Slauson were added during the 1930's, and the majority of our schools were built during the postwar years, spanning the 1950's through the 1970's. Most recently, Skyline was built in 2008.

School / Building			
Name	Year Built		
		Wines Elementary	1960
Bach Elementary	1922	Forsythe Middle School	1960
Community High School	1922	Allen Elementary	1961
Angell Elementary	1923	Lakewood Elementary	1961
Burns Park Elementary	1925	Abbot Elementary	1962
Ann Arbor Open	1923	Lawton Elementary	1963
Slauson Middle School	1937	Thurston Elementary	1963
Ann Arbor STEAM	1939	Scarlett Middle School	1968
Pittsfield Elementary	1944	King Elementary	1969
Pathways to Success	1949	Huron High School	1969
Eberwhite Elementary	1950	Balas Admin Building	1971
Tappan Middle School	1950	Clague Middle School	1972
Mitchell Elementary	1951	Bryant Elementary	1973
Freeman Elementary	1952	Logan Elementary	1977
Carpenter Elementary	1953	Transportation	1982
Haisley Elementary	1954	Preschool & Family Ctr	1990
Pioneer High School	1956	Skyline High School	2008
Dicken Elementary	1957	Average Year Built	1956
Pattengill Elementary	1957	Average Age	63



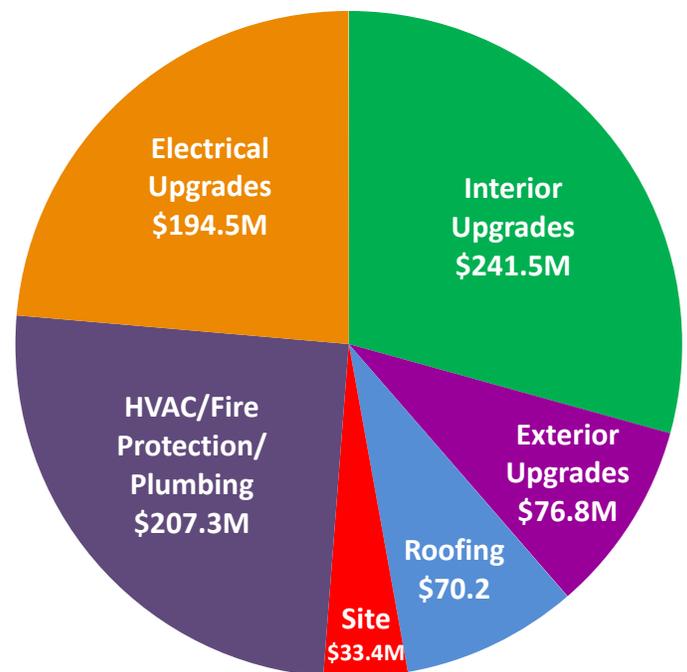
FACILITIES CONDITION ASSESSMENT

It is the goal of the AAPS to continue to provide facilities that support and maximize the student learning experience: current and future generations in every neighborhood will experience environmentally sustainable schools designed to meet the educational demands, health, safety, and well-being needs of our students. Recognizing the district’s aging infrastructure, in 2017 AAPS commissioned a Facilities Condition Assessment (FCA), conducted by EMG, a professional engineering company. Their work was completed in late 2018.

- FCA is a **life cycle engineering analysis** of the condition of a facility in terms of age, design, construction methods, and materials
- The analysis is done by **walk-through inspections and mathematical modeling**, which includes calculations of useful life and conditions of building systems and equipment
- The FCA identifies **projected infrastructure investments and risks associated** with continued deferral of maintenance and replacement investments
- As noted in the FCA report without substantial infrastructure investment many buildings will fall into the “poor” rating within a few years

The FCA revealed that in order to maintain AAPS schools in the good condition category, a 20-year investment of more than \$823 million would be required, in the categories below:

20-Year FCA Investment Recommendations \$823,780,000



The AAPS FCA included the following components for each building:

- **Structure:** foundations, superstructure, stairwells
- **Envelope:** walls, windows, exterior doors, roofs
- **Site Improvements:** parking lots, walkways, signage, fencing, athletic fields, etc.
- **Interiors:** doors and finishes (floors, paint, cabinets, lockers, etc.)
- **Mechanical, Electrical, Plumbing, and Fire Safety (MEPF) Services:** water systems, mechanical systems, electrical systems, elevators, fire safety systems, communications systems, security systems
- **Equipment and Furnishings:** kitchen equipment, pool equipment, scoreboards, theatre systems, etc.

EMG concluded that the facilities were found to be in overall good to fair condition and have had adequate maintenance over the past few years. However, without substantial upfront investment, many of the schools will fall into the ‘poor’ rating within a few years.

EMG Executive Summary, 2018

The FCA includes only costs for maintaining the current buildings in good condition but does not include many other capital costs outside of the building infrastructure, such as equipment, buses, building additions for increased capacity, and others. The chart below summarizes what is and is not included in the FCA:

INCLUDES	DOES NOT INCLUDE
Existing infrastructure renewals and replacements	New classroom additions for student growth
Schools maintained in “Good/Fair” condition	Schools maintained in “Good/Exceptional” condition
Air conditioning in all schools	Furniture refresh
Solar power and geothermal to reduce carbon footprint, where feasible	Bus fleet refresh
Security enhancements	Technology refresh
Standard classroom environments (code minimum)	Optimized healthy classroom environments
Union wages for construction labor	Constructing new/replacement schools

The costs for the elements not included in the FCA total is an additional 20-year \$618M, to include:

ADDITIONAL INVESTMENT (Not in FCA)	ANNUAL COST
New schools and classrooms for student population growth	\$10M/yr
Furniture refresh	\$1M/yr
Bus fleet refresh	\$2M/yr
Technology refresh	\$5M/yr
Maintaining schools in “Good/Exceptional” condition	\$5M/yr
ANNUAL TOTAL ADDITIONAL INVESTMENTS	\$23M/yr
20-YEAR TOTAL ADDITIONAL INVESTMENTS (@ 3% inflation)	\$618M

Combined, the FCA and non-FCA capital infrastructure improvements total more than \$1.44M over 20 years:

	FCA RECOMMENDATIONS	OTHER IMPROVEMENTS (Not in FCA)	TOTAL
2 Years	\$148,562,000	\$46,690,000	\$195,252,000
5 Years	\$344,378,000	\$122,110,124	\$466,488,124
10 Years	\$504,274,000	\$263,669,224	\$767,943,224
20 Years	\$823,780,000	\$618,018,613	\$1,441,798,613

Currently, the only funds available to the district, other than the General Fund, to pay for these infrastructure investments come from the Sinking Fund approved by voters in 2017. The Sinking Fund is expected to generate \$222M through 2027 to partially cover these infrastructure improvements, leaving a gap of over \$1.2B over 20 years.

	TOTAL COSTS	AVAILABLE FUNDS	GAP
2 Years	\$195,252,000	\$47,647,300	\$147,604,700
5 Years	\$466,488,124	\$123,608,893	\$342,879,231
10 Years	\$767,943,224	\$205,411,220	\$562,523,004
20 Years	\$1,441,798,613	\$205,411,220	\$1,236,387,393

If approved by voters, the bond will provide \$1 Billion and the District would plan to cover the remainder through future Sinking Fund authorizations.

PLANNING FOR THE FUTURE

COMMUNITY VALUES

Through the Ann Arbor Public Schools’ Listen and Learn tour, designed to gather community input, the Board and Administration developed district values and goals:

- Maintain neighborhood schools
- Understand current trends and future developments to create plans for sustainability
- Use facts and data to inform current and future work, with regular updates
- Ability to choose the school their children attend
- Offer and expand innovative programming and quality services for all students
- Provide equitable access to innovative programs among all schools

CAPACITY STUDIES AND GROWTH PROJECTIONS

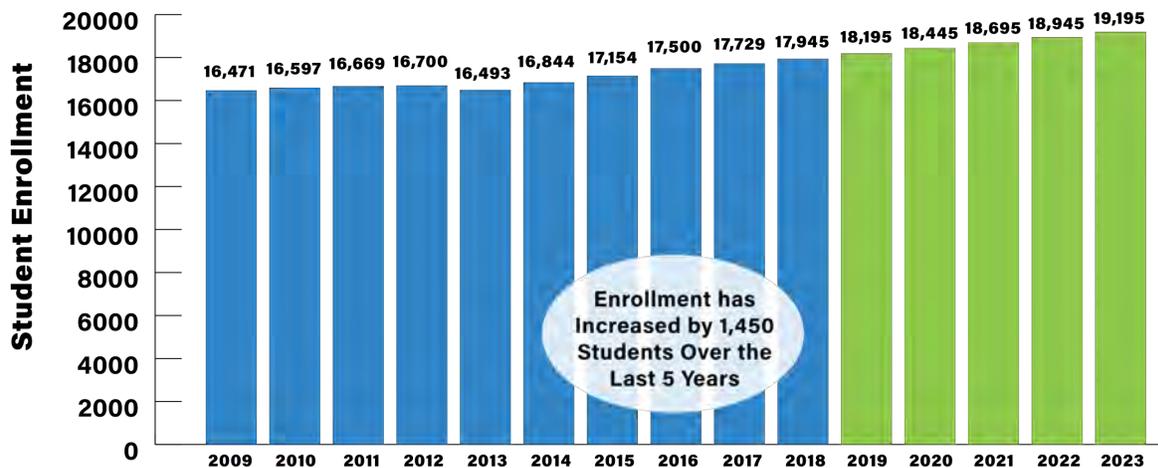
In 2015, the district engaged Plante Moran CRESA to provide guiding benchmarks to effectively monitor current building utilization and classroom configuration and identify future programmatic and building opportunities for expansion or other uses. The report also included demographic and housing trend analysis to provide estimates of future enrollment growth.

Plante Moran’s school capacity analysis finds that the utilization for all schools averaged 91% with 9 schools at or above 100%, with preschool center utilization at more than 150% capacity. Recommended best practice capacity is 80-85% utilization. AAPS enrollment over the last five years has grown by approximately 1,450 students.

A review of housing growth and development by Mitchell Mouat Architects in 2018, indicated a total K-12 estimated enrollment increase of approximately 1,250 (+/- 10%) school-aged children within the next five years.

Student Enrollment Comparison

Fall Count From 2009 (Actual) to 2023 (Projected)



Schools in our district are already at and beyond capacity. Additional students within the district’s boundaries are projected, and under Board policy, it is our responsibility to provide additional classroom space to preserve class sizes and educational programming for our growing student population.

2019 BOND - PREPARING FOR THE FUTURE OF AAPS

The Ann Arbor Public Schools is proposing a \$1 Billion bond issue which is projected to increase the debt millage rate to 1.65 mills over current millage rate is 2.45 levy for a total of 4.1 mills. These resources will support the AAPS goal of creating sustainable schools across the district.

VISION: To transform the student learning experience with environmentally sustainable schools for every neighborhood; to meet the educational demands, health, safety, and well-being of students.

The work to prepare AAPS supports the following four goals:

2019 BOND PREPARING FOR THE FUTURE GOALS



Each category of improvements will be delivered with the goal of providing equity across the district. Detailed areas of priority, including key thematic goals and the infrastructure determined necessary to meet those goals are outlined below.

GOAL	TEACHING & LEARNING <i>Continue the Tradition of Academic Excellence</i>
KEY THEMES	<ul style="list-style-type: none"> • 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 • Expand opportunities for applied learning such as STEAM, CTE, coding, and robotics • Build upon long-standing environmental education program with new curricula and instructional models • Continue our work to create universally designed and inclusive learning environments • Support blended and online virtual learning • Enable co-teaching between core classroom teachers and support staff for a vibrant and effective multi-tiered system of support • Support multiple educational models including early learning, virtual learning, adult learning, and community college • Maintain smaller class sizes for an effective teaching and learning environment • Continue to enhance opportunities for music and art education • Update environments to include: natural light, air quality, sound • Ensure quality learning environments in every classroom
SUPPORTING INFRASTRUCTURE	<ul style="list-style-type: none"> <input type="checkbox"/> Upgrade all classrooms to update lighting, thermal, acoustical and air quality environments with more user/teacher control <input type="checkbox"/> Create STEAM/Makerspaces in all schools <input type="checkbox"/> Improve support spaces, amenities, and equipment for music and the arts <input type="checkbox"/> Continue flexible furniture purchases for art, music, science and other learning spaces <input type="checkbox"/> Address current and projected student enrollment by providing additional space in schools, particularly elementary schools at or near capacity <input type="checkbox"/> Improve and create spaces for one-on-one and small group activities including: project-based learning, counseling, tutoring, speech therapy, nurses and others <input type="checkbox"/> Provide spaces, equipment and furnishing for music and the arts, including improved performance spaces <input type="checkbox"/> Provide spaces that are customized to meet the identified social, emotional and physical needs of students <input type="checkbox"/> Provide additional storage for student personal items <input type="checkbox"/> Create updated Career & Technical Education (CTE) environments, including life management studios at all high schools <input type="checkbox"/> Upgrade classrooms and office space at Freeman Environmental Education Center to ensure accessibility for all AAPS students

GOAL	SAFETY, HEALTH & WELL-BEING <i>Focus on Development of the Whole Child</i>
KEY THEMES	<ul style="list-style-type: none"> • Ensure safe and secure schools as centers of the community • Ensure safe drinking water and quality air • Provide healthy local food in the cafeterias • Provide opportunities for students to engage in on-site gardening and food production • Enhance food security for vulnerable populations • Provide opportunities for all students to enjoy physical activity in formal and informal settings • Repair and modernize playgrounds and athletic facilities, renovating and expanding where needed
SUPPORTING INFRASTRUCTURE	<ul style="list-style-type: none"> <input type="checkbox"/> Create secure school entrances that provide for access control and secure entry <input type="checkbox"/> Install monitoring devices on all exterior doors <input type="checkbox"/> Update and modernize security camera systems, adding cameras as needed <input type="checkbox"/> Improve school grounds to provide separation of pedestrian, bicycle, car and bus traffic <input type="checkbox"/> Continue updating water systems and air distribution systems for maximum air and water quality <input type="checkbox"/> Replace or improve fire protection/sprinkler systems in all schools <input type="checkbox"/> Designate and/or construct gender neutral restrooms <input type="checkbox"/> Expand and renovate elementary and middle school kitchens to allow healthy “scratch” cooking and more variety <input type="checkbox"/> Provide improved lighting, updated equipment for enhanced line flow, and other improvements for dining environments (multi-purpose rooms and cafeterias) <input type="checkbox"/> Support construction and maintenance of school gardens that include a dedicated water source and outdoor shaded classrooms <input type="checkbox"/> Provide space for emergency food programs <input type="checkbox"/> Replace or improve elementary “black top” spaces and basketball hoops <input type="checkbox"/> Continue improvement of sports fields including baseball, softball, soccer and others <input type="checkbox"/> Continue improvement of playgrounds; including age appropriate equipment, ADA/universal design equipment, and spaces for unstructured, creative play

GOAL	Sustainable & Environmentally Responsible INFRASTRUCTURE <i>Create Resilient Schools for Climate Change</i>
KEY THEMES	<ul style="list-style-type: none"> • 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. • 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 • Chart a course for carbon neutrality • Create a culture that supports recycling and composting • Promote bio-diversity and healthy sites • Utilize interior and exterior finishes that are long-lasting and require minimal maintenance and replacement • Utilize the Freeman Environmental Education Center for demonstration of sustainable grounds practices that tie to Environmental Education programming
SUPPORTING INFRASTRUCTURE	<ul style="list-style-type: none"> <input type="checkbox"/> Renovate all classrooms with modern systems that provide human-centric lighting, thermal, and acoustic environments with user/teacher control <input type="checkbox"/> Design building systems for disaster resilience and passive survivability including provisions for backup power <input type="checkbox"/> Install solar energy systems <input type="checkbox"/> Utilize more efficient electric heating and cooling systems including geothermal/ground-source heat pumps and variable refrigerant flow <input type="checkbox"/> Install dimmable LED lighting <input type="checkbox"/> Upgrade bus fleet with more fuel-efficient vehicles as new technology advancements allow <input type="checkbox"/> Create spaces in schools for the collection of recyclables and compost materials and exterior collection points for service providers <input type="checkbox"/> Create bio-diverse ecologies on school grounds that support local ecosystems and manage storm water <input type="checkbox"/> Specify durable long life-cycle materials, equipment and finishes with low to no toxicity <input type="checkbox"/> Install water management systems, gardens, and other grounds projects at the Freeman Environmental Education Center

GOAL:	Efficient and Effective SUPPORT SYSTEMS & SERVICES <i>Continue Technology and Transportation Replacement & Renewal</i>
KEY THEMES	<ul style="list-style-type: none"> • Provide appropriate technology for our students to develop the skills and attributes they need to meet their individual goals • Ensure our teachers are supported with appropriate classroom technology • Transform media centers to support digital learning and collaborative pedagogy • Provide needed spaces for custodial and other building support services
SUPPORTING INFRASTRUCTURE	<ul style="list-style-type: none"> <input type="checkbox"/> Continue regularly scheduled laptop replacement program <input type="checkbox"/> Add new state-of-the-art classroom devices / equipment to support curriculum goals <input type="checkbox"/> Renovate media centers to support digital learning and collaboration <input type="checkbox"/> Continue bus fleet replacement schedule to reduce repair costs and promote bus fleet safety <input type="checkbox"/> Provide improved custodial, information technology, public address, and audio/visual support spaces

FINANCIAL IMPACT TO COMMUNITY MEMBERS

In the first year, the millage rate is projected to increase by 1.65 mills over the 2019 debt levy. A homeowner can use the following calculation to determine their individual tax increase. The calculation example is based on the actual average taxable value of the AAPS tax base (\$138,001), which includes the City of Ann Arbor and parts of 8 townships. (Taxable values based on municipal tax records, 2019)

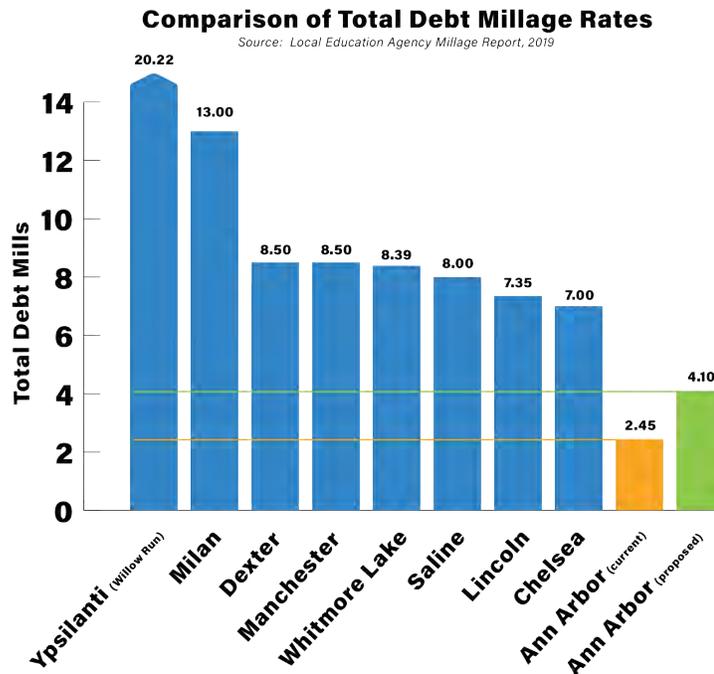
A house with an average taxable value of \$138,001 (approx. market value of \$276,002), the tax increase would be calculated on \$138,001. The calculation: $\$138,001 / \$1,000 \times 1.65 =$ an annual tax increase of \$228. A breakdown of tax impact for various home/taxable values follows:

HOME MARKET VALUE	HOME TAXABLE VALUE	ANNUAL INCREASE	MONTHLY INCREASE
\$200,000	\$100,000	\$165	\$13.75
\$300,000	\$150,000	\$248	\$20.67
\$400,000	\$200,000	\$330	\$27.50
Average Taxable Value in Ann Arbor School District	\$138,000	\$228	\$19.00

*Township/City Tax Records, 2019

Table 1: Tax impact to homeowners

Voters in neighboring districts have approved bond programs to invest in their aging buildings. Surrounding districts such as Dexter, Saline and Whitmore Lake have all launched voter-supported facility upgrades in recent years. The following chart includes neighboring districts' 2019 bond and sinking fund millage rates in comparison to the Ann Arbor Public Schools.



2019 BOND – DISTRICT-WIDE YEARS 1-6

The District plans to use bond proceeds in years 1-6 to improve schools. While some of these improvements might already exist at some locations, these early commitments will ensure all schools have equitable access to the physical amenities and programs those physical improvements support.

This work will also include the construction of two new schools, which will initially be used as staging space in order to complete retrofits in other buildings. Following their use as staging schools, the District anticipates their use as neighborhood schools.

2019 BOND YEARS 1-6



- Air Conditioning
- Solar Power
- LED Lighting



- Media Center Renovations
- STEAM Lab Collaboration Spaces
- Outdoor Classrooms



- Cooking Kitchens
- Cafeteria Renovations
- Safe Drinking Water
- Teaching Gardens



- Improved Secure Entry
- Front Office Renovations
- Lobby Renovations



- 2 New Schools
- Roofing & Paving
- Music, Arts & Science Furnishings, Equipment & Instruments
- Buses
- Technology

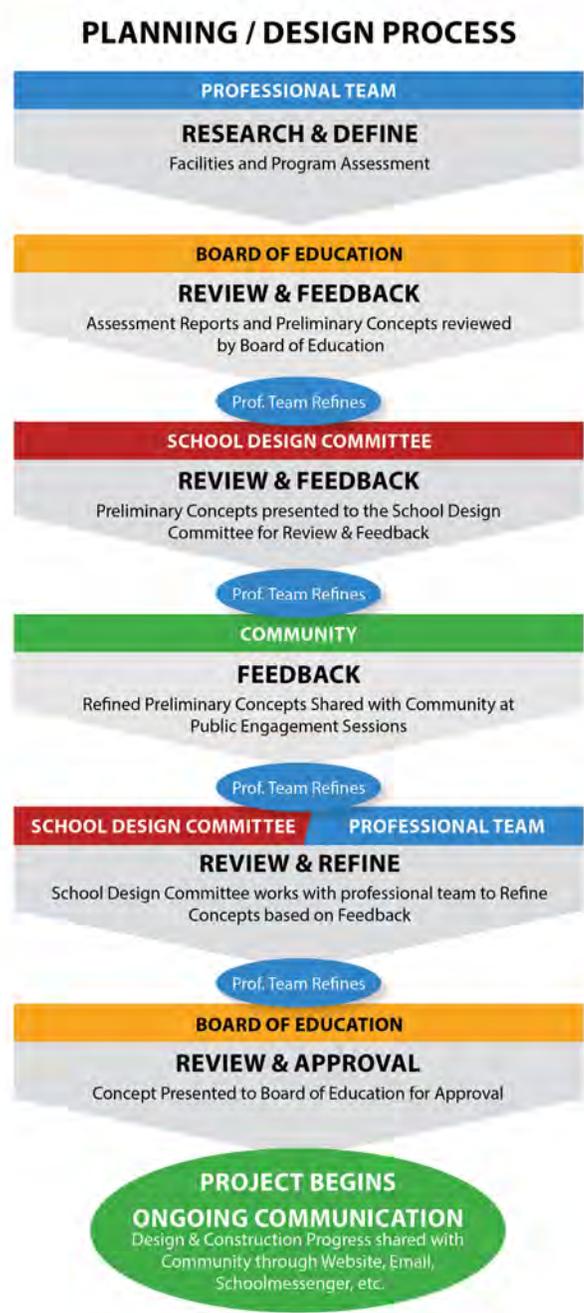
The specific improvements that will be accomplished at each school are highlighted in the matrix below.

	Air Conditioning	LED Lighting	Solar Power	STEAM Lab Collaboration Spaces	Media Center Renovations	Arts and Science Equipment and Furnishings	Musical Instruments	Social Emotional Spaces	Teaching Gardens	Cafeteria Renovations	Cooking Kitchens	Improve Secure Entry	Front Office Renovations	Lobby Renovations	Buses	Technology	Middle School Pool Infrastructure	High School Athletics Improvements	High School Performing Arts Spaces
Abbot Elementary	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•			
Allen Elementary	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•			
Angell Elementary	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•			
Bach Elementary	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•			
Bryant Elementary	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•			
Burns Park Elementary	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•			
Carpenter Elementary	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•			
Dicken Elementary	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•			
Eberwhite Elementary	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•			
Haisley Elementary	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•			
King Elementary	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•			
Lakewood Elementary	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•			
Lawton Elementary	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•			
Logan Elementary	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•			
Mitchell Elementary	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•			
Pattengill Elementary	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•			
Pittsfield Elementary	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•			
Thurston Elementary	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•			
Wines Elementary	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•			
A2 Open K-8	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•			
A2 STEAM K-8	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•			
Clague Middle School	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		
Forsythe Middle School	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		
Scarlett Middle School	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		
Slauson Middle School	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		
Tappan Middle School	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		
Pathways to Success	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		
Huron High School	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Pioneer High School	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Community High School	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Skyline High School	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Westerman Preschool	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Staging School 1	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Staging School 2	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

PROCESS FOR DETERMINING WORK IF BOND PASSES

As the program commences, the individual school projects will be reviewed and coordinated, on a regular basis, with the superintendent, the Board of Education, and School Design Committee.

Each school community will have the opportunity to be engaged in the design process for their school. The following describes the typical steps in the engagement process.



PROGRESS REPORTING

- AAPS Website link to 2019 Bond-specific webpage which will include current progress for each project
- School-specific communication from the School Design Committee periodically throughout the work process
- Annual reports to the Board of Education and Community

2019 BOND: RENEWAL & RE-ENVISION

Our objective is to create the ideal school design for generations to come; school by school; neighborhood by neighborhood.

These key areas of priority work together to achieve our goal to deliver the highest quality educational program for AAPS students.

GOAL	TEACHING & LEARNING <i>Continue the Tradition of Academic Excellence</i>	GOAL	Sustainable & Environmentally Responsible INFRASTRUCTURE <i>Create Resilient Schools for Climate Change</i>
	<p><i>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</i></p> <ul style="list-style-type: none"> ◆ Upgrade classrooms and labs ◆ Update environments to include: natural light, air quality, sound ◆ Enhance performing arts spaces ◆ Replace musical instruments ◆ Add social emotional support areas for counselors, nurses, tutors and speech therapists ◆ Create STEAM / Makerspace labs ◆ Address projected growth in student enrollment and overcrowding while maintaining class size ◆ Collaborative, project-based spaces in all schools ◆ Build upon long-standing environmental education program with new curricula and instructional models 		<p><i>Create optimized learning environments based on best practice and research to utilize natural and artificial light, ensure fresh air free from pollutants, maintain classroom temperatures, and optimize acoustics for maximum cognitive function and productivity.</i></p> <ul style="list-style-type: none"> ◆ Prepare our schools to adapt to climate change ◆ Chart a course for carbon neutrality ◆ Utilize interior and exterior finishes that are long-lasting and require minimal maintenance and replacement ◆ Install dimmable LED lighting ◆ Install renewable solar & geothermal energy sources ◆ Increase recycling and composting
GOAL	SAFETY, HEALTH & WELL-BEING <i>Focus on Development of the Whole Child</i>	GOAL	Efficient and Effective SUPPORT SYSTEMS & SERVICES <i>Continue Technology and Transportation Replacement & Renewal</i>
	<p><i>Ensure safe and secure schools as centers of the community</i></p> <ul style="list-style-type: none"> ◆ Add secure entry vestibules ◆ Upgrade surveillance cameras and access systems ◆ Ensure safe drinking water and air quality ◆ Cook healthy local food in the cafeterias ◆ Install school gardens ◆ Enhance playgrounds and athletic facilities ◆ Upgrade parking lots 		<p><i>Provide the appropriate technology for students to develop the skills and attributes they each need to meet their own goals</i></p> <ul style="list-style-type: none"> ◆ Add new classroom devices / equipment to support curriculum goals ◆ Refresh devices and equipment to stay current over next 15 -20 years ◆ Renovate media centers to support digital learning and collaboration ◆ Continue bus fleet replacement schedule reduce repair costs, stay up-to-date on efficiency improvements, and promote bus fleet safety ◆ Provide improved custodial, information technology, public address, and audio/visual support spaces

APPENDIX A: BALLOT LANGUAGE

ANN ARBOR PUBLIC SCHOOLS BONDING PROPOSAL

Shall the Public Schools of the City of Ann Arbor, County of Washtenaw, Michigan, borrow the principal sum of not to exceed One Billion Dollars (\$1,000,000,000) and issue its general obligation unlimited tax bonds for the purpose of defraying the cost of making the following improvements: constructing additions to and/or remodeling School District buildings, including safety and security improvements, classrooms, laboratories, kitchens, performing arts and pool facilities, and solar, geothermal and other renewable energy improvements; acquiring and/or constructing buildings in the School District, including elementary, middle and high schools; equipping, furnishing, reequipping and refurbishing buildings in the School District, including the acquisition of school buses and musical instruments; acquiring and installing instructional technology equipment in the School District; and acquiring, improving and developing sites, including athletic fields, facilities, structures, parking and playgrounds, in the School District?

The debt millage levy required to retire all bonds of the School District currently outstanding and proposed by this ballot proposal is estimated to be at or below 4.10 mills. The estimated millage to be levied in 2020 to service this issue of bonds is 1.99 mills (\$1.99 per \$1,000 of taxable value) and the estimated simple average annual millage rate required to retire the bonds of this issue is 3.49 mills (\$3.49 per \$1,000 of taxable value). The bonds will be issued in multiple series, payable in the case of each series in not to exceed 22 years from the date of issue of such series.

(Under State law, bond proceeds may not be used to pay teacher or administrator salaries, routine maintenance or repair costs or other School District operating expenses.)

APPENDIX B: RECENT COMMUNITY SUPPORT FOR AAPS FACILITIES

2015 BOND

In 2015, AAPS presented voters with a bond proposal to raise \$33 million dollars which so far has required no increase in the debt millage rate over prior levels by taking advantage of low interest and bond rates. Community members, staff, and other volunteers served on advisory committees that assessed the current conditions, reviewed exemplars in other communities, articulated the ideal and then prioritized spending of the funds allocated to their area. This bond paid for new school buses, classroom furniture, security features, musical instruments, playgrounds, athletic fields and auditorium enhancements. The advisory committees' priority lists exceeded the funds available and urged district planning for future replacements of equipment and facilities remodeling and improvements.

Work accomplished with 2015 Bond Funds through summer 2019 includes:

Replacement of Bus Fleet	\$10,400,000
New Classroom Furniture	\$10,900,000
Security and Safety Systems	\$2,900,000
Musical Instrument Replacement	\$3,000,000
Performing Arts Facility Improvements	\$450,000
Athletic Fields & Facility Improvements	\$1,000,000
Playgrounds	\$478,000
Equipment	\$1,250,000
TOTAL	\$30,378,000

2017 SINKING FUND MILLAGE

Some of the projects recommended by the bond advisory committees that were unable to be funded by the 2015 bond have been completed with funds from the Sinking Fund millage approved by voters in 2017, but some items legally cannot be funded through a sinking fund. Additionally, the primary purpose of the sinking fund has been to fund some of the most critical needed repairs and capital improvements in areas such as roofs, paving, heating and cooling, and providing additional classroom space to accommodate enrollment growth from within the district.

Work accomplished with Sinking Funds from 2017 through summer 2019 includes:

Roofing	\$ 4,642,000
Paving	\$ 5,443,000
Additions	\$10,905,000
Renovations	\$ 5,173,000
Playgrounds	\$ 2,746,000
Athletics	\$ 4,638,000
Water Quality	\$ 1,200,000
Other Repairs/Improvements	\$ 23,404,000
TOTAL	\$ 58,151,000

APPENDIX C: VOTER INFORMATION

Voter registration procedures have changed since the last election.

ABSENT VOTER BALLOTS must be available for issuance to voters	by September 21
Last day to REGISTER in any manner <u>other than in-person</u> with the local clerk for the November election	October 21
IN-PERSON REGISTRATION with local clerk with proof of residency	October 22 through November 5
Electors may obtain an ABSENT VOTER BALLOT via First Class Mail	Up to 5:00 p.m. November 1
Electors may obtain an ABSENT VOTER BALLOT in person in the clerk's office	up to 4:00 p.m. November 4
EMERGENCY ABSENTEE VOTING for general election	Up to 4:00 p.m. November 5
VOTER REGISTRATION deadline – in-person with the local clerk with proof of residency	November 5
Election day registrants MAY OBTAIN AND VOTE AN ABSENT VOTER BALLOT in person in the clerk's office OR VOTE IN PERSON in the proper precinct.	November 5
ELECTION	November 5

To vote in the November 5, 2019 bond election, you must be a U.S. citizen, at least 18 years of age by Election Day, November 5th, a resident of Michigan and of the Ann Arbor Public Schools District. Please visit your local township or city clerk to register to vote or visit any Secretary of State office.

Local Clerks Phone Numbers and Addresses:

- Washtenaw County Clerk: 734-222-6730, 200 N. Main St. Ann Arbor
- Ann Arbor City Clerk: 734-994-2725, 100 N. Fifth Avenue, Ann Arbor
- Ann Arbor Township Clerk: 734-663-3418, 3792 Pontiac Trail, Ann Arbor
- Lodi Township Clerk: 734-665-7583, 3755 Pleasant Lake Road, Ann Arbor
- Northfield Township Clerk: 734-449-2880, 75 Barker Road, Whitmore Lake
- Pittsfield Township Clerk: 734-822-3120, 6201 West Michigan Avenue, Ann Arbor
- Salem Township Clerk: 248-349-1690, 9600 Six Mile Rd., Salem
- Scio Township Clerk: 734-665-2123, 827 North Zeeb Road, Ann Arbor
- Superior Township Clerk: 734-482-6099, 3040 North Prospect Road, Ypsilanti
- Webster Township Clerk: 734-426-5103, 5655 Webster Church Road, Dexter

Due to the passage of the statewide ballot proposal in November 2018, all eligible and registered voters in Michigan may now request an absent voter ballot without providing a reason. In addition, any registered voter can be on the Permanent Absentee Voter list and receive the application in the mail automatically before each election. Applications must be completed and returned in order to receive a ballot.

The last day to request an absentee ballot by mail is 5pm on Friday, November 1st, and in person is Tuesday, November 5th in your clerk's office. Your clerk's office is also open on the Saturday before election day (check office for hours).

Applications for Absentee Ballots are available:

- Online at www.michigan.gov/vote
- In your school building offices
- At your local clerk's office

Note: Once election ballots are available in the clerk's office, you can walk into your clerk's office, receive an absentee application, fill it out, and immediately be given a ballot to cast your vote.

APPENDIX D: BOND AND SINKING FUND COMPARISON

SCHOOL BOND

Voted Bonds are financial instruments that are issued by school districts in order to receive funds for the purposes of capital improvements like purchasing land, building new schools, renovating existing schools, purchasing equipment, technology or musical instruments. Voted bond issues are authorized by legislative authority, Section 1351a of the Revised School Code.

The State of Michigan is one of only 12 states that do not provide any dedicated funding for capital improvements. In Michigan, capital improvements are deemed to be a responsibility of the local community. Voted bonds are required to be approved by the taxpayers by simple majority at an election. The taxpayers approve an amount to be borrowed, not the millage. The ballot language spells out all the scope of work that is authorized and to be completed with the bond funds.

After the taxpayers approve the bond proposal the district can proceed to issue the bonds which are then sold. The bonds can be purchased by individuals, financial institutions, pension funds or any organization that wishes to purchase them. The district collects the funds from the sale of the bonds and uses these funds for all the capital improvements that are specified in the ballot proposal. The district will levy a debt millage to its taxpayers and collect the taxes to pay back the bondholders, plus interest. The schedule for repaying the bonds (up to 22 years in this case), and the interest rates to be paid on the outstanding bonds are determined at the time of sale. The school district must levy whatever number of debt mills are necessary on the taxable property within the school district to make principal and interest payments on the bonds.

All of the work that is paid by bond funds must be competitively bid and contracted. None of the bond funds can be paid to employees.

While under state law the maximum bond term is 30 years, the ballot specifies that each series of the 2019 Bonds must be repaid in 22 years. The term is further limited by the estimated useful life of the improvements. Examples of estimated useful lives are:

- School buses – 6 years
- Loose furnishings and equipment – 10 years
- Technology – 5 years

AAPS has a bond debt limit of **15% of the total state equalized valuation** of the school district, for example:

State Equalized Value (SEV)	= \$10 Billion
15% of AAPS SEV	= \$1.5 Billion
Less Outstanding Bonds	= \$200 Million
Additional bonding capacity allowed	= \$1.3 Billion

Use of bond funds is subject to the Construction Fund Audit Requirement. The school district must submit a report to the Department of Treasury within 150 days after completion of all projects or as part of the school district's annual audit for the next ended fiscal year.

In May 2015, voters approved a bond in the amount of \$33 million. All revenue was received by June 2018. AAPS has no unused voter-authorized bonding capacity at this time.

SINKING FUND

A Sinking Fund is a millage levied in Michigan dedicated to support the repair and construction of school buildings. This millage is a pay-as-you-go method for building repairs and projects. The district does not pay interest on the money used. All of the work that is paid by sinking funds must be competitively bid and contracted. None of the sinking funds can be paid to employees.

Proceeds received from a sinking fund may be used for things such as:

- Boilers to heat buildings
- Building system replacements such as HVAC and plumbing
- Paving of parking lots
- Accessibility needs as per the Americans with Disabilities Act
- Roofing

NOTE: Sinking funds cannot be used to pay for instructional programs or salaries.

In May 2017, voters approved a Sinking Fund millage which allowed the district to address some prioritized repairs, as well as to complete some capital improvements outlined by the 2015 Bond advisory groups.

TABLE 2: COMPARISON OF THE ALLOWABLE USE OF BOND AND SINKING FUND PROCEEDS

Projects	◆ ALLOWABLE USES	
	Bond Funds MCL §380.1351a	Sinking Fund MCL §380.1212
Asbestos abatement	◆	◆
Athletic facility development and improvements	◆	◆
Automobiles, trucks or vans	-	-
Bus purchases	◆	-
Computer training, computer operating system or application software, including upgrades to existing systems, consulting or maintenance contracts	-	-
Constructing additions to existing school buildings	◆	◆
Constructing new school buildings	◆	◆
Energy conservation improvements	◆	◆
Land Purchases	◆	◆
Loose furnishings and equipment purchases	◆	-
Maintenance or warranty agreements	-	-
Playground development and improvements	◆	◆
Remodeling existing school buildings	◆	◆
Repairs	-	◆
Salaries, service contracts, supplies	-	-
School security improvements ²	◆	◆
Site development and improvement	◆	◆
Technology purchases ³	◆	◆
Textbooks	-	-
Uniforms	-	-

Information provided by Miller Canfield, P.L.C

² “School security improvement” means any capital improvement or purchase that is designed to act as a deterrent to unauthorized entry of persons or items onto school premises or to otherwise promote security, including, but not limited to, metal detectors, locks, doors, lighting, cameras, and enhancements to entryways. School security improvement also includes a mobile telephone application that provides the ability to communicate with personnel on site while also connecting an emergency telephone call to a 9-1-1 center. School security improvement does not include personnel costs or operation costs related to a capital improvement or purchase or related to a mobile telephone application.

³ “Technology” means any of the following: (a) Hardware and communication devices that transmit, receive, or compute information for pupil information purposes; (b) The initial purchase of operating system software or customized application software, or both, accompanying the purchase of hardware and communication devices under (1); or (c) The costs of design and installation of the hardware, communication devices, and initial operating system software or customized application software authorized under (a) and/or (b).

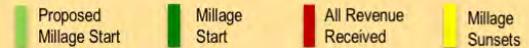
APPENDIX E: CURRENT ANN ARBOR PUBLIC SCHOOLS BONDS / VOTER-APPROVED MILLAGES & PROPOSED BONDS


Ann Arbor Public Schools
Current Bonds/Voter-Approved Millages & Proposed Bonds

Type/Term		2018-19 Millage Rate	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	Beyond
AAPS Millages	Operating Millages ¹	Non-Homestead¹ Originated: 1977 <i>Authorizations: 1999, 2010, 2018</i>							2018-19 \$64.5M	Voter Approved May 2018 Expires 2038								
		Homestead (Hold Harmless)^{1,2} Originated: 1977 <i>Authorizations: 1999, 2010, 2018</i>							2018-19 \$23.0M	Voter Approved May 2018 Expires 2038								
	Other	Sinking Fund¹ <i>Authorizations: 2002, 2005, 2010, 2015, 2017</i>							2018-19 \$22.3M	Voter Approved May 2017 Expires 2027								
	Debt Levy ³	2004 Building & Site Bonds (\$205M)	2.4500	Voter Approved June 2004									2019 Bond Proposal (\$1B) 2.45 existing mills + 1.65 projected new mills = 4.10 Total millage					
2012 Technology Bond (\$46M)		S1: \$27.4M		S2: \$10.5M	S3: \$8.0M													
2015 Building & Site Bond (\$33M)		S1: \$26.9M		S2: \$6.0M														

NOTES: 1. Operating and Sinking Fund millages are subject to Headlee Amendment which requires property taxes to be reduced when taxable values increase by more than the rate of inflation.
 2. Millage rates may change annually according to property values and enrollment.
 3. Debt levy may change annually according to debt payment required and property values.

Revised 8/27/19


 Proposed Millage Start Millage Start All Revenue Received Millage Sunsets

APPENDIX F: SCHOOL PROGRAM ASSESSMENT TEMPLATES

Pk-5 School Program Assessment Template

ENTER SCHOOL NAME	Meets Program Requirement	Does Not Meet Program Req.	What Improvements at School will Meet Ideal Program Requirements			Quantity	Unit Cost	Total Cost to Bring to Ideal
			New Construct	Major Renov	Minor Renov			
PK - 5 Ideal Program Ingredients								
Overarching Goals and Elements								
Natural Light at instructional spaces / hallways								
Dimmable LED Lighting								
Environmental HVAC Control								
Acoustical control and reinforcement								
Updated Window Treatments								
Water Quality								
Air Quality								
Fire Protection								
Durable/Resilient Low-NoToxicity Materials								
Renewable Solar Power								
Energy Efficiency and Geothermal								
Universal Design/ ADA Compliance								
Building Aesthetic / Compatibility with Neighborhood								
Areas for formal and informal collaboration								
Appropriate Mix of Private, Small Group, and Large Group Spaces								
School Zoned to Accommodate After Hours Activities								
Gender Neutral Bathroom								
Adequate site lighting for outdoor use and safety								
Arrival and Dismissal								
Segregated pedestrian, auto and bus circulation								
Safe Bicycle Parking								
Visible and welcoming entrance								
Secure Entry Vestibule								
Adequate and segregated parking for staff and visitors								
Main Office								
Reception Area with Seating								
Principal and Assistant Principal Office								
Conference Room for 8-10 persons								
Work Room								
Itinerant Staff Reception								
Itinerant Staff Office								
Clinic with Restroom								
Clear Line of Sight to Entry								
Site and Grounds								
Age Appropriate and ADA Playground Equipment								
Facilities for basketball, soccer, baseball/softball, and other sports								
Space for unstructured, creative play								
Adequate Shade for Play Areas								
Garden for food production w/ readily available water source								
Outdoor Classroom with seating for 30 and shade								
Stormwater Management								
Improved Waste and Recycling Container Enclosures								
Core Classrooms								
Appropriate Size for Grade Level								
Accommodates active learning								
Flexible furniture								
Enhanced Technology								
Personal storage for students								
Access to water								
Restrooms within for grades PK-2								
Display space								
Ample Teacher Storage								

Pk-5 School Program Assessment Template

ENTER SCHOOL NAME	Meets Program Requirement	Does Not Meet Program Req.	What Improvements at School will Meet Ideal Program Requirements			Quantity	Unit Cost	Total Cost to Bring to Ideal
			New Construct	Major Renov	Minor Renov			
Specialized Classrooms								
Dedicated art room								
Dedicated music room with climate controlled instrument storage								
STEAM / Science classroom								
Appropriate Storage								
Appropriate Flexible Furniture								
Appropriate Equipment and Supplies								
Specialized accommodations as needed								
Display space								
Small and large group accommodations								
Media Center								
Combination of Traditional and Technology Driven Learning								
Adequate Size								
Spaces for Individual, Small Group, and Large Group Learning								
Flexible Furniture								
Multi Purpose Room/Cafeteria and Kitchens								
Accommodate two serving lines (schools over 400 students)								
Kitchen that supports on-site cooking								
Facilities to process food grown at the school and/or local farms								
Drinking water easily accessible in the Cafeteria								
Ample Chairs and Chair Storage								
High Quality Acoustical Environment and AV Systems								
Dining Center that also accommodates Performances with stage and adequate support spaces and storage								
Teachers' Dining								
Gymnasium								
Ease of access from exterior and interior								
Age-appropriate Gym Size								
Storage								
Support Spaces								
Break-Out Spaces for tutoring, counseling, etc. dispersed throughout building								
Private and Semi-Private offices with natural light								
Storage with shallow shelving								
Special Needs								
Appropriate spaces and locations that are customized for unique needs of students & staff								
Maintenance - Operations								
Ease of access from exterior and interior								
Receiving Area - screened								
Custodial Work Center								
Adequate Custodial Closets Dispersed throughout Building								
A/V, PA, IT Equipment Storage Closets								
Provision for Back-Up Power								
Enclosure/appropriate location for waste & recycling containers								
Optimum Utilities Location								

PK-8 School Program Assessment Template

ENTER SCHOOL NAME	Meets Program Requirement	Does Not Meet Program Req.	What Improvements at School will Meet Ideal Program Requirements			Quantity	Unit Cost	Total Cost to Bring to Ideal
			New Construct	Major Renov	Minor Renov			
PK - 8 Ideal Program Ingredients								
Overarching Goals and Elements								
Natural Light at instructional spaces / hallways								
Dimmable LED Lighting								
Environmental HVAC Control								
Acoustical control and reinforcement								
Updated Window Treatments								
Water Quality								
Air Quality								
Fire Protection								
Durable/Resilient Low-No Toxicity Materials								
Renewable Solar Power								
Energy Efficiency and Geothermal								
Universal Design/ ADA Compliance								
Building Aesthetic / Compatibility with Neighborhood								
Areas for formal and informal collaboration								
Appropriate Mix of Private, Small Group, and Large Group Spaces								
Organization of school into Smaller Learning Communities/Houses								
School Zoned to Accommodate After Hours Activities								
Gender Neutral Bathroom								
Adequate site lighting for outdoor use and safety								
Arrival and Dismissal								
Segregated pedestrian, auto and bus circulation								
Safe Bicycle Parking								
Visible and welcoming entrance								
Secure Entry Vestibule								
Adequate and segregated parking for staff and visitors								
Main Office								
Reception Area with Seating								
Principal and Assistant Principal Office								
Conference Room for 8-10 persons								
Work Room								
Itinerant Staff Reception								
Itinerant Staff Offices								
Clinic with Restroom								
Clear Line of Sight to Entry								
Site and Grounds								
Age Appropriate and ADA Playground Equipment								
Facilities for basketball, soccer, baseball/softball, and other sports								
Space for unstructured, creative play								
Adequate Shade for Play Areas								
Garden for food production w/ readily available water source								
Outdoor Classroom with seating for 30 and shade								
Stormwater Management								
Improved Waste and Recycling Container Enclosures								
Core Classrooms								
Appropriate Size for Grade Level								
Accommodates active learning								
Flexible furniture								
Enhanced Technology								
Personal storage for students								
Access to water (PK-5)								
Restrooms within for grades PK-2								
Display space								
Ample Teacher Storage								
Teacher Planning Centers - grades 6-8								
Specialized Classrooms								
Dedicated art room								

PK-8 School Program Assessment Template

ENTER SCHOOL NAME	Meets Program Requirement	Does Not Meet Program Req.	What Improvements at School will Meet Ideal Program Requirements			Quantity	Unit Cost	Total Cost to Bring to Ideal
			New Construct	Major Renov	Minor Renov			
Dedicated music rooms (vocal and instrumental w/ storage)								
STEAM / Science studios (Dirty and Clean STEAM, Earth Science and Chemistry) (2 Rooms)								
Appropriate Storage								
Appropriate Flexible Furniture								
Appropriate Equipment and Supplies								
Specialized accommodations as identified								
Display space								
Small and large group accommodations								
Life Management studio								
Media Center								
Combination of Traditional and Technology Driven Learning								
Adequate Size								
Spaces for Individual, Small Group, and Large Group Learning								
Flexible Furniture								
Multi Purpose Room/Cafeteria and Kitchens								
Accommodate two serving lines (schools over 400 students)								
Kitchen that supports on-site cooking								
Facilities to process food grown at the school and/or local farms								
Drinking water easily accessible in the Cafeteria								
Ample Chairs and Chair Storage								
High Quality Acoustical Environment and AV Systems								
Dining Center that also accommodates Performances with stage and adequate support spaces and storage								
Teachers' Dining								
Gymnasium								
Ease of access from exterior and interior								
Age-appropriate Gym Size								
Storage								
Locker Rooms for PE and Team sports with adequate support and storage spaces								
Retractable Bleachers								
High Quality Acoustical Environment and AV Systems								
Scoreboard and Scorer's table								
PE Office								
Separate Entry for After School Events								
Support Spaces								
Break-Out Spaces for tutoring, counseling, etc. dispersed throughout Building								
Private and Semi-Private offices with natural light								
Storage with shallow shelving								
Special Needs								
Appropriate spaces and locations that are customized for unique needs of students & staff								
Maintenance - Operations								
Ease of access from exterior and interior								
Receiving Area - screened								
Custodial Work Center								
Adequate Custodial Closets Dispersed throughout Building								
AV, PA, IT Equipment Storage Closets								
Provision for Back-Up Power								
Enclosure/appropriate location for waste & recycling containers								
Optimum Utilities Location								

6-8 School Program Assessment Template

ENTER SCHOOL NAME	Meets Program Requirement	Does Not Meet Program Req.	What Improvements at School will Meet Ideal Program Requirements			Quantity	Unit Cost	Total Cost to Bring to Ideal
			New Construct	Major Renov	Minor Renov			
6-8 Ideal Program of Ingredients								
Overarching Goals and Elements								
Natural Light at instructional spaces / hallways								
Dimmable LED Lighting								
Environmental HVAC Control								
Acoustical control and reinforcement								
Updated Window Treatments								
Water Quality								
Air Quality								
Fire Protection								
Durable/Resilient Low-No Toxicity Materials								
Renewable Solar Power								
Energy Efficiency and Geothermal								
Universal Design/ ADA Compliance								
Building Aesthetic / Compatibility with Neighborhood								
Areas for formal and informal collaboration								
Appropriate Mix of Private, Small Group, and Large Group Spaces								
Organization of school into Smaller Learning Communities/Houses								
School Zoned to Accommodate After Hours Activities								
Gender Neutral Bathroom								
Adequate site lighting for outdoor use and safety								
Arrival and Dismissal								
Segregated pedestrian, auto and bus circulation								
Safe Bicycle Parking								
Visible and welcoming entrance								
Secure Entry Vestibule								
Adequate and segregated parking for staff and visitors								
Main Office								
Reception Area with Seating								
Principal and Assistant Principal Office								
Conference Room for 8-10 persons								
Work Room								
Itinerant Staff Reception								
Itinerant Staff Offices								
Clinic with Restroom								
Clear Line of Sight to Entry								
Site and Grounds								
Age Appropriate and ADA Playground Equipment								
Facilities for basketball, soccer, baseball/softball, and other sports								
Space for unstructured, creative play								
Adequate Shade for Play Areas with access to drinking water								
Garden for food production w/ readily available water source								
Outdoor Classroom with seating for 30 and shade								
Stormwater Management								
Improved Waste and Recycling Container Enclosures								
Core Classrooms								
Appropriate Size for Grade Level								
Accommodates active learning								
Flexible furniture								
Enhanced Technology								
Personal storage for students								
Display space								
Ample Teacher Storage								
Teacher Planning Centers - grades 6-8								

6-8 School Program Assessment Template

ENTER SCHOOL NAME	Meets Program Requirement	Does Not Meet Program Req.	What Improvements at School will Meet Ideal Program Requirements			Quantity	Unit Cost	Total Cost to Bring to Ideal
			New Construct	Major Renov	Minor Renov			
Specialized Classrooms								
Dedicated visual art room								
Dedicated music rooms (vocal, instrumental and orchestra w/ storage)								
Music support spaces (practice rooms, instrument storage, etc.)								
Science Studios with prep rooms (3 spaces)								
STEAM Studio (maker space w/storage; energy lab, etc.)								
Appropriate Storage								
Appropriate Flexible Furniture								
Appropriate Equipment and Supplies								
Specialized accommodations as identified								
Display space								
Small and large group accommodations								
Life Management studio								
Media Center								
Combination of Traditional and Technology Driven Learning								
Adequate Size								
Spaces for Individual, Small Group, and Large Group Learning								
Flexible Furniture								
Multi Purpose Room/Cafeteria and Kitchens								
Accommodate two serving lines (schools over 400 students)								
Kitchen that supports on-site cooking								
Facilities to process food grown at the school and/or local farms								
Drinking water easily accessible in the Cafeteria								
Ample Chairs and Chair Storage								
High Quality Acoustical Environment and AV Systems								
Dining Center that also accommodates Performances with stage and adequate support spaces and storage								
Teachers' Dining								
Gymnasium								
Ease of access from exterior and interior								
Age-appropriate Gym Size								
Storage								
Locker Rooms for PE and Team sports with adequate support and storage spaces								
Retractable Bleachers								
High Quality Acoustical Environment and AV Systems								
Scoreboard and Scorer's table								
PE Office								
Separate Entry for After School Events								
Support Spaces								
Break-Out Spaces for tutoring, counseling, etc. dispersed throughout Building								
Private and Semi-Private offices with natural light								
Storage with shallow shelving								
Special Needs								
Appropriate spaces and locations that are customized for unique needs of students & staff								
Maintenance - Operations								
Ease of access from exterior and interior								
Receiving Area - screened								
Custodial Work Center								
Adequate Custodial Closets Dispersed throughout Building								
AV, PA, IT Equipment Storage Closets								
Provision for Back-Up Power								
Enclosure/appropriate location for waste & recycling containers								
Optimum Utilities Location								

9-12 School Program Assessment Template

ENTER SCHOOL NAME	Meets Program Requirement	Does Not Meet Program Req.	What Improvements at School will Meet Ideal Program Requirements			Quantity	Unit Cost	Total Cost to Bring to Ideal
			New Construct	Major Renov	Minor Renov			
9-12 Ideal Program Ingredients								
Overarching Goals and Elements								
<i>Natural Light at instructional spaces / hallways</i>								
<i>Dimmable LED Lighting</i>								
<i>Environmental HVAC Control</i>								
<i>Acoustical control and reinforcement</i>								
<i>Updated Window Treatments</i>								
<i>Water Quality</i>								
<i>Air Quality</i>								
<i>Fire Protection</i>								
<i>Durable/Resilient Low-No Toxicity Materials</i>								
<i>Renewable Solar Power</i>								
<i>Energy Efficiency and Geothermal</i>								
<i>Universal Design/ ADA Compliance</i>								
<i>Building Aesthetic / Compatibility with Neighborhood</i>								
<i>Areas for formal and informal collaboration</i>								
<i>Appropriate Mix of Private, Small Group, and Large Group Spaces</i>								
<i>Organization of school into Smaller Learning Communities/Houses</i>								
<i>School Zoned to Accommodate After Hours Activities</i>								
<i>Gender Neutral Restrooms strategically located</i>								
<i>Adequate site lighting for outdoor use and safety</i>								
Arrival and Dismissal								
<i>Segregated pedestrian, auto and bus circulation</i>								
<i>Safe Bicycle Parking</i>								
<i>Visible and welcoming entrance</i>								
<i>Secure Entry Vestibule</i>								
<i>Adequate and segregated parking for staff, students and visitors</i>								
Main Office								
<i>Reception Area with Seating</i>								
<i>Principal and Assistant Principal Office (4 offices)</i>								
<i>Counseling Reception + Counselor Offices (4 offices)</i>								
<i>Student Career Development Center</i>								
<i>Conference Room for 8-10 persons (2 rooms)</i>								
<i>Conference Rooms for 4-8 persons (2 rooms)</i>								
<i>Secure records Storage</i>								
<i>Work/Production Center</i>								
<i>Itinerant Staff Reception</i>								
<i>Itinerant Staff Offices (4-6 offices)</i>								
<i>Clinic with Restroom</i>								
<i>Clear Line of Sight to Entry</i>								
Site and Grounds								
<i>Full contingent of outdoor athletic fields to support all sports</i>								
<i>Full contingent of outdoor fields for PE instruction</i>								
<i>Garden for food production w/ readily available water source</i>								
<i>Outdoor Classrooms with seating for 30 and shade (3 spaces)</i>								
<i>Stormwater Management</i>								
<i>Improved Waste and Recycling Container Enclosures</i>								
Core Classrooms								
<i>Appropriate Size for High School instruction</i>								
<i>Accommodates active learning</i>								
<i>Flexible furniture</i>								
<i>Enhanced Technology</i>								
<i>Personal storage for students</i>								
<i>Display space</i>								
<i>Ample Teacher Storage</i>								
<i>Teacher Planning Centers - 4 (1 per grade level)</i>								
Specialized and Enhanced Curriculum Studios								
<i>Dedicated Art Studios with storage and support (3 studios)</i>								
<i>Science Studios with prep rooms (16 studios - 4 per grade level)</i>								
<i>STEAM Studio (maker space w/storage; energy lab, etc.)</i>								
<i>Appropriate Storage</i>								
<i>Appropriate Flexible Furniture</i>								
<i>Appropriate Equipment and Supplies</i>								
<i>Specialized accommodations as identified</i>								
<i>Display space</i>								
<i>Small and large group accommodations</i>								
<i>Specialized Curriculum Studios (4 universal spaces / 1 per house)</i>								
Music and Performing Arts								
<i>Music Rehearsal Studios with support spaces (3 studios)</i>								

9-12 School Program Assessment Template

ENTER SCHOOL NAME	Meets Program Requirement	Does Not Meet Program Req.	What Improvements at School will Meet Ideal Program Requirements			Quantity	Unit Cost	Total Cost to Bring to Ideal
			New Construct	Major Renov	Minor Renov			
Ensemble and Individual Practice Rooms								
<i>Music Library</i>								
<i>Instrument, Uniform and Robe Storage</i>								
<i>Stage (Performing Arts Theater)</i>								
<i>Theater seating (900 or 50% of student capacity)</i>								
<i>Support spaces (stage manager, piano storage, sound booth, etc.)</i>								
<i>Make-Up area and Dressing Rooms with rest rooms</i>								
<i>Scene Shop (access to receiving)</i>								
<i>Scene and Property Storage</i>								
<i>Costume Shop and storage</i>								
<i>Orchestra Shell with Storage</i>								
<i>Orchestra Pit and Pit Staging</i>								
<i>Experimental Theater ("Black Box")</i>								
Media Center								
<i>Combination of Traditional and Technology Driven Learning</i>								
<i>Adequate Size (8,000 sf to 10,000 sf)</i>								
<i>Spaces for Individual, Small Group, and Large Group Learning</i>								
<i>Special Projects areas</i>								
<i>Flexible Furniture</i>								
Food Service / Dining Center								
<i>Non-institutional dining opportunities - "Food Court" options</i>								
<i>Open servery with a variety of food options</i>								
<i>Full service Kitchen with direct access for deliveries</i>								
<i>Facilities to process food grown at the school and/or local farms</i>								
<i>Drinking water easily accessible in the Dining Center</i>								
<i>Ample Chairs and Chair Storage</i>								
<i>High Quality Acoustical Environment and AV Systems</i>								
<i>Dining Center also serves as student commons space</i>								
<i>Accommodate Staff Dining</i>								
Physical Education/Athletics (Indoor Ingredients)								
<i>Ease of access from exterior and interior</i>								
<i>Competition Arena - seating for 2000; divisible into 3 courts, etc.</i>								
<i>Fitness track - elevated</i>								
<i>Retractable Bleachers</i>								
<i>Weight Fitness Center with storage and support</i>								
<i>Locker Rooms for PE and Team sports with adequate support and storage spaces</i>								
<i>Co-Ed Training Center</i>								
<i>Laundry</i>								
<i>Nutrition Center</i>								
<i>Natorium with spectator seating for 400</i>								
<i>Natorium support spaces (first aid; equipment; storage, etc.)</i>								
<i>Dedicated pool locker suite and/or combined with main lockers</i>								
<i>High Quality Acoustical Environment and AV Systems</i>								
<i>Scoreboard and Scorer's table</i>								
<i>Office Suite for Athletic Director</i>								
<i>Separate Entry for After School Events</i>								
Support Spaces								
<i>Break-Out Spaces for tutoring, counseling, etc. dispersed throughout Building</i>								
<i>Private and Semi-Private offices with natural light</i>								
<i>Storage with shallow shelving</i>								
Special Needs								
<i>Appropriate spaces and locations that are customized for unique needs of students & staff</i>								
Maintenance - Operations								
<i>Ease of access from exterior and interior</i>								
<i>Receiving Area - screened</i>								
<i>Custodial Work Center</i>								
<i>Adequate Custodial Closets Dispersed throughout Building</i>								
<i>AV, PA, IT Equipment Storage Closets</i>								
<i>Provision for Back-Up Power</i>								
<i>Enclosure/appropriate location for waste & recycling containers</i>								
<i>Optimum Utilities Location</i>								

APPENDIX G: HISTORICAL HIGHLIGHTS OF AAPS CAPITAL FINANCINGS

Union School

In 1853, a committee was appointed to develop plans for the "Union School." By the end of December, the school board had decided on a site—one and three-fifths acres, bounded by Huron, State, Washington, and Thayer streets (*this site served as Ann Arbor's High School until Pioneer opened in 1956*). The property, owned by Elijah W. and Lucy Morgan, cost \$2,000. The board presented plans and construction cost estimates for the building at a public meeting on February 4, 1854. After a long and vehement debate, it was resolved,

"that the District Board be, once it is hereby authorized and directed to erect and furnish at the expense, and on the faith and credit, of this District, a brick building for a Union High School."

The board voted to raise \$10,000 by tax to cover the anticipated cost.

Quotes from *Michigan Argus*, 1854-1857:

"We do not like to pay taxes better than others, but when we know that we are paying for school purposes the money goes freely and without regret.."

"We must have good schools or big jails."

"Many new houses are being built and yet the demand is not supplied.."

"People are moving here to take advantage of the University and our model Union School."

In its haste to get the school underway, the board critically misjudged its cost. In addition to the \$10,000 voted at the meeting in February 1854, the *Argus* reported in September that a "tax of \$7,000 was voted to be raised the present year, and to be appropriated toward the erection of a new School building. A tax of 70 cents per scholar was voted for School purposes, and other small amounts for contingent expenses."

School records do not provide a total cost figure for the building. However, from 1855 through 1863 the district issued 167 individual bonds, ranging in value from \$50 to \$1,100, totaling \$32,637.50. This amount matches closely with the expenditure figures reported in the *Argus*, which totaled \$35,000 — more than triple the original estimate. For its money, though, the city got a show-place — a building that was touted "the crowning glory of the town." Built of brick on a fieldstone foundation, the handsome Italianate school stood three stories tall, set well back from the street, with a curving driveway in front. The third floor was one huge assembly hall, used for public gatherings of all sorts, including the U-M graduation exercises. The basement, wrote the state superintendent for public instruction, "contained living quarters for a janitor and his family, a writing room, a recitation room, and a primary school room."

When the Union School opened in 1856, it was described as the finest building in the city with an assembly room which could hold 700. Moreover, it was the most expensive school in Michigan on one of the largest sites. In 1856, the school opened with 11 students and 8 teachers.

The 1904 News Year's Eve Fire destroys what has by this time become Ann Arbor High School. Christmas vacation was extended just two days. With an outpouring of community support, classes resumed on January 12. The eighth grade moved en masse to Perry School, while high school classes met in borrowed churches and student religious centers, Moran's School of [Shorthand](#), and the basement and storerooms of the new [Hamilton Block](#) at Thayer and North University. Efforts to replace the school started the morning after the fire with an emergency meeting of the school board. A bond issue to fund a new building passed in March (370 to 42). Reconstruction occurred at the same site with the replacement school costing \$340,000.

The new school opened for classes on April 2, 1907, and was dedicated in a community ceremony ten days later.

"That Ann Arbor now possesses the finest public school building in Michigan, if not in the United States, is admitted by all who have visited whether residents of the district or of other sections of the country"

Dicken and Wines, each containing 18 classrooms at a combined cost of about \$1,500,000, were called by Dr. Donald L. Katz, school board president "a new look at elementary schools"⁴.

In 1970, the *Ann Arbor News* ⁵ reported on an AAPS bond proposal to increase taxes by 7.8 mills. Many Ann Arborites supported the measure, while critics said the bonding issue was too large, encompassing necessities plus "niceties."

Quotes from AAPS Superintendent W. Scott Westerman, Jr.:

"Some people are assessing niceties as those buildings which badly need renovation," such as Slauson Junior High, built in 1937.

"Too many districts have had problems by waiting too long to update their old buildings."

⁴ "A new look at elementary schools" - Dicken,Pattengill/Wines https://aadl.org/aa_news_19560112-architects_named_for_bach_addition

⁵ Ann Arbor News, June 5, 1970 "Tax Plans Justified?" <https://aadl.org/node/75072>

TABLE 3: HISTORICAL SCHOOL CONSTRUCTION COSTS⁶

Year Built/ Acquired	School/Property	Original Cost	Source links (where available)
1922	Bach	\$139,072	
1922	Community (Jones School)	\$325,000	
1923	Ann Arbor Open (Mack)	\$262,775	
1923	Angell	\$280,000	
1925	Burns Park	\$350,000	
1935	Northside site (17-1/2 acres)	\$10,000	https://aadl.org/aa_news_19351014- buy_northern_school_site
1937	Slauson (with grounds)	\$471,534	https://aadl.org/taxonomy/term/97128
1939	Northside	\$160,000	
1944	Pittsfield	\$79,000	http://pittsfieldhistory.org/index.php?sectio n=sites&content=school_platt#pittsfield
1951	Tappan	\$1.8M	
1952	Mitchell	\$183,000	https://aadl.org/node/355662
1953	Carpenter (later annexed)	NA	
1954	Eberwhite	824,000	
1954	Haisley	706,000	https://aadl.org/aa_news_19540702- 47_new_schools
1956	Bach Addition Proposal	\$225,000	
195?	Northside (addition)	\$215,000	
1956	Pioneer	\$6M	
1957	Dicken	\$811,000	
1957	Pattengill	\$867,615	https://aadl.org/node/366926
1960	Wines	\$811,000	
1960	Forsythe	\$2.36M	https://localwiki.org/ann- arbor/Forsythe_Middle_School
1962	Abbot	\$659,000	https://aadl.org/node/350793
1962	Lakewood		
1964	Pittsfield addition	\$365,000	
1965	Scarlett Woods (40 acres)	\$124,000	
1968	Scarlett	NA	
1969	King	NA	
1969	Huron	\$12.13M	
1969	Clague Proposal	\$4.95M	
1971	Balas	NA	
1973	Bryant	\$1.72M	https://aadl.org/taxonomy/term/47438
2008	Skyline	\$93.2M	

⁶ Includes finished cost/expected cost. Data not available for all schools.

APPENDIX H: FREQUENTLY ASKED QUESTIONS

November 5, 2019 AAPS Bond Proposal

HISTORY AND FEATURES

1) What is on the November 5, 2019 ballot?

On November 5, 2019, voters in the Ann Arbor Public School District will be asked to consider a bond proposal to upgrade school facilities and sites, enhance existing building security, and provide upgraded and sustainable learning environments throughout our district. The bond program scope is based on a comprehensive facilities assessment conducted by independent architects and engineers to assess the improvements necessary to achieve the district's goals and to keep our facilities in at least good condition.

The bond proposal includes:

- safety and security improvements
- improvements to classrooms, laboratories, kitchens, performing and fine arts and pool facilities
- solar, geothermal and other renewable energy improvements
- furnishings and equipment
- school buses and musical instruments
- instructional technology equipment
- site upgrades, including school gardens, athletic fields, athletic support facilities, playgrounds and parking

2) What are the key areas of focus in this bond proposal?

The goals to prepare AAPS for current and future generations fall into four areas:

- **Teaching and Learning**
- **Safety, Health and Well-Being**
- **Sustainable and Environmentally Responsible Infrastructure**
- **Efficient and Effective Support Systems and Services**

All of these items will be delivered with the goal of providing equity across the district. Detailed areas of focus, including key thematic goals and the infrastructure determined necessary to meet those goals are outlined below.

GOAL	TEACHING & LEARNING <i>Continue the Tradition of Academic Excellence</i>
KEY THEMES	<ul style="list-style-type: none"> • 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 • Expand opportunities for applied learning such as STEAM, CTE, coding, and robotics • Build upon long-standing environmental education program with new curricula and instructional models • Continue our work to create universally designed and inclusive learning environments • Support blended and online virtual learning • Enable co-teaching between core classroom teachers and support staff for a vibrant and effective multi-tiered system of support • Support multiple educational models including early learning, virtual learning, adult learning, and community college • Maintain smaller class sizes for an effective teaching and learning environment • Continue to enhance opportunities for music and art education • Update environments to include: natural light, air quality, sound • Ensure quality learning environments in every classroom
SUPPORTING INFRASTRUCTURE	<ul style="list-style-type: none"> <input type="checkbox"/> Upgrade all classrooms to update lighting, thermal, acoustical and air quality environments with more user/teacher control <input type="checkbox"/> Create STEAM/Makerspaces in all schools <input type="checkbox"/> Improve support spaces, amenities, and equipment for music and the arts <input type="checkbox"/> Continue flexible furniture purchases for art, music, science and other learning spaces <input type="checkbox"/> Address current and projected student enrollment by providing additional space in schools, particularly elementary schools at or near capacity <input type="checkbox"/> Improve and create spaces for one-on-one and small group activities including: project-based learning, counseling, tutoring, speech therapy, nurses and others <input type="checkbox"/> Provide spaces, equipment and furnishing for music and the arts, including improved performance spaces <input type="checkbox"/> Provide spaces that are customized to meet the identified social, emotional and physical needs of students <input type="checkbox"/> Provide additional storage for student personal items <input type="checkbox"/> Create updated Career & Technical Education (CTE) environments, including life management studios at all high schools <input type="checkbox"/> Upgrade classrooms and office space at Freeman Environmental Education Center to ensure accessibility for all AAPS students
GOAL	SAFETY, HEALTH & WELL-BEING <i>Focus on Development of the Whole Child</i>
KEY THEMES	<ul style="list-style-type: none"> • Ensure safe and secure schools as centers of the community • Ensure safe drinking water and quality air • Provide healthy local food in the cafeterias • Provide opportunities for students to engage in on-site gardening and food production • Enhance food security for vulnerable populations • Provide opportunities for all students to enjoy physical activity in formal and informal settings • Repair and modernize playgrounds and athletic facilities, renovating and expanding where needed
SUPPORTING INFRASTRUCTURE	<ul style="list-style-type: none"> <input type="checkbox"/> Create secure school entrances that provide for access control and secure entry <input type="checkbox"/> Install monitoring devices on all exterior doors <input type="checkbox"/> Update and modernize security camera systems, adding cameras as needed <input type="checkbox"/> Improve school grounds to provide separation of pedestrian, bicycle, car and bus traffic <input type="checkbox"/> Continue updating water systems and air distribution systems for maximum air and water quality <input type="checkbox"/> Replace or improve fire protection/sprinkler systems in all schools <input type="checkbox"/> Designate and/or construct gender neutral restrooms <input type="checkbox"/> Expand and renovate elementary and middle school kitchens to allow healthy “scratch” cooking and more variety <input type="checkbox"/> Provide improved lighting, updated equipment for enhanced line flow, and other improvements for dining environments (multi-purpose rooms and cafeterias) <input type="checkbox"/> Support construction and maintenance of school gardens that include a dedicated water source and outdoor shaded classrooms <input type="checkbox"/> Provide space for emergency food programs <input type="checkbox"/> Replace or improve elementary “black top” spaces and basketball hoops <input type="checkbox"/> Continue improvement of sports fields including baseball, softball, soccer and others <input type="checkbox"/> Continue improvement of playgrounds; including age appropriate equipment, ADA/universal design equipment, and spaces for unstructured, creative play

GOAL	Sustainable & Environmentally Responsible INFRASTRUCTURE <i>Create Resilient Schools for Climate Change</i>
KEY THEMES	<ul style="list-style-type: none"> • 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. • 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 • Chart a course for carbon neutrality • Create a culture that supports recycling and composting • Promote bio-diversity and healthy sites • Utilize interior and exterior finishes that are long-lasting and require minimal maintenance and replacement • Utilize the Freeman Environmental Education Center for demonstration of sustainable grounds practices that tie to Environmental Education programming
SUPPORTING INFRASTRUCTURE	<ul style="list-style-type: none"> <input type="checkbox"/> Renovate all classrooms with modern systems that provide human-centric lighting, thermal, and acoustic environments with user/teacher control <input type="checkbox"/> Design building systems for disaster resilience and passive survivability including provisions for backup power <input type="checkbox"/> Install solar energy systems <input type="checkbox"/> Utilize more efficient electric heating and cooling systems including geothermal/ground-source heat pumps and variable refrigerant flow <input type="checkbox"/> Install dimmable LED lighting <input type="checkbox"/> Upgrade bus fleet with more fuel-efficient vehicles as new technology advancements allow <input type="checkbox"/> Create spaces in schools for the collection of recyclables and compost materials and exterior collection points for service providers <input type="checkbox"/> Create bio-diverse ecologies on school grounds that support local ecosystems and manage storm water <input type="checkbox"/> Specify durable long life-cycle materials, equipment and finishes with low to no toxicity <input type="checkbox"/> Install water management systems, gardens, and other grounds projects at the Freeman Environmental Education Center
GOAL	Efficient and Effective SUPPORT SYSTEMS & SERVICES <i>Continue Technology and Transportation Replacement & Renewal</i>
KEY THEMES	<ul style="list-style-type: none"> • Provide appropriate technology for our students to develop the skills and attributes they need to meet their individual goals • Ensure our teachers are supported with appropriate classroom technology • Transform media centers to support digital learning and collaborative pedagogy • Provide needed spaces for custodial and other building support services
SUPPORTING INFRASTRUCTURE	<ul style="list-style-type: none"> <input type="checkbox"/> Continue regularly scheduled laptop replacement program <input type="checkbox"/> Add new state-of-the-art classroom devices / equipment to support curriculum goals <input type="checkbox"/> Renovate media centers to support digital learning and collaboration <input type="checkbox"/> Continue bus fleet replacement schedule to reduce repair costs and promote bus fleet safety <input type="checkbox"/> Provide improved custodial, information technology, public address, and audio/visual support spaces

3) How long will some schools wait to receive improvements?

In years 1-6, proceeds of the first two series of bonds under the 2019 Bond Proposal will be utilized to make prioritized enhancements to schools. While some improvements might already exist at certain locations, these early initiatives will ensure all schools have equitable access to the same amenities and programmatic opportunities.

This work will also include the construction of two new schools, which will initially be used as staging space in order to complete retrofits in other buildings. Following their use as staging schools, the District anticipates their use as neighborhood schools.

2019 BOND YEARS 1-6

- 
 - Air Conditioning
 - Solar Power
 - LED Lighting

- 
 - Media Center Renovations
 - STEAM Lab Collaboration Spaces
 - Outdoor Classrooms

- 
 - Cooking Kitchens
 - Cafeteria Renovations
 - Safe Drinking Water
 - Teaching Gardens

- 
 - Improved Secure Entry
 - Front Office Renovations
 - Lobby Renovations

- 
 - 2 New Schools
 - Roofing & Paving
 - Music, Arts & Science Furnishings, Equipment & Instruments
 - Buses
 - Technology

4) How was this plan developed?

- We understand that the Ann Arbor Public Schools community values a quality education for every child. To deliver that quality education, our goal is to provide a building environment that directly supports student achievement and the core mission of the district.
- The average age of the Ann Arbor Public School buildings is 63 years old with an average built year of 1956.
- Due to aging school buildings, a life cycle Facilities Condition Assessment (FCA) was conducted by a professional architectural/engineering firm in 2017-2018 of every AAPS school.
- The FCA included the following components:
 - Building Structure - foundation, superstructure and stairwells
 - Building Envelope - walls, windows, doors and roof
 - Site Improvements - parking lots, walkways, signage, fencing, athletic fields, etc.
 - Building Interiors - doors and finishes (floors, paint, cabinets, lockers, etc)
 - Building mechanical, electrical, plumbing, fire safety (MEPR) Services - water systems, mechanical systems, electrical systems, elevators, fire safety systems, communications systems and security systems
 - Equipment and Furnishings - kitchen equipment, pool equipment, scoreboards, theater systems, etc.
- Based on these findings the professional team determined the AAPS facilities are in good to fair condition and have had an adequate level of maintenance over the past few years. However, without substantial additional investment, many of the schools are likely to fall into the “poor” facility rating within a few years.
- Using the Facilities Condition Assessment (FCA) a review of possible financial scenarios was conducted between December 2019 and June 2019.
- Matching the facility assessment with the financing options, the professional team, along with the District, determined that getting voter approval of a bond proposal is the preferred approach to finance the growing and long-term facility goals of the District.
- In addition to the FCA recommendations, this bond proposal includes bus purchases, technology, furniture, musical instruments, school gardens, improved kitchens, additions and new schools to meet enrollment growth as well as additional solar power, geothermal and remodeled classrooms to support goals of health and well-being.
- This plan creates upgraded and improved learning environments that support our understanding of the expectations of our community.

5) How will the improvements to be financed through the bond proposal impact students and the community?

It is the District’s vision to transform the student learning experience with environmentally sustainable schools for every neighborhood designed to meet the educational demands, health, safety and well-being needs of current and future generations. Additionally, the Board of Education believes that the upgrades identified in the assessment process, and given high priority by the professional team, support proper stewardship of the community’s investment in our schools.

6) What is “collaborative space” and why is it important in schools today?

Collaborative space within a school allows students to learn effectively in groups, encouraging each other to ask questions, explain and justify their opinions, articulate their reasoning, and elaborate and reflect upon their knowledge. The teacher acts as a facilitator, helping students with their research and guiding them through the learning process. Many have found this to be beneficial in helping students learn effectively and efficiently versus more traditional independent learning alone. Some positive results from collaborative learning activities have been documented in research and include:

- students are able to learn more material by engaging with one another and making sure everyone understands
- students retain more information from thoughtful discussion
- students have a more positive attitude about learning and about each other by working together

In order to create collaborative space, we would need to provide the resources for information processing, collaboration, assistance, and management of the learning activities. These include technology, flexible furniture that allows for different configurations, appropriate lighting, and finishes.

7) What process will be used to engage the school communities in the design elements for the facility upgrades if the bond passes?

Each school community will be engaged in the design process for their school. The chart (left) describes the typical steps in the engagement process.

PLANNING / DESIGN PROCESS



8) How are the final designed approved?

As is district policy, the final designs and implementation plans are presented to the Board of Education for approval.

9) How and when will AAPS report bond project status to the Board and the Community?

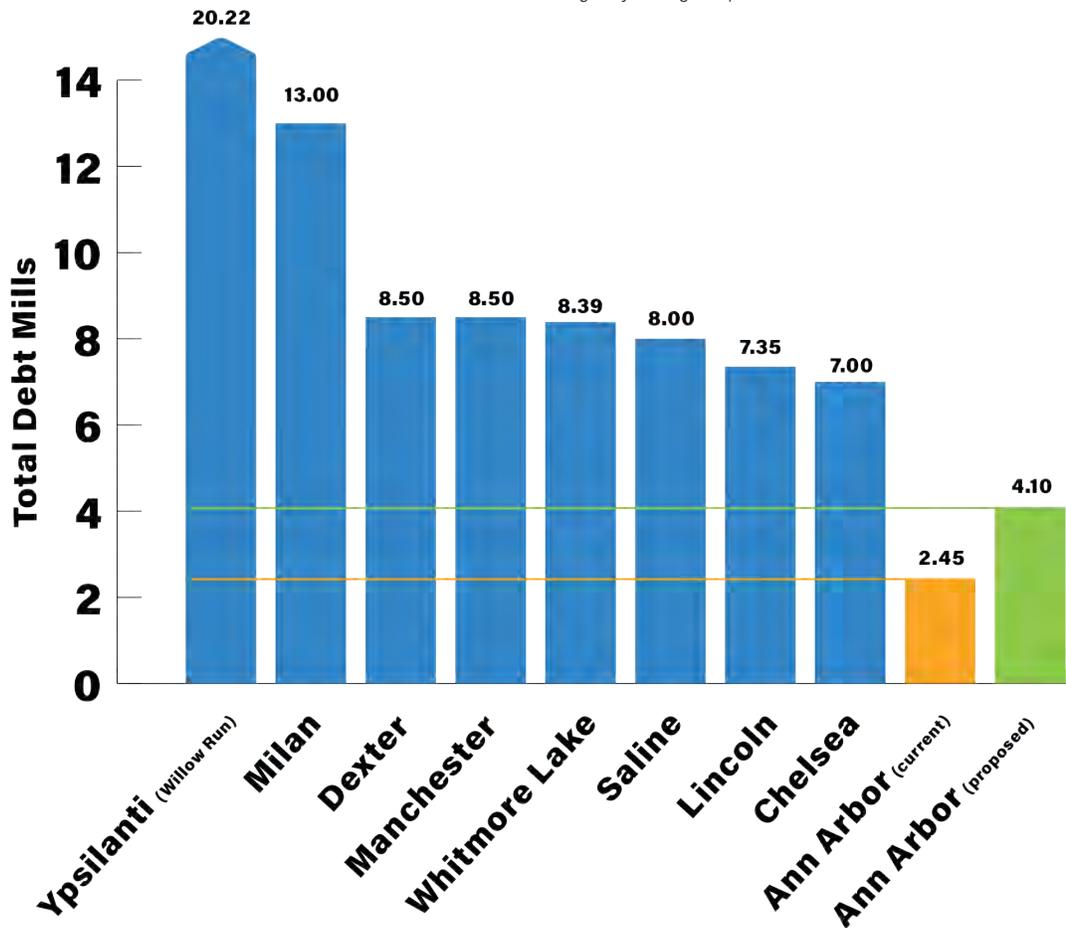
AAPS will report to the Board of Education and community on an annual basis. The AAPS and school websites will regularly update information on the district and school-based projects.

10) How are neighboring districts addressing the aging condition of their school buildings?

Voters in neighboring districts approved bond programs to invest in their aging buildings. Surrounding districts such as Dexter, Saline and Whitmore Lake have all launched voter-supported financing for facility upgrades in recent years. The following chart includes our neighboring districts' current bond and sinking fund millage rates in comparison to the Ann Arbor Public Schools.

Comparison of Total Debt Millage Rates

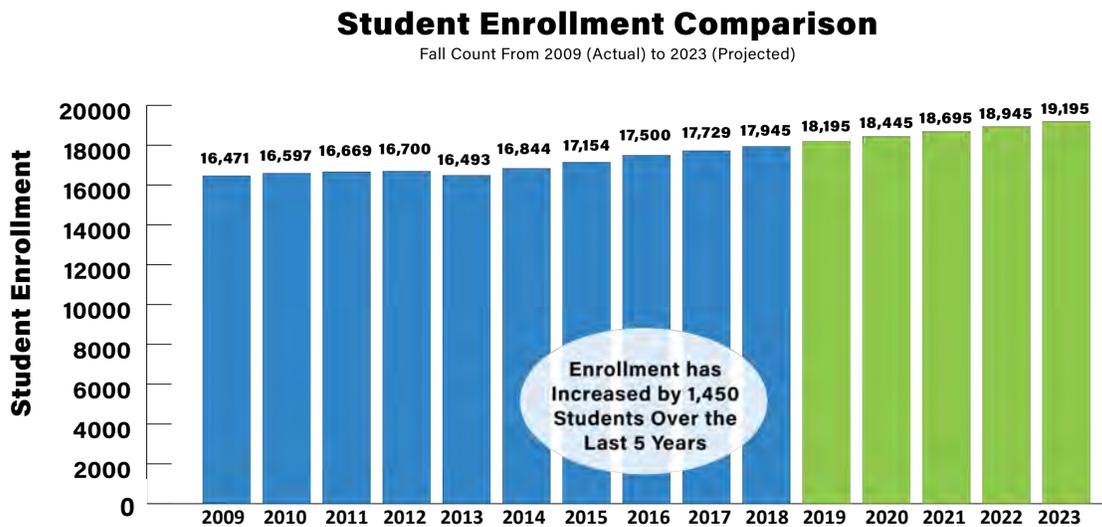
Source: Local Education Agency Millage Report, 2019



11) Why is it important to attract and retain students in the district?

Public schools in Michigan receive state funding on a per-pupil basis, making attracting and retaining students central to our operating budget. research consistently demonstrates that the quality of programs and facilities plays a role in both of these areas. If approved by the voters, the bond program would upgrade facilities to support our adopted updated teaching methods, improve operational efficiencies in our facilities, provide learning environments attuned to our curriculum, and protect the community’s past investment in our school buildings. Parents have choices where their children will receive an education. It is the intent of the District and Board of Education to maintain its reputation for providing quality programs and facilities in order to attract and retain students.

12) What has been the enrollment growth in the Ann Arbor Public Schools in the last ten years?



13) What are the enrollment projections in the Ann Arbor Public Schools?

A review of housing growth by Mitchell Mouat Architects in 2018, indicated a total K-12 estimated enrollment increase of approximately 1,250 (+/- 10%) school-aged children within the next five years.

14) What is the plan to keep facility improvement disruptions to a minimum?

Work at our school facilities will be planned so it minimizes interference with day-to-day operations and pedestrian safety. As the program commences, the construction schedule will be reviewed and coordinated, on a regular basis, with the superintendent and key building leaders. While the summer construction season will be utilized for a majority of the work, if work is ongoing during school days, we will endeavor to have clear, defined separation between construction and ongoing operations through barricades and fencing. Safety is paramount and will be a key factor in determining the construction sequencing. Implementation of the program will take place over a 20-year period and may include relocating schools to another facility in order to complete renovations.

If the voters approve the bonds the district will establish a website with updates on construction sequencing for each school. Additional communication will be made through existing channels such as email, SchoolMessenger, etc.

15) What is the approach that will be used to determine what upgrades need to be made in each school?

The facilities assessment will be compared against a list of common standards for each school based on the grade and age of students they serve (PreK, Elementary, K-8, Middle and High Schools). The school design teams will also participate in this assessment.

16) What are the common standards for PreK, Elementary, K-8, Middle and High schools?

These key objectives work together to deliver the highest quality educational program for AAPS students.

GOAL	TEACHING & LEARNING <i>Continue the Tradition of Academic Excellence</i>	GOAL	Sustainable & Environmentally Responsible INFRASTRUCTURE <i>Create Resilient Schools for Climate Change</i>
	<p><i>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</i></p> <ul style="list-style-type: none"> ◆ Upgrade classrooms and labs ◆ Update environments to include: natural light, air quality, sound ◆ Improve performing arts spaces ◆ Replace musical instruments ◆ Add social emotional support areas for counselors, nurses, tutors and speech therapists ◆ Create STEAM / Makerspace labs ◆ Address projected growth in student enrollment and overcrowding while maintaining class size ◆ Collaborative, project-based spaces in all schools ◆ Build upon long-standing environmental education program with new curricula and instructional models 		<p><i>Create optimized learning environments based on best practice and research to utilize natural and artificial light, ensure fresh air free from pollutants, maintain classroom temperatures, and optimize acoustics for maximum cognitive function and productivity.</i></p> <ul style="list-style-type: none"> ◆ Prepare our schools to adapt to climate change ◆ Chart a course for carbon neutrality ◆ Utilize interior and exterior finishes that are long-lasting and require minimal maintenance and replacement ◆ Install dimmable LED lighting ◆ Install renewable solar & geothermal energy sources ◆ Increase recycling and composting
GOAL	SAFETY, HEALTH & WELL-BEING <i>Focus on Development of the Whole Child</i>	GOAL	Efficient and Effective SUPPORT SYSTEMS & SERVICES <i>Continue Technology and Transportation Replacement &</i>
	<p><i>Ensure safe and secure schools as centers of the community</i></p> <ul style="list-style-type: none"> ◆ Add secure entry vestibules ◆ Upgrade surveillance cameras and access systems ◆ Ensure safe drinking water and quality air ◆ Cook healthy local food in the cafeterias ◆ Install school gardens ◆ Enhance playgrounds and athletic facilities ◆ Upgrade parking lots 		<p><i>Provide the appropriate technology for students to develop the skills and attributes they each need to meet their own goals</i></p> <ul style="list-style-type: none"> ◆ Add new classroom devices / equipment to support curriculum goals ◆ Refresh devices and equipment to stay current over next 15 -20 years ◆ Renovate media centers to support seamless digital learning and collaboration ◆ Continue bus fleet replacement schedule to keep down repair costs, stay up-to-date on efficiency improvements, and promote bus fleet safety ◆ Provide improved custodial, information technology, public address, and audio/visual support spaces

17) What are the ages of the buildings in the Ann Arbor Public Schools?

The average age of AAPS buildings is 63 years old. Five AAPS schools are approaching their 100th birthday, constructed in the 1920’s: Angell, Ann Arbor Open, Bach, Burns Park and Community. A2 STEAM (Northside’s original building) and Slauson were added in the 1930’s, and the majority of the schools were built during the postwar years in Ann Arbor spanning the 1950’s through the 1970’s. Most recently, Skyline High School was built in 2008.

School/ Building Name	Year Built				
Bach Elementary	1922	Mitchell Elementary	1951	Thurston Elementary	1963
Community High School	1922	Freeman Elementary	1952	Scarlett Middle School	1968
Angell Elementary	1923	Carpenter Elementary	1953	King Elementary	1969
Burns Park Elementary	1925	Haisley Elementary	1954	Huron High School	1969
Ann Arbor Open	1923	Pioneer High School	1956	Balas Admin Building	1971
Slauson Middle School	1937	Dicken Elementary	1957	Clague Middle School	1972
Ann Arbor STEAM	1939	Pattengill Elementary	1957	Bryant Elementary	1973
Pittsfield Elementary	1944	Wines Elementary	1960	Logan Elementary	1977
Pathways to Success	1949	Forsythe Middle School	1960	Transportation	1982
Eberwhite Elementary	1950	Allen Elementary	1961	Preschool & Family Ctr	1990
Tappan Middle School	1950	Lakewood Elementary	1961	Skyline High School	2008
		Abbot Elementary	1962	Average Year Built	1956
		Lawton Elementary	1963	Average Age	63

FINANCIAL AND ELECTION INFORMATION

18) Why are you asking for so much money?

Currently, the only dedicated funds available to the district to pay for infrastructure investments come from the Sinking Fund approved by voters in 2017. The district’s independent assessment of our facilities included costs to maintain our current buildings in “good” condition (\$823M) but did not include other capital costs such as equipment, buses, technology, building additions, etc. (an additional \$618M). The Sinking Fund will generate \$222M through 2027 to partially cover these infrastructure needs, leaving a gap of more than \$1.2B over the next 20 years.

If approved by voters, the bond will provide \$1 billion and the remainder would be provided by future Sinking Fund authorizations.

19) What is the estimated cost of this bond program for the average taxpayer per year?

In the first year, the millage rate is projected to increase by 1.65 mills, over the 2019 debt levy of 2.45 mills, to a total of 4.1 mills.

A homeowner can use the following calculation to determine their individual tax increase. The calculation example is based on the actual average taxable value of the AAPS tax base (\$138,001), which includes the City of Ann Arbor and parts of 8 townships.

For example, a house with an average taxable value of \$138,001 (approx. market value of \$276,002), the tax increase would be calculated on \$138,001. The calculation: $\$138,001 / \$1,000 \times 1.65 =$ an annual tax increase of \$228. A breakdown of tax impact for various home/taxable values follows:

HOME MARKET VALUE	HOME TAXABLE VALUE	ANNUAL INCREASE	MONTHLY INCREASE
\$200,000	\$100,000	\$165	\$13.75
\$300,000	\$150,000	\$248	\$20.67
\$400,000	\$200,000	\$330	\$27.50
Average Taxable Value in Ann Arbor School District	\$138,000	\$228	\$19.00

*Township/City Tax Records, 2019

20) Can I deduct these property taxes on my income tax return?¹

Property taxes may be deductible on your federal income tax return if you itemize. You may also be eligible for the Michigan Homestead Property Tax Credit on your Michigan income tax return¹.

21) What exactly is the Michigan Homestead Property Tax Credit?¹

The Michigan homestead property tax credit¹ is a method through which some taxpayers can receive a tax credit for an amount of their property tax that exceeds a certain percentage of their household income. This program establishes categories under which homeowners or renters are eligible for a homestead property tax credit.

22) Can money from the bond program be used to pay for salaries and benefits?

No, that is against state law. Bond dollars cannot be used for operation expenses such as employee salaries, repairs, maintenance, or energy costs. Bond program funds must be accounted for separately from general operating funds. Bond funds are also subject to audit.

23) Please explain what bond program money can cover and what it cannot.

Bond proceeds **can** be used for the following items:

- Construction and remodeling of facilities
- Purchase of technology equipment
- Equipment and furniture
- Site improvements
- Bus purchases

Bond proceeds **cannot** be used for the following items:

- Salaries and wages
- General operating expenses and maintenance Classroom supplies and textbooks

¹ Please consult your tax advisor.

24) What has happened with the Sinking Fund that the voters passed in May 2017? Why isn't that enough money to fund these infrastructure improvements?

A Sinking Fund is a millage levied in Michigan dedicated to support the repair and construction of school buildings. The Sinking Fund is a pay-as-you-go method for building repairs and projects. The district does not pay interest on the money used. All of the work that is paid by sinking funds must be competitively bid and contracted. None of the sinking funds can be paid to employees. Here are some examples of what the sinking fund can pay for:

- Boilers to heat buildings
- Paving of parking lot
- Roofing
- Building system replacements such as HVAC and plumbing
- Accessibility needs as per the Americans with Disabilities Act

Sinking funds cannot be used to pay for instructional programs or salaries.

Work accomplished with AAPS Sinking Funds from 2017 through summer 2019 includes:

Roofing	\$ 4,642,000
Paving	\$ 5,443,000
Additions	\$10,905,000
Renovations	\$ 5,173,000
Playgrounds	\$ 2,746,000
Athletics	\$ 4,638,000
Water Quality	\$ 1,200,000
Other Repairs	\$ 22,404,000
TOTAL	\$ 57,151,000

School bond proceeds can fund major capital investment in our schools, which we would utilize to support program and curriculum, to prepare for increased enrollment and to provide equity among buildings.

Work accomplished with 2015 Bond Funds through summer 2019 includes:

Replacement of Bus Fleet	\$10,400,000
New Classroom Furniture	\$10,900,000
Security and Safety Systems	\$2,900,000
Musical Instrument Replacement	\$3,000,000
Performing Arts Facility Needs	\$450,000
Athletic Fields & Facility Needs	\$1,000,000
Playgrounds	\$478,000
Equipment	\$1,250,000
TOTAL	\$30,378,000

25) Will AAPS be asking voters in the next few years for support of another Sinking Fund?

In May 2017, voters approved a Sinking Fund millage which allowed the district to address some of the most critical repairs, as well as complete some work outlined by the 2015 Bond advisory groups. Existing Sinking fund approval expires with the 2027 levy. AAPS expects to seek voter approval to continue to levy sinking fund in the future.

26) Will AAPS be asking voters for another Technology Bond in the coming years?

The 2019 Bond Proposal is all-encompassing to include the technology purchases and infrastructure. The district has received the final funds for both the Technology Bond and the 2015 Bond in 2018.

27) What are the key dates leading up to the November 5, 2019 bond election?

NOTE: Voter registration procedures have changed since the last election.

ABSENT VOTER BALLOTS must be available for issuance to voters	by September 21
Last day to REGISTER in any manner <u>other than in-person</u> with the local clerk for the November election	October 21
IN-PERSON REGISTRATION with local clerk with proof of residency	October 22 through November 5
Electors may obtain an ABSENT VOTER BALLOT via First Class Mail	Up to 5:00 p.m. November 1
Electors may obtain an ABSENT VOTER BALLOT in person in the clerk's office	up to 4:00 p.m. November 4
EMERGENCY ABSENTEE VOTING for general election	Up to 4:00 p.m. November 5
VOTER REGISTRATION deadline – in-person with the local clerk with proof of residency	November 5
Election day registrants MAY OBTAIN AND VOTE AN ABSENT VOTER BALLOT in person in the clerk's office OR VOTE IN PERSON in the proper precinct.	November 5
ELECTION	November 5

28) Where do I register to vote?

To vote in the November 5, 2019 election, you must be a U.S. citizen, at least 18 years of age by Election Day, November 5th, a resident of Michigan and of the Ann Arbor Public Schools. Please visit your local township or city clerk's office to register to vote or visit any Secretary of State office.

Local Clerks Phone Numbers and Addresses:

- Washtenaw County Clerk: 734-222-6730, 200 N. Main St. Ann Arbor
- Ann Arbor City Clerk: 734-994-2725, 100 N. Fifth Avenue, Ann Arbor
- Ann Arbor Township Clerk: 734-663-3418, 3792 Pontiac Trail, Ann Arbor
- Lodi Township Clerk: 734-665-7583, 3755 Pleasant Lake Road, Ann Arbor
- Northfield Township Clerk: 734-449-2880, 75 Barker Road, Whitmore Lake
- Pittsfield Township Clerk: 734-822-3120, 6201 West Michigan Avenue, Ann Arbor
- Salem Township Clerk: 248-349-1690, 9600 Six Mile Rd., Salem
- Scio Township Clerk: 734-665-2123, 827 North Zeeb Road, Ann Arbor
- Superior Township Clerk: 734-482-6099, 3040 North Prospect Road, Ypsilanti
- Webster Township Clerk: 734-426-5103, 5655 Webster Church Road, Dexter

29) If I cannot make it to the polls on November 5, 2019, what are my options for absentee voting?

Due to the passage of the statewide ballot proposal in November 2018, all eligible and registered voters in Michigan may now request an absent voter ballot without providing a reason. In addition, any registered voter can be on the Permanent Absentee Voter list and receive the application in the mail automatically before each election. Applications must be completed and returned in order to receive a ballot.

The last day to request an absentee ballot by mail is 5pm on Friday, November 1st, and in person on Tuesday, November 5th at your clerk's office. Your clerk's office is also open on the Saturday before election day (check office for hours).

Applications for Absentee Ballots are available:

- Online at www.michigan.gov/vote
- In your school building offices
- At your local clerk's office

Note: Once election ballots are available in the clerk's office, you can walk into your local clerk's office, receive an absentee application, fill it out, and immediately be given your ballot to cast your vote.

30) Where do I vote?

A list of precincts is outlined below. Polls will be open on Tuesday, November 5, 2019 from 7am-8pm

City of Ann Arbor Polling Locations

<https://www.a2gov.org/departments/city-clerk/Elections/Pages/VotingDistricts.aspx>

Ann Arbor Township

<https://aatwp.org/board-of-elections/polling-locations/>

Lodi Township

Washtenaw Farm Council Grounds
5055 Ann Arbor Saline Road, Building A.

Northfield Township

Precincts 1 & 3:

Whitmore Lake Middle School *
8877 Main St.

Whitmore Lake, MI 48289

**Please note the change in location.*

Precinct 2:

Fire Station 2
2727 N. Territorial Rd.
Whitmore Lake, MI 48189

Pittsfield Township

<http://www.pittsfield-mi.gov/index.aspx?NID=176>

Salem Township

<http://www.salem-mi.org/electioninfo.html>

Superior Township

<http://superiortownship.org/government/voting-elections/>

Webster Township

<http://www.twp.webster.mi.us/Elections.aspx>

31) Who may I contact if I have additional questions?

Feel free to call or email: Andrew Cluley, Director of Communications, 734-997-3621 or cluelya@aaps.k12.mi.us

Please also visit the Ann Arbor Public Schools website: <https://www.a2schools.org>

32) How will the bond proposal appear on the ballot?

ANN ARBOR PUBLIC SCHOOLS

BONDING PROPOSAL

Shall the Public Schools of the City of Ann Arbor, County of Washtenaw, Michigan, borrow the principal sum of not to exceed One Billion Dollars (\$1,000,000,000) and issue its general obligation unlimited tax bonds for the purpose of defraying the cost of making the following improvements: constructing additions to and/or remodeling School District buildings, including safety and security improvements, classrooms, laboratories, kitchens, performing arts and pool facilities, and solar, geothermal and other renewable energy improvements; acquiring and/or constructing buildings in the School District, including elementary, middle and high schools; equipping, furnishing, reequipping and refurnishing buildings in the School District, including the acquisition of school buses and musical instruments; acquiring and installing instructional technology equipment in the School District; and acquiring, improving and developing sites, including athletic fields, facilities, structures, parking and playgrounds, in the School District?

The debt millage levy required to retire all bonds of the School District currently outstanding and proposed by this ballot proposal is estimated to be at or below 4.10 mills. The estimated millage to be levied in 2020 to service this issue of bonds is 1.99 mills (\$1.99 per \$1,000 of taxable value) and the estimated simple average annual millage rate required to retire the bonds of this issue is 3.49 mills (\$3.49 per \$1,000 of taxable value). The bonds will be issued in multiple series, payable in the case of each series in not to exceed 22 years from the date of issue of such series.

(Under State law, bond proceeds may not be used to pay teacher or administrator salaries, routine maintenance or repair costs or other School District operating expenses.)