

2015 Bond Advisory Committee Update & Recommendations

Report to the Board of Education
December 7, 2016

Exceptional! 

ANN ARBOR PUBLIC SCHOOLS

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Playground Bond Advisory Committee Recommendations

Committee Members

Facilitator: Dawn Linden, Executive Director of Elementary Education

Melita Alston, Administrator

Frank Commiskey, Community Member

Roberta Heyward, Administrator

Gregg Horvath, Parent

Liz Marek, Parent

Patricia Memmott, Parent

Anupama Pal, Parent

Playground Recommendations

The Ann Arbor Public Schools 2015 Playground Bond Advisory Committee was formed to ensure a robust and thoughtful plan for the expenditure of 2015 Bond funds earmarked for elementary playgrounds. An important part of our mission was to determine the direction and shape the future of playgrounds moving forward. We value equity and inclusion and understand that our playgrounds serve not only our AAPS enrolled children but also our extended community. Playgrounds have always been special places for young families to gather on weekends and evenings in a safe, inviting place. Our playgrounds also support healthy habits of exercise in our youth, providing our physical education teachers with support to meet State instructional standards. We also know that our playgrounds can and should be places where ALL of our students are able to play together.

Recommendation 1 - Continue the collaborative decisionmaking process put in place in 2015 with the addition of a comprehensive Playground Planning Guide to bring each AAPS elementary playground to an established minimum standard. In the 2015-2016 school year, three school playgrounds were upgraded using 2015 Bond funds (Bryant Elementary, Burns Park Elementary, Carpenter Elementary). Each of the schools used a decisionmaking process involving students, parents and staff to gather input regarding their future playground. In collaboration, building principals made decisions and worked directly with our facilities team and playground designers/vendors to bring the enhancements to life. We recommend a continuation and enhancement of that process. This committee has created a Playground Guide both to support building leaders in implementation of the selection process and to ensure movement toward the achievement of a minimum standard for all AAPS playgrounds. We recommend that Universal design and accessibility, along with minimum standards of play variety be applied to all decisions regarding AAPS playground improvements. This guide is at the core of our recommendation with the goal that each child is able to engage with his/her friends in creative play regardless of disability.

Rationale

Because our AAPS playgrounds serve an important role for the children and families of our greater community, our playgrounds must be provide a variety of play options for children of all shapes, sizes and needs. This committee has identified the following elements of 21st century playgrounds that should be part of future planning at each of our 22 preschool and elementary schools.

- Use of natural space and materials (rocks, sand, logs, natural slopes)
- Green space for creative play and team games
- Smooth paths to and from equipment for mobility device access
- Intentional design for developmental age including a variety of options (ground level, elevated structure, creative play, team play, individual play)

Playground Recommendations

- Universal design for inclusive play
- Safe, durable equipment with minimal maintenance required
- Safe, durable surfacing that allows for accessibility to access the equipment
- Shaded areas
- Intentional design for gross motor and muscle exercise and development
- Line of sight for adult supervision

Recommendation 2 - After much discussion and deliberation, it is the recommendation of this committee that a portion of the 2015 Bond funds be set aside to assist those buildings in need of additional financial support to bring them to a minimum standard of play in this district. The recommended model of distribution follows.

\$1,380,000 remaining in playground bond fund

\$65,000 to be allocated to each remaining school (19)

\$145,000 set aside in equity fund to be distributed via application process, special consideration to schools with high free and reduced lunch rates and ADA specific needs

Rationale

This committee wrestled with playground inequity, both of available play space and the ability for individual schools to fundraise for playground improvements. The following values have guided us in making this recommendation.

Values

- Support equity across AAPS playgrounds, recognizing that fundraising capacity varies greatly by school.
- Allow school communities to make determinations to support the unique needs of each school; no two schools are alike.
- Utilize 2015 Bond funds to bring tangible, enhancements to each school to the maximum extent possible, minimizing the use of 2015 Bond funds spent on site preparation and drainage.

Project Scope and Exceptions

This recommendation applies to 19 preschool and elementary school sites, which will begin the planning process in January.

Playground Recommendations

Additional Issues to Consider

Potential Concerns	Preventative Measures
Long term maintenance costs	<p>Purchase play equipment with robust warranties and continue to inspect and maintain equipment throughout the year.</p> <p>Ensure playground maintenance funds are earmarked in the general fund budget.</p>
Removal of equipment	Ensure that funds are earmarked to remove equipment that no longer meets playground safety standards.
Surfacing	Ensure that playground surfacing is durable and safe, avoiding materials made from recycled rubber. This committee has determined that engineered wood fiber chips and currently used “pour in place” surfacing are both ADA accessible and safe.

AAPS Playground Checklist

- All students have been engaged in the identification of playground needs and selection of equipment or enhancement
- Parents and staff have been engaged in the identification of playground needs and selection of equipment or enhancement
- School playground assessment has been completed. Must include ground level accessibly play equipment (see p. 13, Accessible Play Areas Guide)
- School playground will meet or bring school closer to meeting minimum standards for ADA accessibility (Universal Design)

Table 240.2.1.2		
Number of elevated play components provided	Minimum number of ground-level play components required to be on accessible route	Minimum number of different types of ground-level play components required to be on accessible route
1	Not applicable	Not applicable
2 to 4	1	1
5 to 7	2	2
8 to 10	3	3
11 to 13	4	3
14 to 16	5	3
17 to 19	6	3
20 to 22	7	4
23 to 25	8	4
More than 25	8 plus 1 for each additional 3 over 25, or fraction thereof	5

- ADA accessibility to and from playground equipment has been achieved
- Play equipment meets national safety standards
- Ease of maintenance has been considered in playground planning
- Site approval from AAPS Facilities Department has been received (attach approval)
- I understand that a bid process must be used to determine exact equipment and that my selection may not appear exactly selected.

Process

Step 1: Read the Playground Planning Guide thoroughly. Familiarize yourself with the ADA accessibility guidelines, playground checklist and review the planning and submission process.

Step 2: Use the Playground Accessibility & Features Assessment to assess your playground for ground level and elevated play options in your current playground. We suggest you bring along a staff and parent representation so that you can brainstorm along the way. Identify space for desired enhancement.

Step 3: Review play equipment/structure options in the recommended vendors provided:

- Gametime: <http://www.gametime.com/playground-equipment/>
- Burke: <http://viewer.zmags.com/publication/40631ae2#/40631ae2/1>
- Miracle Midwest: <http://www.miracle-recreation.com/zmag/2016-miracle-product-catalog/>

Begin to put together ideas for selections that fit your allocation (See sale packages recommended by committee).

Keep in mind that many vendors offer sale prices. As you begin to form opinions about what you need, please ask vendors for those.

Step 4: Engage with the community (See Community Involvement). Compile results and present selected options to the community. Conduct a vote□ Make it a community affair. Get them excited. Remember to tell them, it may not look exactly like the picture. All purchases must be bid and similar but different equipment may be the end result.

Step 5: Contact Rick Scott, AAPS Facilities (734) 994-8118 to arrange for a site visit. Rick or designee will assess the space, contact Miss Dig etc. Depending on the result, site selection may need to change. When site is approved, move to step 6.

Step 6: Complete the AAPS Playground Checklist by phase 1 or phase 2 deadline. Enclose a picture of your selections and send to Dawn Linden. From bid to installation, the process can take up to 4 months.

Step 7: Playground Bond Advisory will review and approve/amend plans. Once approved, the bid process will begin. The bids may result in slightly different equipment, however all functions and features of your selections will be included. Some examples of changes may be in color, position of slide etc.). Bid recommendations are presented to the Board of Education for consideration and approval. Upon approval, purchase orders are created. Delivery of materials prompts installation which

will be scheduled on first ready, first installed basis. Some site preparation is likely to be needed which must take place prior to installation.

Contact Information:

Dawn Linden
Assistant Director of Elementary Education
Playground Bond Facilitator
(734) 994-2252

Jennifer Hein
Executive Director of Facilities
(734) 994-8118

Rick Scott
Assistant Director of Facilities
(734) 994-2000

TBD
Bond Project Manager

Playground Bond Advisory Committee
PLAYGROUND ACCESSIBILITY & FEATURES RUBRIC
Please record your observations below for each playground you visit.

School Name: _____

Items observed and or assessed	Y	N
Is route to play area accessible to those using mobility devices, preferably 60"?		
Number of ground level play components: _____		
Number of elevated play components: _____		
Surface type present on under play structures - wood chips, pour in place, other		
Does surface allow accessibility for those using mobility devices?		
Do play structures include ramps?		
Is ground level equipment intended for use by those using mobility devices?		
Assess the condition of the following : Circle one		
Climbers: Poor, Fair, Good, Excellent		
Swings: Poor, Fair, Good, Excellent		
Slides: Poor, Fair, Good, Excellent		
Other _____: Poor, Fair, Good, Excellent		
Play Zones Present (e.g. Lower EI, Upper EL, walking paths, sandbox, basketball) List:		
Open space		
Shaded play areas		
Nature areas (ponds, trails, woods)		
Outdoor Classroom		
Quality of play structures: Poor, Fair, Good, Excellent		
Overall Aesthetics of playground: Poor, Fair, Good, Excellent		
Concerns with supervision/visibility of students at play (List)		
Additional observations and/or comments:		



Read the Playground Guide thoroughly.



Assess your playground using the accessibility rubric. Bring along staff and parents.



Review play equipment/structure options in the recommended vendors.



Engage with your students, staff and parents.



Contact Facilities for a construction site review.



Complete the AAPS Playground Checklist and submit to Dawn Linden.



Committee reviews. Bid process begins. Final selections go to the Board of Education. Equipment is ordered and installation is scheduled.

Outdoor Athletic Fields and Facilities (AFF) Bond Advisory Committee Recommendations

Committee Member

Facilitator: Jenna Bacolor, AAPS Community Division

Patty Barry, Parent

Dottie Davis, Huron Athletic Director

Dane Dresch, Scarlett PE Teacher

Katie Hamilton, Allen PE Teacher

Eric Herbert, Parent

Ann Lampkin-Williams, Parent

Josh Landefeld, City of Ann Arbor

James Piazza, Parent

Sam Rosewig, Parent

Deak Swearingen, SISS PE Consultant

Sean Williams, Rec & Ed

Moira Yuhas, Parent

Athletic Fields & Facilities (AFF) Recommendation

Ideal AAPS Outdoor Athletic Fields and Facilities

AAPS outdoor athletic fields and facilities provide safe spaces for students to learn, practice, and enjoy physical education (PE) and a variety of sports. Fields and facilities are maintained at a high level of quality across the school district to ensure all students, Rec & Ed participants, and community members have access to playable facilities. Sustainable maintenance practices are used to promote long-term durability and weather tolerance. The athletic facilities are accessible to students and community members with disabilities as players and spectators.

Elementary-Level

- For elementary PE classes, all children have a safe, attractive, flexible outdoor space to learn how to play multiple sports. The outdoor sports equipment is up-to-date and suitable for developmental levels of play.
- Outdoor facilities should support children's healthy physical development, e.g. work on different muscle groups, dexterity, balance, and stamina.
- Clear pathways to athletic facilities/fields exist for maintenance vehicles to prevent ruts from driving on athletic fields.

Secondary-Level

- Athletic facilities and fields are safe, attractive, and suitable for a more competitive level of play.
- All fields are maintained for good drainage and grass cover to allow safe MHSAA competitive practice and play.
- There are bathrooms and running water at all MS and HS fields.
- Fields at middle school level match what it at high school level.

Criteria for Recommendations

Will serve the most number of students

Have an equitable geographic distribution

Meet requirements and needs of grade-level PE curriculum

Offer opportunities for students to develop skills as they "age up" with AAPS

Address school priorities (from survey)

Address athletic fields and facilities in the worst condition

Can be completed in 2 years

Athletic Fields & Facilities (AFF) Recommendation

Bond Advisory Committee Recommendations for Outdoor Athletic Fields and Facilities

Ann Arbor Public Schools' existing outdoor athletic fields and facilities are in need of a great deal of restoration. The AFF Bond Advisory Committee's recommendations for this work are student-centered, with the goal of creating safe, playable outdoor athletic areas. Our K-12 grade students use outdoor fields and athletic facilities for PE and to learn, enjoy, practice, and become competitive in soccer, softball, baseball, tennis and other sports. The committee analyzed current conditions using middle school "zones" to ensure that recommendations to refurbish fields/facilities would be equitable across the entire district.

The recommendations below reflect the Bond Advisory Committee's priority order of importance.

Recommendation 1 – Soccer Fields

Improve condition of soccer fields at the majority of AAPS schools so students have the opportunity for Physical Education (PE) and recreation on a playable outdoor space. This recommendation applies to 25 fields/green spaces (18 elementaries, Ann Arbor Open, 5 middle schools, and Pathways to Success Academic Campus). Improvements range from patching grass and weed control to aerating, leveling and reseeding to establish new growth. This is a two-year recommendation; follow-up maintenance must happen to ensure new growth matures. Note: the soccer fields at two elementary buildings and A2 STEAM are on city property and cannot be improved using these bond funds. *Estimated cost: \$83,000.*

Rationale

AAPS elementary buildings include an outdoor flat green space (usually referred to as the soccer field) for use by the PE teacher for outdoor PE instruction; for recess and field day activities; and for Rec & Ed and community use. At the middle schools, this green space also is used for the middle school sports program.

The external assessment of elementary, K-8 and middle school green space revealed a wide range of current field conditions. A few fields were in good shape, with minimal holes and thick grass, but others were in need of repairs to fix uneven ground, bare spots and other problems. Leadership and staff at the majority of elementary and K-8 buildings identified improving the soccer field as their number one priority for improvement. The Pathways to Academic Success campus's outdoor athletic facility is limited to its soccer field. Making this green space playable will be a benefit to the students on this campus.

Recommendation 2 - Middle school ball diamonds (Baseball and Softball)

Improve condition of middle school baseball and softball diamonds so that middle school students can use diamonds for PE and athletics. Refurbishment includes mound and infield repair at 8 ball diamonds: Clague (2), Forsythe (2), Scarlett (2), Tappan (2); 4 new backstops; and includes additional funds for spring preparation in year 2. Also, removal of the deteriorated backstop from Slauson. *Estimated cost: \$109,200.*

Rationale

Athletic Fields & Facilities (AFF) Recommendation

The AAPS middle school baseball and softball diamonds have suffered from lack of maintenance and improvement for many years. The external consultant who assessed the diamonds rated all of them as “fair” or “poor” – none received a score of “good.”

Leadership and staff at four middle schools ranked refurbishing the BB/SB diamonds as the number one priority. The outdoor space at the fifth school, Slauson, is so limited that their priority is to turn the remnants of their ball diamond into a green space for PE, soccer, and field hockey.

The goal with this recommendation is to encourage the enjoyment, practice and play of baseball and softball as part of the middle school sports program while providing a learning “pathway” for boys and girls who want to play in high school. In addition, more youth involved in Rec & Ed’s summer recreational baseball and softball programming would be able to play on district fields closer to their homes.

Recommendation 3 – Elementary Ball Diamonds

Refurbish the eight existing elementary ball diamonds. The diamonds are in all corners of the school district; every middle school has at least one “feeder” elementary recommended for refurbishment. Restoration of these fields includes mound and infield repair. *Estimated cost: \$114,300.*

Rationale

Like the AAPS middle school baseball and softball diamonds, elementary ball fields have suffered from lack of maintenance and improvement for many years. At the elementary level, ball fields can be used for PE, including games such as baseball/softball and kickball, and recess play. In addition, families in Rec & Ed’s youth softball and baseball leagues would have closer access to practice and game fields with these additional refurbished fields. Refurbishing all 8 existing elementary fields means that students in all areas of the school district will have relatively close access to a usable field.

Recommendation 4 – High School Tennis Courts

The tennis courts at Pioneer, Huron and Skyline are in need of various levels of repair. *Estimated cost: \$115,500.*

Rationale

According to our external tennis court consultant, a certified USTA court specialist, the tennis courts at our three comprehensive high schools are all in need of various levels of repair. This consultant found mostly poor conditions for varsity level play.

Tennis court refurbishment ranks high on the list of priority among the athletic directors as well as the parents of tennis players and high school tennis players themselves. Improved tennis court surfaces will increase the level of play among our championship-level schools. It will also reduce the risk of injuries that the current conditions pose. In addition, participants in Rec & Ed youth and adult tennis programs will benefit from safer surfaces.

Athletic Fields & Facilities (AFF) Recommendation

Recommendation 5 – Middle School Tennis Courts

The tennis courts at three middle schools (Tappan, Scarlett, and Forsythe) are all in need of various levels of repair. Repairs needed range from crack sealing, coating, and fence repairs to major project work at Forsythe. *Estimated cost: \$123,500.*

Rationale

Leadership and staff at these middle schools noted the cracked surfaces and other needed repairs. The other middle schools do not have existing tennis courts, did not prioritize their repair, or are not in need of tennis court repair. The external consultant found mostly poor conditions for instruction.

Improved court surfaces will provide improved instructional opportunities for PE classes and the middle school athletics. It will also reduce the risk of injuries that the current conditions pose. In addition Rec & Ed youth and adult programs will benefit by providing safer surfaces for participants.

Recommendation 6 – High School JV Softball/Baseball Diamonds

Improve condition of JV baseball and softball diamonds so that athletics teams have home fields suitable for practice and play. This recommendation covers 3 ball diamonds: Pioneer (2), Huron (1). Restoration includes mound and infield repair and outfield maintenance where needed. *Estimated cost: \$22,800.*

Rationale

The AAPS high school JV baseball softball diamonds have suffered from lack of maintenance and improvement for many years. The external consultant who assessed the diamonds rated all of them as “fair” – none received a score of “good.”

Athletic directors ranked refurbishing the JV BB/SB diamonds as a high priority. This will provide instructional capabilities for novice players who want to try and play at the high school level. Current field conditions make it hard to provide junior varsity programs where the young players can learn the game the right way. More youth can also be involved in Rec & Ed’s summer recreational baseball and softball programming.

Recommendation 7 – Baseball Enclosures on Skyline Varsity Baseball/Softball

Provide “dugouts” comparable to those on the varsity ball diamonds at Huron and Pioneer. Skyline is in need of suitable enclosures to provide relief and/or protection from the elements. Original construction is below the standard at Huron and Pioneer. *Estimated cost: \$40,000.*

Rationale

This was the number one priority from an ad hoc school/community committee focused on Skyline athletics facilities. Protection from the elements along with storage capabilities is needed as the ball fields are some distance from the athletics wing of the school building.

Athletic Fields & Facilities (AFF) Recommendation

Recommendation 8 – High School Varsity Ball Diamonds

The high school athletic directors identified additional improvements needed to the ball diamonds to improve safety for players and others. *Estimated cost: \$60,000.*

- Huron: Protective netting for varsity softball diamond as well as the Fuller Rd. “lower” turf field. Backstop pads on the varsity baseball and softball diamonds. Wind screens on varsity baseball and softball diamonds.
- Pioneer: Backstop pads on the varsity baseball and softball diamonds. Wind screens on varsity baseball and softball diamonds.
- Skyline: Protective netting on varsity baseball diamond. Repair the path at the softball diamond. Wind screens on varsity baseball and softball diamonds.

Rationale

Protective netting keeps foul or errant balls from entering the neighboring streets or woods. This provides both spectator safety and financial advantages. Backstop pads also provide safety for players and create a better playing surface. Asphalt repair is needed to improve the walking path so that a low spot does not collect water. Wind screens provide more ideal playing conditions and are common at varsity ball diamonds among other Southeastern Conference members.

Recommendation 9 – Sand Volleyball Courts

Replace wooden net posts, and add sand to the sand volleyball courts at Slauson and Wines. In addition Slauson needs a berm built to keep the sand from blowing around the rest of the green space. *Estimated cost: \$17,000.*

Rationale

According to the consultant both courts only received a “fair” rating. The sand volleyball courts are used by the popular sand volleyball program offered by Rec & Ed. Youth and adult participants enjoy having the option to play this sport in Ann Arbor.

Recommendation 10 – Turf Replacement at Angell

Replace the small turf field at Angell Elementary. The current turf field has deteriorated with no signs of recent maintenance. *Estimated cost: \$90,000.*

Rationale

Angell Elementary is unique as it is the only elementary school with an artificial turf field. Due to the small space where the school is located, there are no other grass areas for PE, recess, etc. This is the highest priority from the school for repair as it is the main play area on a daily basis. Rec & Ed youth teams from Angell would also benefit from an improved practice location. Expert consultant confirms that repair of this area is not possible; it requires replacement.

Athletic Fields & Facilities (AFF) Recommendation

Recommendation 11 – High School Stadium Turf Repair/Replacement – *insufficient bond funds to implement*

Replace the turf fields in the stadiums at Huron, Pioneer and Skyline. *Estimated cost: \$1,500,000+.*

Rationale

While turf fields require less daily maintenance than grass fields, there is about a ten year life span of the material. There are maintenance options to make them a little more playable but are only short term fixes. Many different sports utilize the stadium turf fields throughout the school year making this an option that would positively affect a large number of students. Stadium turf fields also are a rental asset for the District. Ideally the district would earmark funds each year toward future replacement costs.

Additional Recommendations:

In addition to the above recommendations for bond expenditures, the AFF Bond Advisory Committee advises that the district make a long term commitment for maintenance:

- Fund an AAPS position for ongoing maintenance. This could be a full time AAPS staff person who spends .5 on outdoor athletic facilities and .5 on playgrounds. This person would conduct regular maintenance assessments; both conduct and arrange regular maintenance work; be accountable for keeping facilities in safe, playable condition in accordance with standards for that type of athletic facility/playground equipment.
- Earmark funds in each annual budget for maintenance of outdoor athletic fields and facilities.

Athletic Fields & Facilities (AFF) Recommendation

Athletic Fields and Facilities – Estimated Cost of Recommendations

Prioritized Recommendations	Estimated Cost
1. Soccer fields	\$83,000
2. Middle school ball diamonds (BB/SB)	\$109,200
3. Elementary school ball diamonds	\$114,300
4. High school tennis courts (repairs)	\$115,500
5. Middle school tennis courts	\$123,500
6. Junior Varsity BB/SB diamonds at high schools	\$22,800
7. Dugouts (enclosures) at Skyline Junior Varsity BB/SB diamonds	\$40,000
8. Varsity BB/SB diamonds at 3 high schools (upgrades)	\$60,000
9. Sand volleyball courts	\$17,000
10. Angell turf	<u>\$90,000</u>
SUBTOTAL	\$775,300
11. Turf replacement at 3 HS main stadiums	\$1,500,000
TOTAL	\$2,275,300

Additional cost considerations:

- The estimates above are based on quotes received from a few companies. Actual costs will vary as a result of the bid process.
- The Skyline ad hoc bond advisory committee identified several projects to bring its athletic facilities up to par with the two other comprehensive high schools. Some or all of the amount left after the first 10 recommendations are completed could be allocated for additional work at Skyline.
- Leadership at some schools requested attention to the “black top” areas that are used for recess and in some cases, PE. The Bond Advisory Committee did not assess the condition of these areas.

Athletic Fields & Facilities (AFF) Recommendation

Additional Issues to Consider

Potential Concerns	Preventive/Contingent Measures
Field users (schools, Rec & Ed, community) may have to modify usage of sites based on when work is scheduled	Provide communication about work being performed and a strategic timeline to all stakeholders
Long term maintenance costs	<p>Field improvement bid process and contract should require contractor to provide maintenance and irrigation until mature growth is achieved.</p> <p>If fields are improved to meet required standards, eliminate invasive growth, provide seeding/aeration, leveling and normal maintenance should delay future deterioration and need for extraordinary maintenance for several years.</p>
At two schools, 100% of the athletic fields and ball diamonds are located on city property, so no improvements can be made using these bond funds. The schools are Burns Park and A2STEAM at Northside.	The City Parks and Recreation has provided regular maintenance to these fields and diamonds, so they are in comparably better shape than many AAPS fields and diamonds. It's possible the City Parks & Recreation department would partner to do some upgrades.
These recommendations refer to refurbishment of existing facilities only.	As funding becomes available in the future, consider investigating the addition of different types of sports facilities, including those specifically for students with disabilities.

2015 Bond Security Recommendation

Committee Members

Facilitator: Merri Lynn Colligan, Executive Director of Instructional Technology
Jen Hein, Interim Executive Director of Physical Properties
Jae Hotaling, Network Technical Specialist
Mike Humberger, Security Controls
Rick Scott, Assistant Director of Physical Properties

Security Recommendations

The Ann Arbor Public Schools has established baseline standards for security in close collaboration with our partners: police, fire, and emergency management. While many of these are in place, not all are present at all school sites.

The Ideal

- Exterior doors will be able to be locked and secured during school hours
- Classroom doors will be in locked position and ready for secure lockdown
- Open space areas will be enclosed when needed to provide safety and security for students and staff
- Large areas such as the gym, cafeteria, and auditorium will be able to be secured
- Building Floor Plans should be easily accessible at the building and district office for authorities as needed in an emergency
- A swipe entry system will be used to make access available for staff
- Schools will have an electronically controlled door entry system
- Schools will have interior and exterior cameras
 - Minimal standard - lobby/main door and office area
 - Optimal standard - all common areas (cafeteria, gym, halls) lobby, main office, all exterior doors, computer labs, secure storage rooms, parking lot, and playground
- Schools will have a standard visitor identification system (ID)
- Schools will have a Photo ID system for all staff and students
- The district will maintain a mass notification system to notify parents and staff in the event of an emergency
- Staff and funding for preventive maintenance on all security systems.

Background

In October 2013 the Board of Education approved moving forward with the Proposed School Building Accessibility Enhancement Measures presented by Tim Gruszczynski. This proposal included the installation of security surveillance camera and AI Phone Door Entry systems.

The AI Phone Door Entry systems were installed as a part of a grant through the Washtenaw Intermediate School District. Upon installation, it was discovered that these systems are not accessible for the Deaf and Hard of Hearing community.

Security Recommendations

Recommendation

Remove and replace the existing AI phone door entry systems with an the 2N® Helios IP Force systems and Cisco Video Phone at all district sites so that all stakeholders are able to utilize the systems regardless of challenges or limitations. Provide regular maintenance to the systems to uphold their usability.



Current Model: AI Phone Door Buzzer



Recommended: 2N® Helios IP Force

Rationale

The current systems have the following limitations:

1. Accessibility for all
 - Current AI Phones do not provide any visual cues that the entry system has been activated for those with hearing impairments or who may be deaf.

Security Recommendations

- Current AI Phones are not all installed at ADA height for handicap accessibility.
- 2. Mobile access to remote monitor entry away from base unit.
 - Currently there is no way to respond to the door entry system when away from the base units. This is a challenge for our Office professionals and Childcare workers when they need to attend to issues away from their office or classroom.
- 3. Integration with security & phone systems
 - The current AI Phone systems are a closed system that do not integrate with our other security systems: Video Surveillance, card access entry
- 4. Relocation of the Monitor base Station.
 - The current AI Phone systems are a closed cabled system that requires new cabling to move or add base monitoring stations.

Project Scope and Exceptions

- This recommendation applies to all District sites with the exceptions of Skyline and Preschool who received the new systems during the pilot review phase.

Additional Issues to Consider

Potential Concerns	Preventative Measures
Long term maintenance costs	Purchase 5 year maintenance with door entry and phone handset equipment
Consider the need to review the physical door hardware to ensure strikes securely lock doors	Include the review of all doors frames and hardware prior to the installation of the new system.
Integration with Video security may require additional storage for door entry video footage	Determine incremental storage requirements and bid storage increase along with the door entry systems.
System requires integration with the IP telephone system for monitor stations	There is also a computer based app to open the doors from mobile devices and computers as an alternative if needed.

Cost Estimate:

Based on the pilot site installation costs, the cost is estimated at \$8,000 per site or \$250,000.

The Pilot Site installations costs included \$2,365.00 in Cabling and \$13,772.00 in hardware and installation.

Security Recommendations

Next Steps:

Complete phase one - baseline standards of security at all schools in two areas:

- video surveillance systems
- electronically controlled entry door access systems
- review of facilities entrances and a visitor identification system
- upgraded swipe entry systems

Although the standards will add additional safety measures for our schools, the biggest deterrent for crime at school is the watchful school staff, students, and parents.

Auditorium Bond Advisory Committee Recommendations

Committee Members

Facilitator: Robin Bailey, AAPS Fine Arts Coordinator

Bruce Doughten

Kathy Houser

Brice O'Neal

Karen Siegel

Britain Woodman

Auditorium Recommendations

The Ann Arbor Public Schools is unique in its commitment and support of the arts for every student. This includes having appropriate performance spaces which are utilized by students as well as community members. The following recommendations acknowledge the commitment to filling in basic functional needs in each auditorium space to ensure each space is safe and functional as well as aesthetically pleasing. Therefore, based on a comparative study of the CPS report and the building surveys, the Bond Advisory Committee for Auditoriums recommends the following:

Recommendation 1 – Every safety issue identified will be addressed and rectified. This may include repairs, replacements, hiring professionals to assess needs, and ADA compliance. This may also include upgrades to ensure all spaces are safe such as LED lights on the edges of stages, etc.

Rationale

The priority will be to ensure each auditorium in the district is ADA compliant as well as safe for students, staff and community members. We will address each and every safety issue identified either in the CPS report or in the building surveys.

Recommendation 2 – Fill in basic functional needs in each building’s auditorium space from the following priority list:

- **Curtains** (clean, repair, remove or replace)
- **Sound System** (basic sound package as identified in following document)
- **Lights** (basic working condition, appropriate boards for space, appropriate capabilities for each level, pre-sets capabilities, actual lights, spots, etc.)
- **Screens** (motorized so screen can be lowered or raised)
- **Training for equipment** (protocol manuals developed and disbursed)
- **All equipment secured/safe**
- **Shells** (repair, remove, replace as necessary and appropriate)
- **Identify Stage Manager responsible for each space**
- **Routine Maintenance** (sustainable budget for routine maintenance and upgrades)
- **Safety Manual/Checklist**
- **Basic Equipment needs** (as identified in following document by level)

Auditorium Recommendations

Rationale

The Bond Advisory Committee for auditoriums conducted site visits to each of the auditoriums as well as reviewed and compared the building surveys which identified prioritized needs as well as the CPS report identifying prioritized needs. This recommendation will ensure that each building's auditorium space will have the appropriate equipment needed to be functional as well as aesthetically pleasing. The committees' desire is that each building will be proud of their auditorium and community members will be comfortable and able to see and hear adequately and appropriately.

Additional Issues to Consider

Potential Concerns	Preventive Measures
Need for Centralized Inventory System for sharing resources	Purchased for the 2016-17 school year.
Long term consistent maintenance budget for repairs and upgrades	Request line item budget specifically for auditorium upkeep
Need for basic equipment needs per building	BAC created a basic equipment needs list per level
Need for one person responsible for auditorium per building	Recommend that each building have a person identified as responsible for the auditorium and paid appropriately per level
Need for institutional training of how to appropriately use all equipment	Protocol manuals developed and distributed
Need for Safety Manual/Checklist	One under development by teachers and stage managers currently

Auditorium Recommendations

BAC Auditoriums Standard for Basic Needs by Level

Elementary (and K-8; Pathways)

- Front Curtain
- Back Curtain if white board is installed
- Microphones: Four wired, Two wireless minimum
- Audio input (one minimum)
- Sound System (Amp/Mixer) appropriate for inputs
- House Speakers
- Monitors are optional
- Basic (on/off) lights
- Basic lights (cover performance steps)
- Screens that raise/lower...(? Is that classroom technology)

Middle School

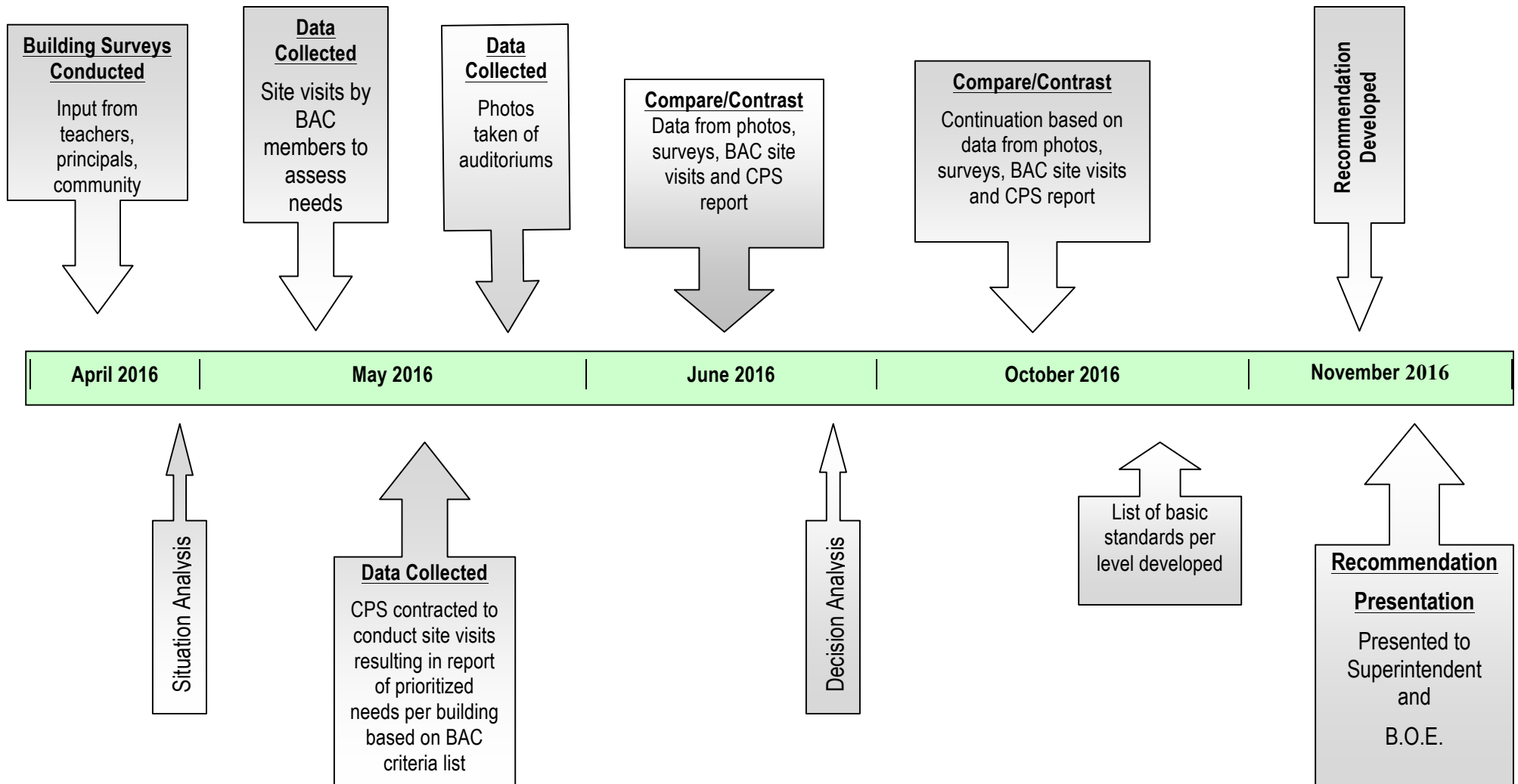
- Front Curtain, Back Curtain, Sides
- Microphones: Four wired, Two wireless minimum
- Audio input (one minimum)
- House speakers
- Stage Monitors
- Sound System (Amp/Mixer) appropriate for inputs
- Basic mounted stage lights
- Lighting board
- Screens that raise/lower...(? Is that classroom technology)

High School

- Front Curtain, Back Curtain, Sides, Legs as appropriate to stage
- Fly system that works as appropriate to space
- Sound system and mixer board
- Microphones: Wireless mics (3-handheld and 12 wearable) and 3-wired mics
- House speakers
- Stage Monitors
- Sound System (Amp/Mixer) appropriate for inputs
- Lighting Board
- Screens that raise/lower...(? Is that classroom technology)

AUDITORIUMS

Overview of Data/Analysis in Recommendation Development



Auditorium Recommendations

CRITERIA FOR RECOMMENDATION

- Supports diverse aspirations of all students
- Promotes equitable access for all students
- Honors cultural diversity
- Abides by legal and regulatory requirements
- Supports health and safety of students, staff and community

BOND ADVISORY COMMITTEE-AUDITORIUMS-ENVISIONING

Event Management/Rental System-district wide regarding facility use

State of the art sound systems

Curtains-clean and good shape, no tears, etc.

Risers-safe, easily mobile

Stage Equipment-microphones, head sets, cords, stands, sound shells, lighting, appropriate for each space

Fly Systems-functional, safe

Projectors/Screens

Stage Managers-1.0 FTE for each comprehensive high school, .5 for others

Centralized Inventory System-for costumes, props, etc., that could be shared

Floors/surfaces-appropriate and in good shape

Custodial training-regarding appropriate cleaning of spaces

Fixed/flexible seating-appropriate to space

Box Offices-appropriate to space

Auditorium Recommendations

Scene Shop, Costume Room, Prop Storage, Dressing, Make-up Spaces, Rehearsal space with mirrors-appropriate to space

ADA Compliance-Hearing Impaired, super titles

Annual Maintenance Budget-repairs, upkeep, upgrades

Sound/video/design software

Functioning Boards

Arduino programming (or similar)

Pianos-appropriate size for the space, locked, properly maintained

Upgrade amplification for musicians

Appropriate heating/cooling

State of the art acoustic material

Institutional training for equipment-ongoing, sustainable, safety training

Pinrail certification for students

Aesthetics-all spaces should look the best that they can, aesthetically pleasing

Auditorium Recommendations

BOND ADVISORY COMMITTEE-AUDITORIUMS-CURRENT CONDITION

Stage Manager-Different models in different spaces. Pioneer has a full time Stage Manager, Huron has a full time teacher with a stipend operating as Stage Manager and Skyline has a .5 Stage Manager. Middle Schools used to have teachers released .2 to operate as Stage Managers, but that disappeared with the budget reductions. There are currently no Stage Managers at the Middle Schools.

Auditoriums:

Community-small space, not big enough for school community, torn curtains, in need of LED lights, light board, side light ladders and has limited circuits

Huron-good shape, lighting recently updated, LED lights, light board, door dampening

Pathways-not really an auditorium, more like an elementary cafetorium, no curtains, not really appropriate as an auditorium

Pioneer-good shape-rigging issues, side light poles difficult to access

Skyline-newest, most up to date, could use some wireless mics

A2Open-older facility, needs up upgrading

A2STEAM-space not big enough, no air conditioning

Clague-good shape, retrofitted lighting board

Forsythe-good shape

Scarlett-oldest equipment, barely able to repair as parts are no longer accessible

Tappan-good shape

Elementaries-primarily multi-use spaces that are in relatively good shape, however, most contain sound systems that are too complicated and there are few who know how to run them properly-believe there are many small, easy fixes at the elementaries that don't cost a lot of money such as, additional electrical outlets, cables, etc.

Custodial Staff-need to be trained to not put cleaner over outlets, etc.

Auditorium Recommendations

DECISION ANALYSIS FOR AUDITORIUM UPGRADES

Decide the most appropriate process for auditorium upgrades

Objectives	Weight	Teacher/bldg. Choice (survey)	Centralized	Teacher/bldg.. Choice and CPS report with Systemic Oversight
Available funds \$1mil	M			
Safety	M	N	N	Y
Sound	10	x	x	Y
Lights	9	x	x	Y
Equity	M	x	x	Y
Projector/Screens	10	x	x	Y
Routine Maintenance Budget	8	x	x	Y
Simple/sustainable instructions	10	x	x	Y
Some consistency from building to building	7	x	x	Y
Paint/repairs	7	x	x	Y
Climate Control	5	x	x	Y
Centralized Inventory	8	x	x	Y

It was clear the most appropriate process for auditorium upgrades based on the objectives was to compare/contrast the teacher/building surveys with prioritized perceived needs with the professional report from CPS, then Systemic Oversight by the Fine Arts Coordinator

Musical Instruments & Equipment Bond Advisory Committee Recommendations

Committee Members

Facilitator: Robin Bailey, AAPS Fine Arts Coordinator

Victoria Devulder

Rachel Francisco

John Janevic

John McLaughlin Williams

Kate Robertson

Jessica Webster Sendra

Tim Wilkins

Musical Instruments & Equipment Recommendations

The Ann Arbor Public Schools is unique in its commitment to providing a deep inventory of instruments for student use, K-12. This has resulted in every child having access to instrumental music. The following recommendations acknowledge the commitment to maintaining that access for all students as well as making sure we fill the gaps we currently have and continue to strengthen our programs with new resources.

Recommendation 1 – Purchase instruments needed district wide to ensure every school has the appropriate number of instruments to meet the need. This would include instruments needed for new programs such as STEAM@Northside, schools that have experienced increased enrollment, and all Title 1 buildings. This would also include the purchase of various sizes of instruments to ensure every child has an appropriately sized instrument.

Rationale

The priority will be to ensure that all buildings/programs purchase the appropriate number of instruments/equipment to ensure each student has equitable access throughout the district. Since we provide a school instrument for all 5th grade students, as well as larger instruments for school and home practice, we will purchase the appropriate number of instruments for each building based on student enrollment.

Recommendation 2 - Purchase instruments to replace instruments rated a 3 or a 4 by district music teachers using a common rubric. Instruments rated a 3 or a 4 are instruments we would not routinely assign for student use due to playability as well as appearance. This would include all band and orchestra instruments as well as pianos district wide.

Rationale

As an extension of the priority to ensure that all buildings/programs purchase the appropriate number of instruments/equipment to ensure each student has equitable access, this will ensure that each building/program has instruments that are in good or excellent playing condition and appearance. Instruments rated a 3 or 4 by teachers will be replaced district wide. 4's will be removed entirely from the district inventory and donated or sold per district policy. 3's will be stored and used as back up instruments when/if needed for various purposes.

Recommendation 3 (Phase 2) – Once all buildings/programs have the appropriate number of instruments/equipment in good or excellent playing condition and appearance to ensure each student has equitable access, instruments will be purchased per teacher request for specialized instruments/equipment not supplied through the preceding process.

Rationale

To further expand instrumentation and culturally diverse instruments, it's important to purchase instruments currently not in our inventory district wide. This could include, but not

Musical Instruments & Equipment Recommendations

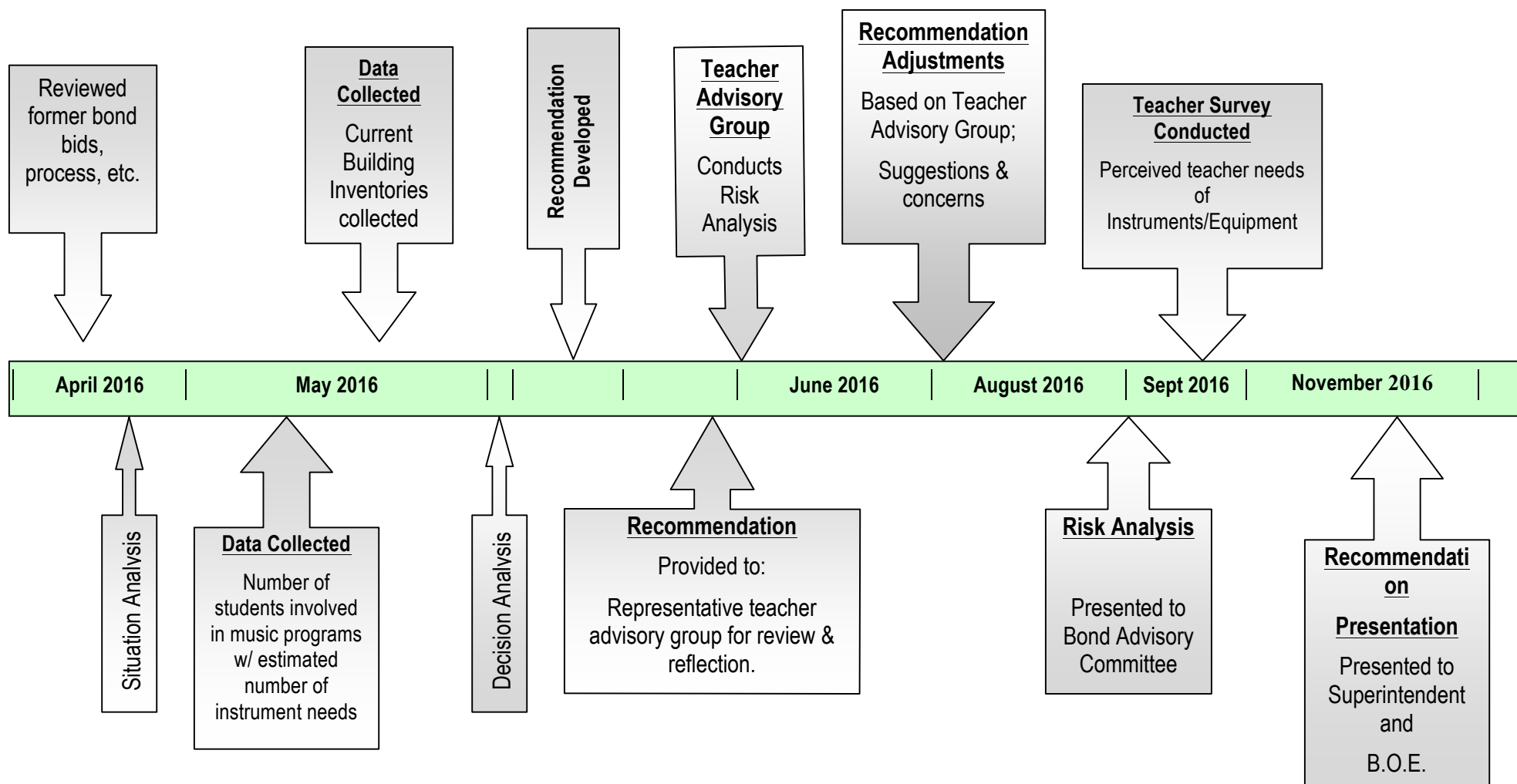
be limited to specialized band/orchestra instruments currently not in our inventory, instruments to create a Mariachi band, Arabic instruments, harps, etc.

Additional Issues to Consider

Potential Concerns	Preventive Measures
Need for Centralized Inventory System.	Purchased for the 2016-17 school year.
Long term consistent maintenance budget for repairs and supplies such as reeds, strings, etc.	Request district maintenance budget be increased back to level prior to budget reductions.
Inconsistency in rating instruments 3's & 4's from teacher to teacher.	Common rubric used by each teacher. All 4's will come to Balas to be reviewed by an independent group of teachers using the same rubric.
Inconsistency from teacher to teacher as to brands of instruments for purchase.	Task force of teachers assembled to review brands for quality and durability for recommendation for purchase.

Musical Instrument/Equipment

Overview of Data/Analysis in Recommendation Development



Musical Instruments & Equipment Recommendations

CRITERIA FOR RECOMMENDATION

- Supports diverse aspirations of all students
- Promotes equitable access for all students
- Honors cultural diversity
- Abides by legal and regulatory requirements
- Supports health and safety of students, staff and community

BOND ADVISORY COMMITTEE-MUSICAL INSTRUMENTS AND EQUIPMENT-ENVISIONING

Pianos (Acoustic)-for all music rooms, auditoriums, multi use, practice rooms, rehearsal and performance spaces.

Grand Pianos-for all performance spaces (auditoriums).

Electric Keyboards-where requested and appropriate.

Large Instruments-provided one for school, one for home practice.

Instruments provided for any child who cannot purchase or rent an instrument to ensure every child who wants to participate, can.

Every music classroom has the instruments they need, including elementary vocal music, secondary guitars, etc.

Harp-one for each high school

Various cultural instruments-Mariachi, Arabic, African, etc.

Various sized instruments- for all beginning instruments.

Adaptive Instruments-for students with physical limitations

All Instruments stored in an adequate storage space, climate controlled, locked, protected.

Adequate Musical Equipment-amplifiers, chords, microphones, music stands, equipment to record, etc.

Musical Instruments & Equipment Recommendations

Adequate and appropriate budget provided Fine Arts Coordinator for the purpose of maintaining the inventory via repairs, supplies, replacement of damaged instruments, etc., on an ongoing, yearly basis.

Centralized Inventory System

BOND ADVISORY COMMITTEE-MUSICAL INSTRUMENTS AND EQUIPMENT-CURRENT CONDITION

5th Grade Instrumental-Every student is given a school loaned instrument. Larger instruments such as cello/basses, one is provided for school instruction and one is offered for home practice. District Music Budget pays for normal wear and tear repairs as well as supplies needed for each instrument such as strings, reeds, valve oil, etc. Parent/Guardian signs a Guarantee Card accepting responsibility and committing to return the instrument in at the end of the year in the same condition it was received, or to reimburse the district for any damage to the instrument requiring repairs and or replacement of the instrument.

Middle/High School-Larger instruments are provided, one for school instruction and one for home practice. Smaller instruments such as flute, clarinet, etc., not provided, but available based on need.

Inventory-Elementary is currently centralized, Secondary is building by building kept current by the instrumental teachers in those buildings. This makes it difficult when trying to keep track of instruments, knowing exactly how many of each we have, what is currently not being used, etc.

Estimate 1/3 of the district music instrument inventory needs replacement-The previous 2004 Bond did not adequately provide Skyline or subsequent programs such as STEAM with adequate numbers of instruments. We also do not have enough instruments due to increased enrollment district wide. At the High School level, Boosters have been filling that gap and purchasing instruments in some cases. We also do not have enough music stands district wide and choral risers are in need of replacement due to safety concerns.

Musical Instruments & Equipment Recommendations

DECISION ANALYSIS FOR MUSICAL INSTRUMENTS/EQUIPMENT

Decide the most appropriate process for purchasing instruments

Objectives	Weight	Teacher Choice	Centralized	Teacher Choice with Systemic Oversight
Available funds \$3mil (M)				
Centralized Inventory	10	N	Y	Y
Quality	7	x	N	Y
5 th grade-every school appropriate number of instruments/equipment	9	x	x	Y
Size of building and number of instruments/equipment	9	x	x	Y
Equity/Access/Special Needs	5	x	x	Y
Routine Maintenance Budget	8	x	x	Y
Repair Budget (Catch Up)	6	x	x	Y
Adequate Supplies Budget-strings, etc.	4	x	x	Y

It was clear the most appropriate process for purchasing instruments was a combination of Teacher Choice/Input with Systemic Oversight by the Fine Arts Coordinator

Musical Instruments & Equipment Recommendations

BAC INSTRUMENTS/EQUIPMENT RISK ANALYSIS

Potential Problems	Likely Causes	Preventive Actions	Contingent Actions
Centralize Inventory not in place	Funding Timeframe	Fund out of bond	Proceed anyway with current system
Perceived inequity (staff)	Past Practice	-Communicate Equity vs. Equal -Clear and consistent communication -Teacher Advisory meet prior to 6/13 -Remind teacher choice involved in last phase	Last phase includes total teacher choice for instruments they would like to add to their inventory (specialized instruments, etc.)
Blow through the money	Unknowns Bid prices	Stepwise and check throughout Go slow to go fast	Go slowly Bid then reassess
Teachers will rate exorbitant amount of 3's and 4's to get more instruments	Fear of running out of money and not getting enough	Rubric used to rate instruments Reminder that the less money spent on replacement of 3's and 4's more money left for total teacher choice	Go slowly Bid then reassess
Specific Individual Teacher Requests	Past Practice	Oversight of Fine Arts Coordinator Brands/vendors selected as options to choose from with in the amount of money allotted	Go slowly Bid then reassess