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.

FREQUENTLY ASKED QUESTIONS

GOAL: TEACHING & LEARNING

Continue the Tradition of Academic Excellence

KEY THEMES

- 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

☐ Upgrade all classrooms to update lighting, thermal, acoustical and air quality environments with more user/teacher control
☐ Create STEAM/Makerspaces in all schools
☐ Improve support spaces, amenities, and equipment for music and the arts
☐ Continue flexible furniture purchases for art, music, science and other learning spaces
☐ Address current and projected student enrollment by providing additional space in schools, particularly elementary schools at or near capacity
☐ Improve and create spaces for one-on-one and small group activities including: project-based learning, counseling, tutoring, speech therapy, nurses and others
☐ Provide spaces, equipment and furnishing for music and the arts, including improved performance spaces
☐ Provide spaces that are customized to meet the identified social, emotional and physical needs of students
☐ Provide additional storage for student personal items
☐ Create updated Career & Technical Education (CTE) environments, including life management studios at all high schools
☐ Upgrade classrooms and office space at Freeman Environmental Education Center to ensure accessibility for all AAPS students

GOAL: SAFETY, HEALTH & WELL-BEING

Focus on Development of the Whole Child

KEY THEMES

- 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

☐ Create secure school entrances that provide for access control and secure entry
☐ Install monitoring devices on all exterior doors
☐ Update and modernize security camera systems, adding cameras as needed
☐ Improve school grounds to provide separation of pedestrian, bicycle, car and bus traffic
☐ Continue updating water systems and air distribution systems for maximum air and water quality
☐ Replace or improve fire protection/sprinkler systems in all schools
☐ Designate and/or construct gender neutral restrooms
☐ Expand and renovate elementary and middle school kitchens to allow healthy "scratch" cooking and more variety
☐ Provide improved lighting, updated equipment for enhanced line flow, and other improvements for dining environments (multi-purpose rooms and cafeterias)
☐ Support construction and maintenance of school gardens that include a dedicated water source and outdoor shaded classrooms
☐ Provide space for emergency food programs
☐ Replace or improve elementary "black top" spaces and basketball hoops
☐ Continue improvement of sports fields including baseball, softball, soccer and others
☐ Continue improvement of playgrounds; including age appropriate equipment, ADA/universal design equipment, and spaces for unstructured, creative play

FREQUENTLY ASKED QUESTIONS

GOAL

Sustainable & Environmentally Responsible
INFRASTRUCTURE
Create Resilient Schools for Climate Change

KEY THEMES

- 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

☐ Renovate all classrooms with modern systems that provide human-centric lighting, thermal, and acoustic environments with user/teacher control
☐ Design building systems for disaster resilience and passive survivability including provisions for backup power
☐ Install solar energy systems
☐ Utilize more efficient electric heating and cooling systems including geothermal/ground-source heat pumps and variable refrigerant flow
☐ Install dimmable LED lighting
☐ Upgrade bus fleet with more fuel-efficient vehicles as new technology advancements allow
☐ Create spaces in schools for the collection of recyclables and compost materials and exterior collection points for service providers
☐ Create bio-diverse ecologies on school grounds that support local ecosystems and manage storm water
☐ Specify durable long life-cycle materials, equipment and finishes with low to no toxicity
☐ Install water management systems, gardens, and other grounds projects at the Freeman Environmental Education Center

GOAL

Efficient and Effective
SUPPORT SYSTEMS & SERVICES
Continue Technology and Transportation Replacement & Renewal

KEY THEMES

- 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

☐ Continue regularly scheduled laptop replacement program
☐ Add new state-of-the-art classroom devices / equipment to support curriculum goals
☐ Renovate media centers to support digital learning and collaboration
☐ Continue bus fleet replacement schedule to reduce repair costs and promote bus fleet safety
☐ 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.

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.

8) How are the final designed approved?

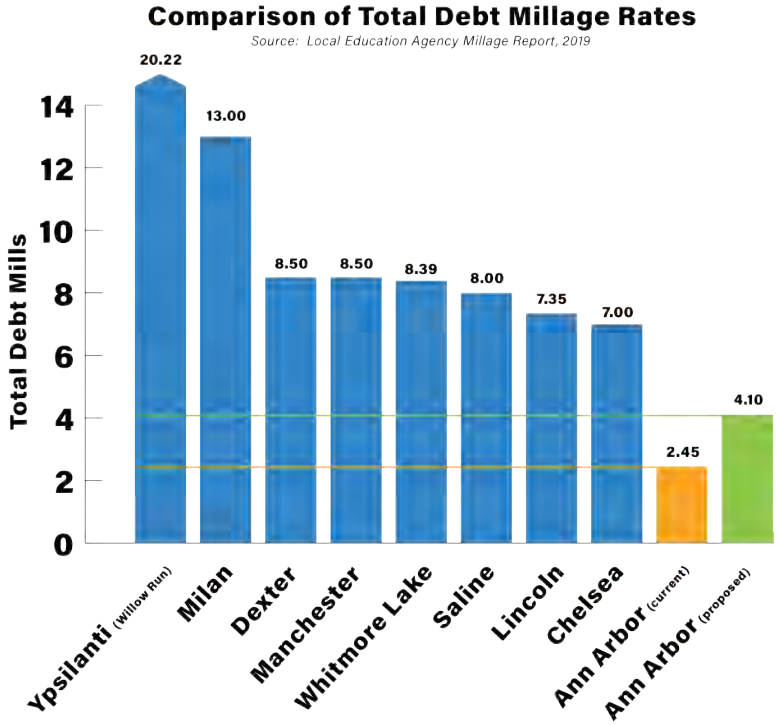
As is district policy, the final designs and implementation plans are presented to the Board of Education for approval.

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?

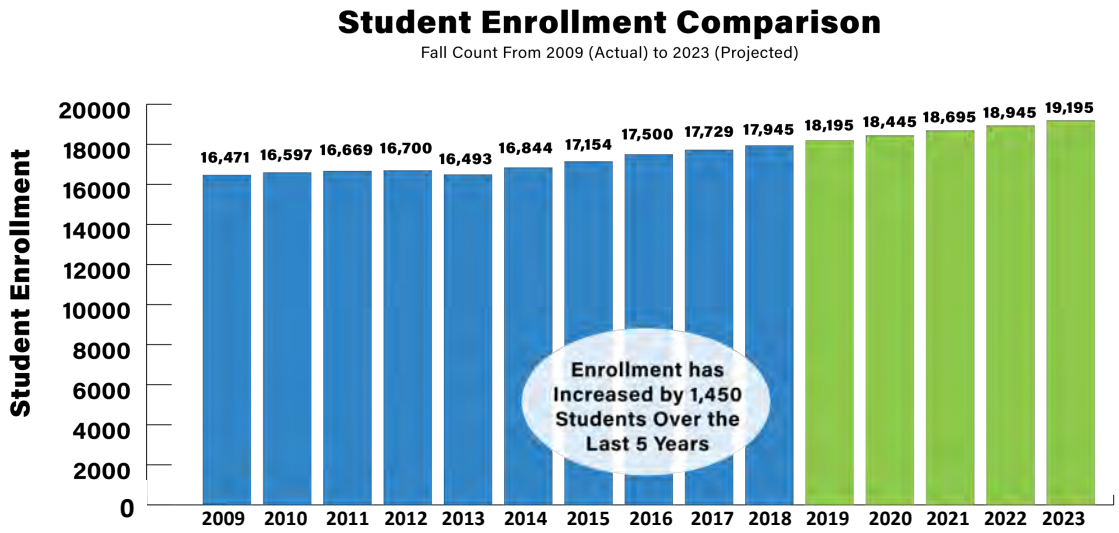
Voters in neighboring districts approved bond programs to invest in their aging buildings. Surrounding districts such as Dexter, Saline and Whitmore Lake have all launched voter-supported financing for facility upgrades in recent years. The following chart includes our neighboring districts' current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



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?

FREQUENTLY ASKED QUESTIONS

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

GOAL — TEACHING & LEARNING

Continue the Tradition of Academic Excellence

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

- 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

GOAL — Sustainable & Environmentally Responsible INFRASTRUCTURE

Create Resilient Schools for Climate Change

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.

- 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

Focus on Development of the Whole Child

Ensure safe and secure schools as centers of the community

- 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

GOAL — Efficient and Effective SUPPORT SYSTEMS & SERVICES

Continue Technology and Transportation Replacement &

Provide the appropriate technology for students to develop the skills and attributes they each need to meet their own goals

- 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
Community High School	1922
Angell Elementary	1923
Burns Park Elementary	1925
Ann Arbor Open	1923
Slauson Middle School	1937
Ann Arbor STEAM	1939
Pittsfield Elementary	1944
Pathways to Success	1949
Eberwhite Elementary	1950
Tappan Middle School	1950
Mitchell Elementary	1951
Freeman Elementary	1952
Carpenter Elementary	1953
Haisley Elementary	1954
Pioneer High School	1956
Dicken Elementary	1957
Pattengill Elementary	1957
Wines Elementary	1960
Forsythe Middle School	1960
Allen Elementary	1961
Lakewood Elementary	1961
Abbot Elementary	1962
Lawton Elementary	1963
Thurston Elementary	1963
Scarlett Middle School	1968
King Elementary	1969
Huron High School	1969
Balas Admin Building	1971
Clague Middle School	1972
Bryant Elementary	1973
Logan Elementary	1977
Transportation	1982
Preschool & Family Ctr	1990
Skyline High School	2008
Average Year Built	**1956**
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 x 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 return[1].

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

The Michigan homestead property tax credit[1] 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	$ 23,404,000
TOTAL	$ 58,151,000

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 other than in-person 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.)