

Information Packet

For Public Distribution

**For the
January 20, 2010
Board of Education Meeting**



Ann Arbor Public Schools

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Ann Arbor, MI 48104
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Todd Roberts, Ed.D.

Superintendent of Schools
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MEMORANDUM

To: Board of Education Trustees
From: Todd Roberts *TR*
Date: January 15, 2010
Subject: Information Update

I want to bring to your attention that there is an Executive Session for Personnel and Negotiations scheduled for Wednesday evening at 5:30 prior to the regular Board meeting.

Budget Development Update

At Wednesday's meeting we will go through the presentation that we have been giving at the Community Budget meetings so that people who have not had a chance to attend a meeting will be able to watch on TV if they can. It will also give trustees a chance to ask any questions you may have. A copy of the presentation is included in the Information Packet (Tab 1)

First Briefing Items

Parking Project Management Recommendation

On the agenda for first briefing is the recommendation to award the management of the UM Parking Project to Great Lakes Environmental/Michigan Event Parking. This firm was the low bidder and managed the parking project each of the past two seasons. A memo from Robert Allen regarding this recommendation is included in the Blue Book. This item was briefed by the Planning Committee earlier this week.

If you have any questions let me know.

Huron Business Education Computer lab Upgrade

On the agenda for first briefing is the recommendation to replace 27 computers in the Huron business lab. This is the oldest CTE lab in the district and at this point is substandard to operate all of the necessary software adequately. Funding for the computer replacement is coming from the Career and Technical Education Perkins Grant. A memo Joyce Hunter regarding this recommendation is included in the Blue Book. This item was briefed by the Planning Committee earlier this week.

If you have any questions let me know.

Co-Naming of the Pioneer Track

On the agenda for first briefing is the recommendation to co-name the Pioneer track after Don Sleeman. As you recall last spring, the Board approved naming the track after Brian Westfield and at the time was aware that a recommendation would likely be forthcoming to co-name the track after Don Sleeman. The recommendation regarding Coach Sleeman has met the criteria outlined in Board Policy and been briefed by the Planning Committee. A memo from Liz Margolis regarding this recommendation is included in the Blue Book.

If you have any questions let me know.

Naming the Tappan Gym after Rob Lillie

On the agenda for first briefing is the recommendation to name the Tappan gym after long-time Tappan gym teacher, athletic coordinator and coach Rob Lillie. Mr Lillie retired last year from Tappan after working in AAPS for 40 years, 39 of which were at Tappan. The recommendation meets the criteria outlined in Board Policy. A memo from Liz Margolis regarding this recommendation is included in the Blue Book.

If you have any questions let me know.

Awarding Academic Credit in Career and technical Education Classes

Included in the Information Packet (Tab 2) is a memo from Joyce Hunter and the proposal to offer accounting as an option for students to take as the fourth math credit required for graduation under the Michigan Merit Curriculum. The state provided guidelines for districts to allow CTE classes to be aligned in order to meet requirements for graduation. Joyce and CTE staff have been working to identify and align the curriculum in certain CTE courses to allow them to count for graduation credit. The department is also working on aligning curriculum in other classes that will count for English credit.

If you have any questions let me know.

Transportation and Maintenance/Custodial RFP's

Included in the Information Packet in (Tab 3) for your information are copies of the RFP's for Transportation and Maintenance and Custodial Services that went out last week. Copies have also been provided to the leadership of each of these employee groups and are on our website.

If you have any questions let me know.

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January 20, 2010

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AAPS Budget Reduction Planning 2009/2010 & 2010/2011



ANN ARBOR PUBLIC SCHOOLS

Tonight's Agenda

- | | | |
|------|---|------------|
| I. | Welcome and Introduction | 5 minutes |
| II. | Presentation of Funding and Budget; 2009/10 and 2010/2011 Budget Modification Options | 40 minutes |
| III. | Table Discussion and Report Out | 60 minutes |
| IV. | Individual Survey | 15 minutes |

The Goals for Tonight's Meeting

- Budget Information
- Discuss 2009/2010 & 2010/2011 budget reduction options
 - Proposed options for 2009/2010 school year
 - Options for addressing projected deficit for 2010/2011 school year
 - And beyond...
- Feedback regarding possible options
- Gather new ideas, options and questions

AAPS Budget

Funding Reduction

- Unprecedented loss of funding
- Funding will be reduced to 2001/02 level

Funding Reduction

- 2009/10
 - \$165 per pupil reduction in Foundation Allowance
 - \$233 per pupil cut in 20j
 - Total = \$398 per pupil; \$6.5million
- 2010/2011
 - Expect an additional \$200 - \$300 per pupil reduction; \$4.9 million
 - Need to address approx \$6 million structural deficit
 - Approximate deficit to be addressed 2009/10 - 2010/11 = \$19 million

Budget Scenarios

| Budget Scenarios | 2009/2010 1 st Qtr (current) Stable Funding | 2009/2010 Nov. 16 Cuts Add'l \$233 (\$398) p.pupil | 2010/2011 Add'l \$200 (\$598) p. pupil | 2010/2011 Add'l \$300 (\$698 p. pupil) |
|---|---|---|--|--|
| Student Count | 16,489 | 16,489 | 16,489 | 16,489 |
| TOTAL Revenue | \$188.9 | \$185.1 | \$181.8 | \$180.2 |
| Base Educational Expense | \$193.0 | \$193.0 | \$193.9 | \$193.9 |
| Step, FICA, Retirement Adj. | \$1.4 | \$1.4 | \$2.8 | \$2.8 |
| Fringe Increase - Inflation | \$1.6 | \$1.6 | \$2.2 | \$2.2 |
| Early Retirement Inc Pay-out/Contract Settlements | \$0.6 | \$0.6 | \$0.4 | \$0.4 |
| Budget Reduction Plan | (2.7) | (2.7) | | |
| TOTAL Operating Expenses | \$193.9 | \$193.9 | \$199.3 | \$199.3 |
| Deficit | (\$5.0) | (\$8.8) | (\$17.5) | (\$19.1) |
| Fund Equity - Beginning Balance | \$27.0 | \$27.0 | \$18.2 | \$18.2 |
| Fund Equity – Ending Balance | \$22.0 | \$18.2 | \$ 0.7 | (\$0.9) |

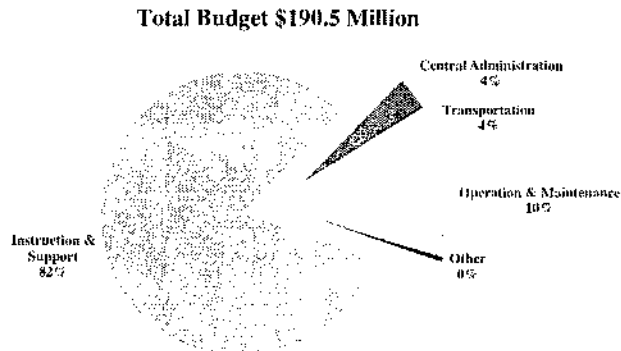
Specific Fund Use

- General Fund – Used for general operating expenditures of the school district such as salaries and benefits, utilities, supplies, equipment etc...,
- Grant Funds- Restricted by the grantor, i.e Title I, IDEA , Career & Tech ed., etc.,)
- Bond Funds- Restricted by the voters to fund capital projects such as building construction, technology, bus purchases, etc...
- Debt Service- Restricted by law to fund debt service for bonds.
- Sinking Fund- Restricted by state law to fund capital projects including land acquisition and remodeling and repairing of current facilities by contracted sources.
- Special Revenue Funds- Restricted for specific purposes such as Food Service and Rec & Ed.

Total Revenue for the District as a Whole For Fiscal Year End June 30, 2009

| | | |
|------------------------------|----------------|-----------------------|
| COMBINED GENERAL FUND | | \$ 197,347,524 |
| General Fund | \$ 181,226,394 | |
| Grants Program | \$ 14,234,624 | |
| Capital Needs | \$ 1,886,506 | |
| BOND FUNDS | | \$ 806,389 |
| 2004 Bonds | \$ 35,100 | |
| 2006 Bonds | \$ 400,316 | |
| 2008 Bonds | \$ 369,528 | |
| Prior Year Bonds | \$ 1,445 | |
| OTHER FUNDS | | \$ 36,491,129 |
| Special Revenue | \$ 10,548,447 | |
| Debt Service | \$ 17,996,779 | |
| Sinking Fund | \$ 7,945,903 | |
| TOTAL REVENUE | | \$ 234,645,042 |

Expenditures as Percentage of Total Budget FY 2008/09



What's Included?

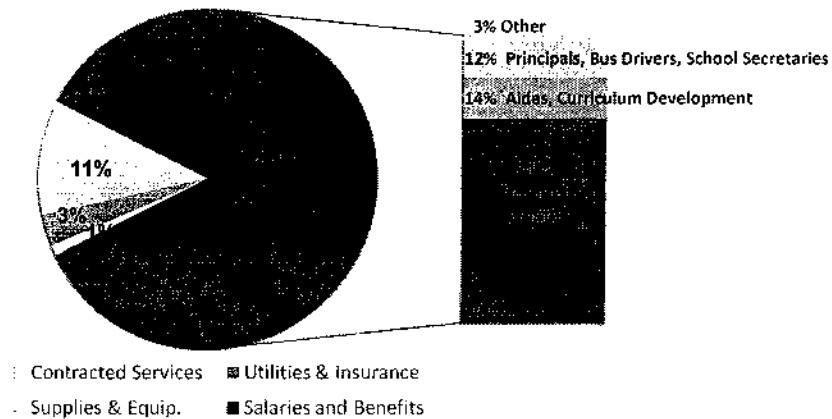
Instruction & Support

- Teachers
- Teacher Assistants
- Technical Assistants
- Coordinators
- Building Administration
- Building Secretaries

Administration & Support

- Central Administration
- Directors/Supervisors
- Administrative Support (Executive Secretaries)
- Custodial/Maintenance
- Transportation

The Driving Cost in our District is People



Analysis of Operating Costs

| | | |
|-------------------------------------|----------------------|----------------|
| • Basic & Added Instructional Needs | \$110,365,357 | 57.92% |
| • Adult Education | 128,293 | 0.07 |
| • Student Support Services | 43,466,894 | 22.81 |
| • Executive Administration | 1,723,384 | 0.90 |
| • Central Administration | 3,778,797 | 1.98 |
| • Operations & Maintenance | 18,877,113 | 9.91 |
| • Business Services | 1,858,426 | 0.98 |
| • Transportation | 7,186,333 | 3.77 |
| • Community Services | 563,548 | 0.30 |
| • Outgoing Transfers | 2,580,826 | 1.35 |
| Total | \$190,528,971 | 100.00% |

Budget Development

- Addressing 2009/10
- Planning for 2010/11
- Strategic Planning Process in Spring for Planning 2011/12 and Beyond

Guiding Principles for Addressing Budget Deficit

- Mission, Beliefs Parameters, Strategies in the District Strategic Plan
- Focus on student achievement and academic excellence
- Maintaining a variety of educational programs and learning opportunities for students

Mission

The mission of the Ann Arbor Public Schools, a world-class system of innovative teaching and learning, is to ensure each student realizes his or her aspirations while advancing the common good through a community dynamic distinguished by:

- **Personalized learning that is curiosity driven, student directed, teacher inspired**
- **Challenging and provocative curriculum**
- **Individualized and group creative expression**
- **The nurturing of the human spirit**
- **Culturally congruent instruction**
- **Forging alliances with families and communities**

Guiding Principles for Addressing Budget Deficit

- Look at how provide services and programs differently at a high quality while reducing costs
- Focus on new revenue options as well as cost savings

Considerations for Developing Budget

- New Revenue Options
 - Identify Capacity for Schools of Choice Enrollment
 - Ann Arbor Public Schools Educational Foundation
www.aapsef.org
- Salary and Benefit Reductions
- Administrative Functions
 - Reductions in central administration
 - Reductions in school administration

Considerations for Developing the Budget

- Non-Instructional Areas
 - Maintaining service levels and providing the service differently
 - Changing service levels
 - Combination of the first two
 - Consolidation with other districts
- Instruction and Student Programs
 - Impact on student achievement
 - Number of students impacted
 - Equity
 - Opportunity to provide instruction/learning differently

2009/2010 Proposed Reductions

| <u>Item</u> | <u>Cost</u> |
|---|-------------|
| Limit conference attendance unless funded through grants and approved | \$100,000 |
| Limit all overtime | \$600,000 |
| 6 FTE vacancies not filled | \$400,000 |
| Reduce discretionary fund budget | \$700,000 |
| Limit textbook replacements | \$200,000 |
| Reduce administrative costs | \$100,000 |
| High school noon hour staff reduced | \$50,000 |
| Reduce substitute teacher costs | \$50,000 |
| Reduce summer school costs | \$100,000 |
| Reschedule low enrolled 2nd semester classes | \$80,000 |
| Change to November elections | \$90,000 |
| Reduce athletic transportation | \$50,000 |
| Reduce Heating and cooling costs | \$70,000 |
| Total | \$2,590,000 |

2010/2011 Budget Planning

| Item | Area | Est. FTE | Est. Reduction | Impact |
|--------------------------------|-------|----------|--------------------|---|
| INSTRUCTIONAL | | | | |
| Reduce Textbook Budget | K-12 | | \$200,000 | Reduce textbook purchases (29%) |
| Reduce Summer School Costs | K-12 | | \$100,000 | Reduce transportation costs, reduce some services (21%) |
| Reduce Substitute Teacher Co | K-12 | | \$200,000 | Reduce some professional development that requires substitutes (10%) |
| Restructure Elem. Specials | Elem. | 8 | \$640,000 | Staffing efficiencies; reduction and restructuring of media and technology program |
| Restructure ESL | K-12 | 4 | \$320,000 | Alignment of staff to caseloads and restructuring of the delivery model |
| Redesign Alternative Programs | HS | | \$400,000 | Redesign alternative programs at Clemente and Stone based on current student needs, graduation requirements and post-secondary goals |
| Restructure MS Planning Center | MS | 5 | \$360,000 | Need to have alternative options for addressing in-school discipline issues |
| Offer more classes on-line | HS | 5 | \$400,000 | More on-line courses offered for students at the high school level which provides greater flexibility for students and greater efficiency in staffing |
| K-12 Staffing Efficiency | K-12 | 12 | \$960,000 | Reduce need for teachers to travel, staff some targeted classes at a higher student to teacher ratio |
| Subtotal | | | \$3,580,000 | |

| | | | | |
|--------------------------------------|-----------|--|--------------------|--|
| NON-INSTRUCTIONAL | | | | |
| Reduce Overtime Costs | | | \$700,000 | Overtime costs for activities on the weekend and other non-school times must be funded by the activity (10%) |
| Eliminate HS Noon Hour Supervisors | HS | | \$50,000 | Cafeteria supervision assumed by administrative staff and community assistants |
| Reduce Transportation Costs | Dist-wide | | \$1,500,000 | Consolidation county-wide; Potential reduction in services: eliminate shuttle buses from Pioneer and Huron to Community; eliminate noon hour kindergarten transportation; expand walkzones at high school level and consolidate bus stops; eliminate 1 tier of bussing with middle and high school students riding on same buses |
| Reduce Custodial & Maintenance Costs | Dist-wide | | \$2,500,000 | Potential modification of service delivery, salary and health care cost reductions and/or privatization of these services (23%) |
| Energy Cost Savings | Dist-wide | | \$400,000 | Implement an energy education and monitoring program (6.2%) |
| Reduce Athletic Costs | HS; MS | | \$500,000 | Pay for participation at HS (\$150) per year, MS (\$50) per year, need based scholarships; eliminate weekend transportation for events in Washtenaw County; Reduce MS Administrative Costs; Reduce the number of Freshman games by 2; rental and facility savings |
| Subtotal | | | \$5,650,000 | |

| INSTRUCTIONAL & NON-INSTRUCTIONAL | | | | |
|---|----------------|---|---------------------|---|
| Limit District Funded Conference Attendance | Dist-wide | | \$150,000 | Less opportunity to attend conferences that require overnight stay or travel expenses unless funded by grants. Requires getting information from different sources. (70%) |
| Reduce Discretionary Budgets | | | \$900,000 | Reduced funds for supplies and materials... (10%) |
| Salary & Benefit Costs Savings | Dist-wide | | \$5,000,000 | Reduces health care and salary costs by approximately 4% |
| Reduce Administrative Staffing | Cent Admin; HS | 7 | \$600,000 | Reduction of 5 positions in central administration and 2 HS class principal positions (9%) |
| Reduce Clerical Staffing | Cent Admin; HS | 8 | \$320,000 | Reduce 6 clerical staff in central administration and two building clerical staff at the HS level. (7%) |
| Subtotal | | | \$6,970,000 | |
| Total | | | \$16,200,000 | |

| New Revenue | | | | |
|---|---------|-----|---------------------|--|
| Targeted Schools of Choice | Elem;MS | 150 | \$1,050,000 | Open 100 spaces for students from outside the district at schools where there is space available at K-1 and 6th grade. Open 50 spaces for Stone and Clemente |
| Options Magnet Enrollment Increase | HS | 20 | \$180,000 | Increase enrollment in this program of in-district students currently not attending AAPS. |
| Total | | | \$1,230,000 | |
| Total Cost Savings & New Revenue | | | \$17,430,000 | |

For More Information on School Funding

Save Our Students, Schools and State

www.sosmichigan.org

Michigan Parents for Schools

www.mipfs.org

How to Contact Your Legislator

| | | |
|---|--|---|
| Jennifer Granholm Governor | State Capitol P.O. Box 30013 Lansing, MI 48909 | (517) 373-3400 (517) 335-7858 (517) 335-6863 - Fax |
| Andy Dillon Speaker of the House | P.O. Box 30014 Lansing, MI 48909 | (517) 373-0857 (888) 737-3455 andydillon@house.mi.gov |
| Mike Bishop Senate Majority Leader | P.O. Box 30036 Lansing, MI 48909 | (517) 373-2417 SenMBishop@senate.michigan.gov |
| Liz Brater Senator | P.O. Box 30036 Lansing, MI 48909 | (517) 373-2406 SenLBrater@senate.michigan.gov |
| Pam Byrnes State Representative | P.O. Box 30014 Lansing, MI 48909 | (517) 373-0828 (800) 645-1581 pambyrnes@house.mi.gov |
| Rebekah Warren State Representative | P.O. Box 30014 Lansing, MI 48909 | (517) 373-2577 rebekahwarren@house.mi.gov |

Table Discussions



Ann Arbor Public Schools

2555 S. State Street
Ann Arbor, MI 48104

Joyce M. Hunter
Administrator For Middle/High Schools &
Career and Technical Education

Phone (734) 994-2315
Fax (734) 994-2955

MEMORANDUM

TO: Dr. Todd Roberts, Superintendent

FROM: Joyce M. Hunter *Joyce M. Hunter*

DATE: January 12, 2010

SUBJECT: Awarding Academic Credit in Career and Technical Education (CTE)

As you know, the Michigan Department of Education asked that the District develop a process for assigning credits in CTE. We formed a work team last year that consists of academic teachers, counselors, advisory committee members, and District Administrators.

The Committee reviewed a proposal on 1/11/10 from the Business Education Department to award fourth year math credit for students that take accounting; the Committee unanimously supported the awarding of math credit for accounting. A copy of the proposal is attached for your review.

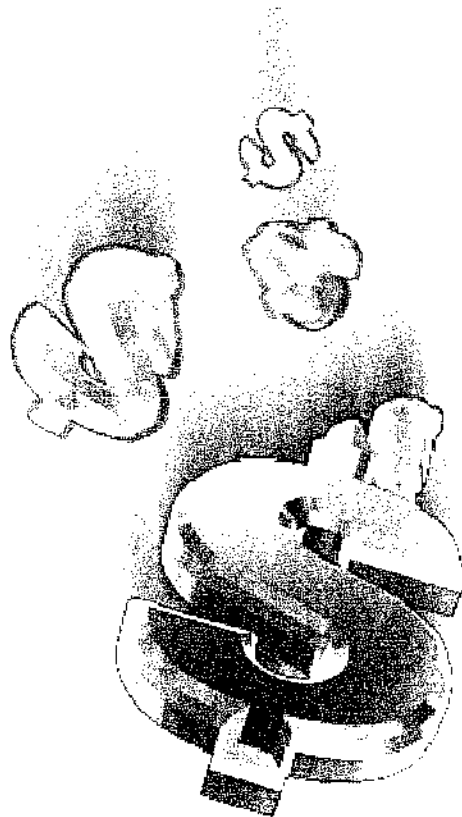
We need to add the recommended courses for English, VPAA and math to the Student Services Guide. The Student Services Guide is currently being reviewed and edited.

If you need additional information, please let me know.

Pioneer High School

Business Department

Accounting for 4th Year Math Credit Proposal



Pioneer High School

Business Department Accounting for 4th Year Math Credit

Table of Contents

- 1. Michigan Merit Curriculum: Math**
- 2. Computerized Accounting I/II: Curriculum**
- 3. Computer Work**
- 4. Real-Life Applications**
- 5. Articulation**

Oh, that explains it



Michigan Merit Curriculum High School Graduation Requirements



Updated November 2007



COURSE/CREDIT CONTENT EXPECTATIONS

Since the passage of the new state high school graduation requirements commonly referred to as the Michigan Merit Curriculum, the Michigan Department of Education has worked with hundreds of educators and representatives from professional organizations and higher education to develop documents and materials that outline what students should know and be able to do in required courses/credits during their high school experience.

Two main sets of documents called *High School Content Expectations (HSCE)* and specific *Course/Credit Content Expectations* and Guidelines provide educators with the tools needed to align their curriculum and instruction and provide parents with meaningful information to gauge student progress. These expectations also serve as the basis to determine student proficiency, grant high school credit, and develop various questions for the Michigan Merit Exam.

The Michigan Merit requirements are based on what research shows will provide students with the educational foundation to be successful as they move beyond high school into college and the workplace.

MATHEMATICS

What the Michigan Merit Curriculum Law Says

380.1278a(a)(i) The board of a school district or board of directors of a public school academy shall not award a high school diploma to a pupil unless the pupil has successfully completed at least 4 credits in mathematics that are aligned with subject area content expectations developed by the Michigan Department of Education and approved by the State Board of Education before graduating from high school.

Students must complete at least Algebra I, Geometry, and Algebra II, or an integrated sequence of this course content that consists of 3 credits, and an additional mathematics credit, such as Trigonometry, Statistics, Pre-calculus, Calculus, Applied Math, Accounting, Business Math, or a retake of Algebra II. Each pupil must successfully complete at least 1 mathematics course during his or her final year of high school enrollment.

Sec. 1278b(5)(f) The mathematics credit requirements may be modified as part of a personal curriculum only after the pupil has successfully completed at least 2-1/2 credits including Algebra I, Geometry and 1 semester of Algebra II or the same content as 1 semester of Algebra II and only if the pupil successfully completes at least 3-1/2 total credits of the mathematics credits required under that section before completing high school including 1 mathematics course during his or her final year of high school. Under a personal curriculum, a student may elect to complete the same content as Algebra II over two years, with a credit awarded for each of those two years.

Background Information

The Mathematics High School Content Expectations (HSCE) are organized in 4 strands, 14 standards, and 157 expectations which students are expected to meet by the end of high school and represent 3 mathematics credits. There is no required course sequence. The only requirement is that students be proficient in the required Course/Credit Content Expectations to receive 3 of the 4 required mathematics credits.

If a traditional sequence of instruction is selected, the Algebra I, Geometry, and Algebra II Course/Credit requirements define the expectations for those courses. Course/Credit requirement documents for Pre-calculus and Statistics define the expectations for earning additional optional credits in these areas. The overarching goal for the HSCE is for students to exhibit the "habits of mind" that will result in the Components of Mathematical Proficiency listed in the Successful Post-Secondary Engagement chart on page four of the HSCE document available on the Michigan Department of Education's high school web site at

www.michigan.gov/highschool. These dispositions are developed throughout the four years of high school mathematics instruction by building, refining, applying, and extending the knowledge, skills, and strategies incorporated in the 14 standards and 157 expectations. Updated 9/07

What Research Says

Studies show students taking four years of challenging math including Algebra I, Geometry, Algebra II, and one additional higher-level course are more likely to succeed in college and the workplace. Eighty-four percent of individuals who currently hold highly paid professional jobs have taken Algebra II or higher as their last high school math course. In Michigan, nearly half of all high school graduates did not take four years of challenging math including Algebra II.

Questions & Answers

1. Q: If students take Algebra I over two years, can they earn credit for both years?

A: The law implies all graduation requirements other than Algebra II, regardless of the length of time a student spends in a classroom, should count as 1 credit. The law does allow students taking Algebra II over two years through an approved Personal Curriculum to receive 1 credit per year for a total of 2 credits. The first of these 2 credits, however, may not be recorded as Algebra II since the student has not yet completed all the content expectations. The first credit must be recorded with some other Math title (e.g. Algebra II Prep, Pre-Algebra, etc.).

A district, however, may allow high school students taking Algebra I for example, to take a support course, during the same high school year and earn their 4th mathematics or math-related credit.

It is also possible for a district to offer Algebra I over two years. In this case, however, Algebra I credit cannot be awarded until the student successfully completes the second year and demonstrates proficiency. Updated 9/07.

2. Q: Will it still be possible for our high school students to take Pre-Algebra for high school credit?

A: Yes, if the credit is taught in high school and the district determines Pre-Algebra, Algebra Concepts or other courses meet their 4th mathematics or math-related credit requirement, the district may decide to grant students credit. However, students who have not mastered the 8th grade mathematics content expectations and are beginning their high school careers with Pre-Algebra may have difficulty in meeting the requirements for Algebra I, Geometry, and Algebra II in four years without some additional mathematics support. Updated 9/07

3. Q: If a student has a personal curriculum, modifying Algebra II and only completes .5 credits, is he or she allowed to graduate with 3 ½ credits of Mathematics, rather than 4 credits?

A: No. A student must successfully complete a total of 4 math credits including math in their final year. Updated 11/07

4. Q: If a student has taken Algebra I, Geometry, Algebra II, and Pre-calculus prior to senior year, is the student still required to take Math in the senior year?

A: Yes. The requirement is that a student must successfully complete a mathematics or math-related course in the final year of high school. This requirement could be met by taking either a mathematics course or a math-related course. It is at the discretion of the local district to determine what credits would count as "math-related." Updated 9/07

5. Q: Does the required 4th credit in math have to be in math beyond Algebra II (for example, Pre-calculus or Trigonometry)?

A: No. The law requires a 4th mathematics credit, but provides local districts with the flexibility to determine what counts for the 4th mathematics credit. The credit does, however, need to be a high school level course. The credit could be in a basic or an applied math area, such as Business Math, Accounting, Consumer Math, Applied Math, General Math, Pre-algebra, etc., or from Career and Technical Education or Work Study program or other high school level math program.

The 4th mathematics credit is not necessarily synonymous with the senior year math credit. For example, students could take a pre-algebra II class as a junior that would count as the 4th credit and then take Algebra II as a senior. An integrated sequence of mathematics could incorporate the required HSCE in each of the 4 years plus enough additional mathematics content to warrant the awarding of 4 credits. Updated 9/07

6. Q: If a student has to take a math-related class in the final year, doesn't that preclude participation in relevant senior year experiences like a practicum, independent study, or cooperative employment?

A: No. A practicum, independent study, or cooperative employment experience can be structured to include math-related elements and fulfill the requirement for a 4th credit in mathematics aligned with the HSCE as determined by the district.

MATHEMATICS ADDITIONS 9/07

7. Q: Can a student earn two high school credits for math while in middle school, e.g., Algebra I in 7th grade and Geometry in 8th grade?

A: Yes. There is no limit to the number of state required high school graduation credits a student can earn prior to high school if the following criteria are met:

- The middle school class must cover the same content expectations as the high school class.
- Proficiency must be assessed using the same assessment(s) (e.g. exam) used at the high school.
- The level of proficiency expected in order to "pass" (e.g. 80%) must be the same as at the high school.

8. Q: Can a college math course count as the 4th required math credit?

A: Yes, if the district determines the college math course meets district requirements for the 4th Michigan Merit Curriculum math credit it should be counted, as well as placed on the student's transcript.

9. Q: Does the 4th math or math-related credit need to be aligned to the High School Mathematics Content Expectations?

A: That depends. For students not requiring a personal curriculum or requiring a personal curriculum after completing ½ year of Algebra II, the 4th math or math related credit does not need to be aligned.

For students with disabilities requiring a personal curriculum, all math credit must be aligned with the HSCE or K-8 Mathematics Grade Level Content Expectations to ensure students are proficient in as many mathematic expectations as possible.

10. Q: Can a district require students to take a math or math-related credit each year he or she is in high school?

A: Yes. Most students who begin to take the four state math credit requirements in high school will be taking a math or math-related credit each year. However, for students who begin earning high school level math credits in middle school or test out of one or more requirements, a district may establish credit requirements above and beyond the state graduation requirements. This could include a requirement to enroll in Math courses all four year, regardless of the number of high school Math credits earned prior to high school.

11. Q: If students in a district on a trimester schedule have completed 1 credit each of Algebra I, Algebra II, and Geometry, along with ½ credit of Statistics, for 3-1/2 total math credits by the spring of their junior year, does a ½ credit in a personal accounting class meet the math requirement in a student's senior year?

A: Yes. All students need 4 credits of math including a math or math related course in the senior year. Given students will have 3 ½ credits of math by their senior year and if your district has determined the personal accounting course will meet the math or math-related credit requirement, then the ½ credit in a student's senior year will meet the requirement.

12. Q: If a student earns 4 credits of math by the end of their junior year, and is enrolled in a Physics class during their senior year for science credit, can the Physics course also be counted as a "senior math experience" if he or she does not receive a math credit?

A: That depends. If a student has already satisfied the 3 credit graduation requirements in science, then yes. However, if a student is taking physics as part of the 3 credit requirement, it cannot be counted as both a science and math or math-related credit.

13. Q: Can a program like the Michigan State University C.H.A.M.P. (Cooperative Highly Accelerated Mathematics Program), which allows students to complete the traditional four year high school mathematics program in two years, meet the requirements and count for credit under the Michigan Merit Curriculum?

A: Yes, if the district granting credit determines the courses meet the course content expectations and students are able to demonstrate proficiency with these expectations. The Michigan Merit Curriculum outlines the minimum all students should know. It is not intended to limit those students who are capable of going beyond the required HSCE but instead encourages flexibility with addressing the needs of all students, including students capable of acceleration. Students still need to earn a math or math-related credit in their final year of high school.

14. Q: What options are available for students who are struggling in Algebra II?

A: It is up to each district to assess student needs and determine appropriate options to support students who are struggling in mathematics. Many districts choose to offer support classes such as Algebra Concepts, Pre-Algebra, tutoring and/or a resource lab, or other supports. In addition, a student may request a Personal Curriculum that would allow him or her to take Algebra II over two years for 1 credit each year.

The Michigan Merit Curriculum is part of a systemic education reform. With the advent of the K-8 Grade Level Content Expectations, which clearly outline what students need to know and be able to do at the end of each grade, and with MEAP testing of students in mathematics beginning in 3rd grade, schools should identify struggling students and provide support long before they reach high school. In addition, while the MMC and the mathematics High School Content Expectations define the content all students should know to be successful with their post-secondary endeavors, it does not define how this content should be taught. Schools can (and should) differentiate their instruction to meet the needs of all their students, including those at both ends of the learning spectrum.

15. Q: If a student takes the following sequence of courses, has he or she met all the Michigan Merit graduation requirements?

- 9th grade - Algebra I**
- 10th grade - Geometry**
- 11th grade - Algebra II ("first" half of the HSCE)**
- 12th grade - Algebra II ("second" half of the HSCE)**

A: No, unless a student or parent initiated and received approval for a Personal Curriculum requesting Algebra II be taken over two years for 2 credits.

16. Q: Who is working on instructional strategies for all students to learn Algebra II?

A: Michigan Mathematics Leadership Association (MMLA), with support from the Michigan Department of Education, is working with individuals in the field to create a clarification document for the Content Expectations. This document will provide clarifications and support strategies for all students.

Also, many local and intermediate districts and the Michigan Council for Teachers of Mathematics (MCTM) are working on the creation of instructional materials. The Michigan Educator Resources on the Michigan Electronic Library and Net Trekker on Michigan Learnport are excellent resources that are available free of charge to Michigan educators. Visit www.mi.gov/highschool for links to these and other resources.

17. Q: Can a district simply say no to kids earning high school graduation credit for classes passed prior to high school? If a student successfully completes Algebra I in the 8th grade, can I just check off the Algebra I box on his list of requirements, but not give him or her an actual credit?

A: No. The new law REQUIRES high school graduation credit must be awarded for classes taken before high school which meet the following conditions:

- The class must cover the same content as the high school class, in other words, high school level material. School districts have one year following state approval of each Michigan Merit Curriculum Course/Credit Expectations to align courses and assessments. Therefore, during the 2006-2007 school year, districts may use their current high school curriculum to assign credit. By the 2007-2008 school year, all expectations and assessments should be aligned with the exception of social studies expectations which must be aligned one year following final approval.
- Proficiency must be assessed using the same assessment(s) (e.g. end-of-course exam or combination of assessments) used at the high school.
- The level of proficiency expected in order to "pass" (e.g. 80%) must be the same as at the high school.

18. Q: Our school district has traditionally awarded high school credit to students who successfully completed Algebra I in the 8th grade. Although we have been working this year to align Algebra I and other classes with the new high school content expectations, we have not completed that task. May we award high school credit to this year's 8th graders successfully completing Algebra I, even though our high school and middle school Algebra I programs are not yet fully aligned with the content expectations.

A: Yes, you may do so for this year only, 2006-07. The law requires that a high school have in place all the opportunities necessary for a 9th grader entering in the fall of 2007 to earn the graduation requirements. This essentially has given schools the current 2006-2007 school year to align with the content expectations the programs/courses/classes that are available to freshmen next fall. You may, therefore, award high school credit for 8th grade Algebra this year based on the benchmarks and standards that your district has in place currently for Algebra I.

This would NOT apply to a district that, up to now, has not been awarding high school credit for Algebra I in 8th grade and now wishes to take advantage of doing so this year under the old benchmarks. In order for this permission to apply, the district must have had a history of awarding such credit.

Computerized Accounting I/II Curriculum

| Concepts | Math Calculations |
|----------------------------|---|
| Accounting Equation | Assets = Liabilities + Owner's Equity |
| Transactions | Debit/Credit |
| Journalizing | |
| Posting to ledger accounts | |
| Net Income/Net Loss | Net Income/Net Loss |
| Financial Statements | Income statement, balance sheet, Statement of changes in OE, post closing trial balance |
| Ratio Analysis | Ratio Analysis |
| Return on Sales | Return on Sales |
| Liquidity Ratios | Liquidity Ratios |
| Banking Procedures | Prove cash, reconciling the bank statement |
| Payroll Accounting | Gross earnings, commission, OT, W-4's, state & local taxes, payroll register, net pay, gross pay state federal & FICA taxes, Social Security tax, Medicare tax, unemployment |
| Merchandise | Retailer, wholesaler, inventory, sales, sales slip, charge customers, credit cards, sales tax, sales return, cash, cash discount, sales discount, purchase requisition, purchase order, cost of merchandise, accounts payable |
| Special/Sales Journal | Cash receipts journal, subsidiary ledger, footing, totaling, proving, ruling journals, general ledger |
| Purchases Journal | Cash payments journal, on account, payroll service charge, bank fees, prove cash |
| Adjustments | Beginning inventory, ending inventory, physical inventory, supplies, insurance, federal corporate income tax, journalizing adjustments |
| Corporation | Capital stock, stockholder equity, retained earnings, net sales, sales discounts, sales returns & allowances, net purchases, cost of merchandise sold, working capital |
| Closing Entries | Net loss, net profit, closing ledger accounts, income summary, retained earnings, journalizing adjusting entries |
| Capital Stock | Common stock, preferred stock, dividends stockholders equity, dividends payable |

| Concepts | Math Calculations |
|----------------------------|---|
| Cash Funds | Sales, sales tax payable, petty cash, voucher, requisition |
| Equipment | Calculate depreciation, plants assets, disposal value, accumulated depreciation, adjusting entries |
| Inventory | Merchandise inventory, FIFO, LIFO, market value |
| Notes Payable & Receivable | Interest, maturity value, face value |
| Partnership Equity | Profit/losses, income statement, balance sheet, statement of changes in partner's equity, partnership liquidation |
| | |

Computerized Accounting I/II

Computer Work

- Spreadsheets (Microsoft Excel)
- Glencoe Accounting Software
- QuickBooks

Computerized Accounting I/II

Real-Life Applications

- **Canyon.com Mini Practice Set**
- **Fast Track Tutoring Service Mini Practice Set**
- **Adventure Travels Simulation**
- **Green Thumb Plant Service Mini Practice Set**
- **In-Touch Electronics Mini Practice Set**
- **Kite Loft Inc. Mini Practice Set**
- **Fine Finishes Mini Practice Set**

Computerized Accounting I/II

Articulation

- **Students are eligible for articulating this course with Washtenaw Community College (1 year of accounting).**

**Washtenaw Community College
&
Washtenaw Intermediate School District
Ann Arbor Public Schools
2009-2010 School Year**

Secondary/Post Secondary Articulation Agreement Annual Reauthorization

The instructors convened and agree that the current articulation agreements for the courses and programs contained in this document meet agreed upon conditions and the outcomes have been updated. The articulation agreements for all programs contained in this document will be reauthorized for students for the 2009-10 school year. Participating teachers at the secondary level will provide the appropriate student performance record for each student which certifies areas and levels of task achievement. This record will serve as proof of competency for the recommended credit.

Eligible students will be informed of the opportunity to earn college credit.

Contained in this document are:

- List of specific parties in the 2+2 program alignment and articulation
- The secondary and post-secondary state approved CIP code
- The effective dates of implementation (start date), expiration (ending), and discard dates (students are no longer able to access credit)
- The secondary program fulfills the corresponding course at the post-secondary program
- Specific courses that are the foundation of the aligned Tech Prep program articulation agreement. Include academic as well as technical course requirements
- Specific timeline to apply for the credit, or to take a competency test to qualify for the credit
- Specific requirements from the post-secondary institution that a student must meet before articulated credits are granted

This agreement remains effective for two additional years after expiration date to permit student access to agreed upon credits. Please see effective dates.

Curriculum information contained in this document is subject to change at any time. Please consult with college advisor or college website for more current and up-to-date information.

**Secondary – Post-secondary
Curriculum Aligned Course List**

| Ann Arbor Public Schools | | | Washtenaw Community College | | |
|---|-------------------------------------|----------|--|---|----------|
| Course Number | Title | CIP Code | Course Number | Title | CIP Code |
| Accounting | | | Accounting | | |
| | | 52.0800 | | | 52.0302 |
| 06121 | Computer Accounting 2 | | ACC 100 | Fundamentals of Accounting I (3cr) | |
| 06120 | Computer Accounting 1 | | ACC 131 | Computer Applications in Accounting (3cr) | |
| Automotive Technologies | | | Automotive Technologies | | |
| | | 47.0604 | | | 47.0604 |
| 11203/4 | Automotive Services Technology I/II | | ASV 151 | Automotive Service I (4cr) | |
| 11203/4 | Automotive Services Technology I/II | | ASV 252 | Automatic Transmissions (2cr) | |
| 11204 | Automotive Services Technology I | | ASV 256 | Electrical and Electronic Systems (4cr) | |
| 11204 | Automotive Services Technology I | | ASV 257 | Heating and Air Conditioning Systems (2cr) | |
| Students may articulate up to 8 credits. | | | | | |
| Entrepreneurship | | | | | |
| 06342 | Marketing Education | | BMG 101 | The Business of Your Career (3cr) | |
| * Students, if otherwise eligible, may dual enroll in BMG 102 – Student Enterprise Zone after completing the Marketing Education course in high school. | | | | | |
| Marketing | | | Marketing | | |
| | | 52.1999 | | | 52.0000 |
| 06342 | Marketing Education | | BMG 140 | Introduction to Business (3cr) | |
| 06342 | Marketing Education | | CUL 151 | Food Service Marketing (3cr) | |
| 06343 | Marketing Cooperative – C.O.E. | | CUL 174 | CUL Co-op Education I (1-3cr) | |
| Business Office Systems | | | Business Office Systems | | |
| | | 52.0299 | | | 52.0402 |
| 06104 | Computer Applications 1 | | BOS 101A | Introduction to Keyboarding (1cr) | |
| 06105 | Computer Applications 2 | | BOS 101B | Intermediate Keyboarding (1cr) | |
| 06105 | Computer Applications 2 | | BOS 101C | Advanced Keyboarding (1cr) | |
| 06340 | Business Applications | | BOS 107* | Office Administration I (4cr) | |
| 06235 | Business Technology | | BOS 157 | Word Processing and Document Formatting I (3cr) | |
| *Students must achieve competencies in filing and retrieving both alphabetically and numerically in order to receive articulated credit for BOS 107 | | | | | |
| Administrative Assistant Technology | | | Administrative Assistant Technology | | |
| | | 52.0299 | | | 52.1203 |
| 06105 | Computer Applications 2 | | CIS 100 | Introduction to Computers and Software Applications (3cr) | |
| 06235 | Business Technology | | CIS 110 | Introduction to Computer Information Systems (3cr) | |
| 06105 | Computer Applications 2 | | CIS 117 | Windows Operating System (2cr) | |
| Residential Construction Technology | | | Residential Construction Technology | | |
| | | 46.0000 | | | 46.0000 |
| 11347 | Home Building I/II | | CON 104 | Residential Construction I (3cr) | |

Secondary / Post-Secondary Program Alignment

Accounting

HIGH SCHOOL COURSE SEQUENCE

| 9 th Grade | 10 th Grade | 11 th Grade | 12 th Grade |
|--|--|---|---|
| English 9 Speech Art or Music or Graphics Biology Algebra Non Western Civilization Law P.E. / Fitness | English 10 Physical or Earth Science Geometry Western Civilization P.E. Elective | Literature Chemistry Algebra 3/4 U.S. History Computer Accounting I | English Elective Physics Math Analysis U.S. Government Computer Accounting II |

WASHTENAW COMMUNITY COLLEGE

Accounting

Associate in Applied Science Degree

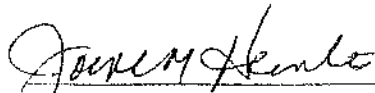
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|--|--|--------------------------|
| General Education Requirements | | (20 - 21 Credits) |
| <u>ENG 111</u> | Composition I | 4 |
| <u>COM 101</u> | Fundamentals of Speaking | 3 |
| <u>MTH 181</u> | Mathematical Analysis I | 4 |
| <u>Nat. Sci.</u> | Elective(s) | 3 - 4 |
| <u>Soc. Sci.</u> | Elective(s) | 3 |
| <u>Arts/Hum.</u> | Elective(s)* | 3 |
| Major/Area Requirements | | (39 Credits) |
| <u>ACC 111</u> | Principles of Accounting I | 3 |
| <u>ACC 122</u> | Principles of Accounting II | 3 |
| <u>ACC 131</u> | Accounting Information Systems | 3 |
| <u>ACC 213</u> | Intermediate Accounting | 3 |
| <u>ACC 225</u> | Managerial Cost Accounting | 3 |
| <u>BMG 111</u> | Business Law I | 3 |
| <u>BMG 140</u> | Introduction to Business | 3 |
| <u>BMG 207</u> | Business Communication | 3 |
| <u>BMG 220</u> | Principles of Finance | 3 |
| <u>BMG 265</u> | Business Statistics | 3 |
| <u>BOS 183</u> | Spreadsheet Software Applications | 3 |
| <u>CIS 110</u> | Introduction to Computer Information Systems | 3 |
| <u>TAX 101</u> | Income Taxes for Individuals | 3 |
| Required Support Courses | | (6 Credits) |
| <u>ECO 211</u> | Principles of Economics I | 3 |
| <u>ECO 222</u> | Principles of Economics II | 3 |
| Minimum Credits Required for the Program: | | 65 - 66 Credits |

Participating Instructors

| Program | Instructors |
|-------------------------------------|---|
| Accounting | Marcie Allgeyer, Pioneer High School Esther Martin, Pioneer High School Deborah Kimball, Pioneer High School Diane Stocker-Bendersky, Huron High School Mark Johnston, Washtenaw Community College |
| Automotive Services | Jim Calder, Huron High School John Borovsky, Pioneer High School Russ Ferguson, Washtenaw Community College |
| Business Office Systems | Marcie Allgeyer, Pioneer High School Esther Martin, Pioneer High School Christine Garrett, Huron High School Diane Stocker-Bendersky, Huron High School Deborah Kimball, Pioneer High School Lynn Allison, Washtenaw Community College |
| Computer Information Systems | Deb Kimball, Pioneer High School Diane Stocker-Bendersky, Huron High School Clem Hasselbach, Washtenaw Community College |
| Entrepreneurship | Kara Schultz, Pioneer High School Scott Hunter, Huron High School Cheryl Gracie, Washtenaw Community College |
| Residential Construction Technology | John Birko, Pioneer High School Cristy Lindemann, Washtenaw Community College |
| Health Science Technology | Linda Troesch, Huron High School Cathy Malette, Pioneer High School Gloria Velarde, Washtenaw Community College |
| Machine Tool Technology | Simon Ntezinde, Huron High School Tom Penird, Washtenaw Community College |
| Marketing | John Baublitz, Pioneer High School Kara Schultz, Pioneer High School Scott Hunter, Huron High School Kim Hurns, Washtenaw Community College |
| Visual Arts Technology | Ann Hendrick, Huron High School Jennifer Baker, Washtenaw Community College |


Signatures

Ann Arbor Public Schools

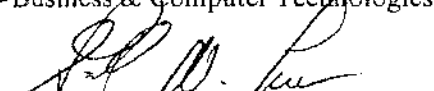

Joyce Hunter, CTE Director

10/1/09
Date

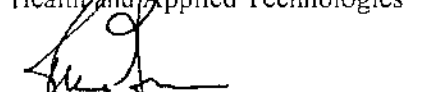
Washtenaw Community College


Rosemary Wilson, Dean
Business & Computer Technologies

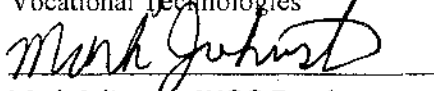
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Granville Lee, Dean
Health and Applied Technologies

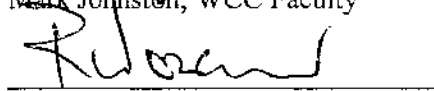
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Bruce Greene, Dean
Vocational Technologies

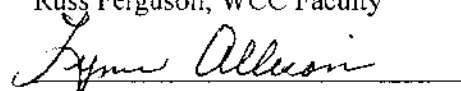
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Mark Johnston, WCC Faculty

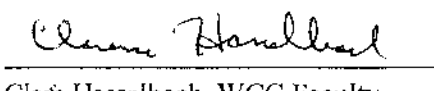
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Russ Ferguson, WCC Faculty

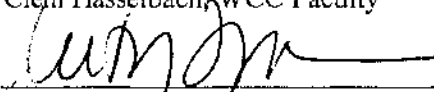
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Lynn Allison, WCC Faculty

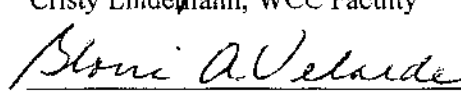
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Clem Hasselbach, WCC Faculty

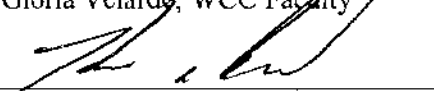
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Cristy Lindemann, WCC Faculty

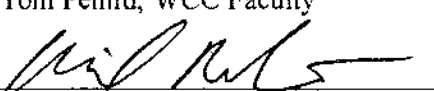
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Gloria Velarde, WCC Faculty

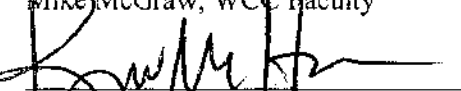
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Tom Penird, WCC Faculty

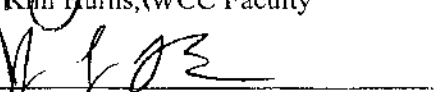
10/2/09
Date


Mike McGraw, WCC Faculty

9-30-09
Date


Kim Hurns, WCC Faculty

9/23
Date


Jennifer Baker, WCC Faculty

9/23/09
Date



REQUEST FOR PROPOSALS
FOR
PUPIL TRANSPORTATION SERVICES
For
Ann Arbor Public Schools

January 8th, 2009

Bid Manager:
Mr. Robert Allen
Deputy Superintendent for Operations
(734) 994-2200
(734) 994-2414 FAX
E-mail: allenr@aaps.k12.mi.us

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VI. APPENDICES – Will be available at Bidders Meeting

- A. District Information
- B. Board Policies and Procedures, Student/Parent Handbook, Transportation Handbook
- C. Financial Information
- D. Routing Information and Field Trip Summary
- E. Personnel Information
- F. Vehicle and Parts Inventories
- G. Contract
- H. Lease
- I. Bidder Response Forms

1. OVERVIEW

1.1 INTENT

Ann Arbor Public Schools is seeking proposals from qualified organizations to provide transportation services for the district. The subsequent Proposal will detail the Contractor's experience and expertise in providing pupil transportation services to districts of similar size and scope and proposed pricing.

The District is seeking the following:

Base Bid: Contractor provides all services as described herein for a term of 3 years covering the school years: 2010-2011, 2011-2012 and 2012-2013 with services beginning July 1, 2010

Bid Alternative 1: Contractor provides all services as described herein PLUS all routing services for a term of 3 years covering the school years: 2010-2011, 2011-2012 and 2012-2013 with services beginning July 1, 2010

Bid Alternative 2: Contractor provides all services as described herein PLUS all routing services and operational maintenance services excluding the current manager for a term of 3 years covering the school years: 2010-2011, 2011-2012 and 2012-2013 with services beginning July 1, 2010

Ann Arbor Public Schools is also seeking ideas for consideration from Proposers as to how the District can realize additional efficiencies in the delivery of transportation services. To that end, Proposers are encouraged to include additional voluntary alternates, as appendices, covering suggestions for consideration.

All Proposers are required at a minimum to submit a base bid.

The final Contract document will be subject to negotiation and the Board will approve execution of a Contract. While the cost aspect of the Contractor Proposal is a significant concern, the Board is equally concerned with the proven ability of the Contractor to satisfactorily perform the Contract so that the services will be provided in accordance with the proposed Contract.

1.2 SUBMISSION DEADLINE AND REQUIREMENTS

The date and time for receipt of Proposals is: February 12th, 2010, 10:00 a.m. EST

1.2.1 Proposal Envelope: A sealed envelope containing your Proposal must be marked in the lower left hand corner as follows:

SEALED PROPOSAL ENCLOSED PUPIL TRANSPORTATION SERVICES ANN ARBOR PUBLIC SCHOOL DISTRICT [Proposer's Name] [Proposer's Address] [Proposer's Telephone Number]

The envelope must also be addressed and delivered as follows:

ANN ARBOR PUBLIC SCHOOL DISTRICT Attention: Mr. Robert Allen, Deputy Superintendent of Operations, Balas Administration Building, 2555 S. State Street, Ann Arbor, Mi. 48104

1.2.2 Late Proposals: Each Proposer is responsible for submission of its Proposal. Proposals or Proposal revisions received after the date and time specified above will not be accepted or considered. The School District is not liable for any delivery or postal delays.

1.2.3 Returned Proposals: All Proposals received after the date and time specified above will be returned to the Proposer unopened.

1.2.4 Signed Original Proposal: Each Proposal must be an original and hard copy signed by an authorized member of the Proposer's firm. This member should be the highest-ranking officer at the local level. NO FAX or E-MAILED Proposals will be accepted. Each Proposal must be submitted on the Proposal Forms attached to this RFP.

1.2.5 Copies of Proposal: The Proposer shall also submit with the signed original of its Proposal six (6) complete copies of the signed original of the Proposal.

1.2.6 Opening of Proposals: At the specified location, date and time stated in Section 1.2, all submitted Proposals shall be publicly opened and dated. Any interested parties may attend. No immediate decision will be rendered.

1.2.7 Mandatory Pre-Proposal Meeting:

There will be a mandatory Pre-Proposal meeting on January 15th, 2010 at 9:30 am, local time. The meeting will be held at the Balas Administration Building, located at 2555 S. State Street, Ann Arbor, Mi.

This meeting is mandatory and all Proposers are required to familiarize themselves with the current operations. Proposers may only visit Ann Arbor Public Schools facilities with permission from the Ann Arbor Public Schools Director of Transportation. Failure to familiarize themselves with Ann Arbor Public Schools facilities will not be a reason to withdraw or change a Proposer's bid.

1.2.8 E-Mail Clarifications: The School District intends to communicate with Proposers via e-mail (e.g., RFP clarifications and addenda). Except for the Proposal itself, references in this RFP to "written" form of communications include e-mail.

1.2.9 Intent to Respond: Each Proposer who intends to submit a Proposal in response to the Request for Proposals ("RFP") shall submit an "Intent to Respond" note via e-mail to Robert Allen on or before the end of the business day on January 20th, 2010. "The Intent to Respond" shall include the name of the Proposer, the name of a contact person and that person's e-mail address.

1.2.10 Additional Requests For Clarification: Prospective Proposers may request that the School District clarify information contained in this RFP. All such requests must be made in writing. The School District will provide a written response to all written requests for clarification within five (5) business days after the receipt of such request.

The School District will not respond to any request for clarifications received after 12 noon on January 29th, 2010. The response to any request for clarification will be provided to all parties that filed an "Intent to Respond" with the School District and attended the Mandatory Pre-Proposal Meeting.

Requests for clarification and inquiries may be made via e-mail, facsimile or electronic mail. All requests for clarification or inquiries must be directed as follows:

Mr. Robert Allen
Deputy Superintendent for Operations
(734) 994-2200
(734) 994-2414 FAX
E-mail: allenr@aaps.k12.mi.us

1.2.11 Restrictions On Communication: From the issue date of the RFP until a Contractor is selected and selection announced, a prospective Proposer shall not communicate about the subject of the RFP or a Proposer's Proposal with the School District, its Board of Education, or any individual member, administrator, faculty, staff, students, or employees, except for site/fleet inspections, or additional Requests for Clarification in accordance with Paragraph 1.2.10 above.

1.2.12 Addenda to the RFP: If it becomes necessary to revise any part of the RFP, notice of the revision will be e-mailed in the form of an addendum to all parties that filed an "Intent To Respond" with the District and attended the Mandatory Pre-Bid Meeting. All addenda shall become a part of the RFP. Each Proposer must in its Proposal, to avoid any miscommunication, acknowledge all addenda which it has received, but the failure of a Proposer to receive, or acknowledge receipt of any addendum shall not relieve the Proposer of the responsibility for complying with the terms thereof.

1.2.13 RFP/Proposal Information Controlling: The School District intends that all Proposers shall have equal access to information relative to the RFP, and that the RFP contains adequate information. No information communicated, either verbally or in writing, to or from a Proposer shall be effective unless confirmed by written communication contained in this RFP, an addendum to this RFP, a Request For Clarification or other written response thereto, or in the Proposal.

1.2.14 Bid Bond/Good Faith Deposit: Each Proposal must be accompanied by a bid bond or certified check in an amount of 10% of the first year's total cost of the Contract, as a guarantee of Proposer's good faith on the part of the Proposer. If a bid bond is posted by a Proposer, it shall be from a surety licensed to do business in the State of Michigan and the attorney-in-fact who executes the bid bond on behalf of the Proposer shall attach a certified, current copy of its power of attorney. In the event a

certified check is submitted, it shall be made payable to "Ann Arbor Public School District." The School District shall not be liable for any interest earned thereon. The good faith deposit shall be forfeited as liquidated damages, and not a penalty, if the Proposer withdraws its Proposal after the due date for submission of Proposals or, upon acceptance of its Proposal by the School District, Proposer fails to execute the form of Contract and provide insurance and bonds acceptable to the School District, substantially evidencing and incorporating this RFP and its Proposal, within fifteen (15) days of an award of a Contract to the Proposer. Good faith deposits shall be returned to all Proposers within a reasonable time after the award of a Contract and execution of a Contract by the successful Contractor.

1.2.15 Finality of Decision: Any decision made by School District, including the Contractor selection, shall be final. Acceptance of a bid, or short-listing a vendor, does not constitute a contract. No contract will be assigned without the express written consent of the Ann Arbor School Board but in no case shall such written consent relieve the Proposer from their obligation or change the terms of the contract.

1.2.16 Reservation of Rights: The School District reserves the right, in its sole discretion (for this provision and all other provisions contained in this RFP), to accept or reject, in whole or in part, any or all Proposals with or without cause. The School District further reserves the right to waive any irregularity or informality in the RFP process or any Proposal, and the right to award the Contract to other than the Proposer(s) submitting the best financial Proposal (low bidder). The School District reserves the right to request additional information from any or all Proposers. The School District reserves the right to negotiate with the Proposers concerning their Proposals.

1.2.17 Release of Claims: Each Proposer by submitting its Proposal releases the School District from any and all claims arising out of, and related to, the RFP process and selection of a Contractor.

1.2.18 Proposer Bears Proposal Costs: A recipient of this RFP is responsible for any and all costs incurred by it or others acting on its behalf in preparing or submitting a Proposal, or otherwise responding to this RFP, or any negotiations incidental to its Proposal or this RFP.

1.2.19 Irrevocability of Proposals: All Proposals submitted shall not be withdrawn and shall be irrevocable for a minimum period of ninety (90) calendar days following the date and time for receipt of Proposals set forth above. All bids are deemed final, conclusive and irrevocable and no bid shall be subject to correction or amendment for any error or miscalculation on the part of the Proposer.

1.2.20 Collusive Bidding: The Proposer certifies that their Proposal is made without any previous understanding, agreement or connection with any person, firm or corporation making a Proposal for the same project and is in all respects fair, without outside control, collusion, fraud or otherwise illegal action.

1.2.21 Bidder Understanding of RFP Specifications: Proposers must satisfy themselves, upon examination of this RFP and its specifications, any addenda and other

communication from AAPS, as to the intent of the RFP's specifications. After submission of a proposal, no complaint or claim that there was any misunderstanding in regards to the RFP is possible.

1.3 SCHOOL DISTRICT PROFILE AND OVERVIEW

This RFP contemplates and is intended to procure Pupil Transportation Services under the form of contract with Ann Arbor Public School District (the "School District"). The School District is located in the City of Ann Arbor and in the County of Washtenaw. Please refer to the accompanying information and attachments for demographic profiles of the School District and requisite operational information relative to the School District's current Transportation Services along with contract and bus lease templates.

*PLEASE SEE APPENDICES FOR DETAILED INFORMATION FROM THE SCHOOL DISTRICT EVIDENCING THEIR CURRENT PUPIL TRANSPORTATION SERVICES ATTACHED HERETO.

OVERVIEW OF THE Ann Arbor PUBLIC SCHOOLS (AAPS):

AAPS serves the City of Ann Arbor and parts of eight surrounding townships covering 125 square miles.

AAPS has:

- 20 elementary schools,
- 1 K-8 open school, 5 middle schools,
- 3 comprehensive high schools
- 3 alternative high schools,
- 1 preschool
- 1 adult education program

The Ann Arbor Public Schools is the 8th largest school district among 555 districts in Michigan.

All data below is a good faith representation but actual numbers may vary slightly.

| | |
|--|---------------|
| Students | 16,500 |
| Students Transported Daily | 7000 |
| Projected increase/decrease in future enrollment | Stable |
| Operating Budgets (2009-10) | |
| District | \$192,000,000 |
| Transportation including Special Ed. And Contracted Services | \$8,495,000 |
| Vehicular Assets – Buses | 131 |
| Support Vehicles | 28 |
| Routing Software | VersaTrans |
| GPS System | None |
| Video Surveillance System | None |
| Maintenance System | RTA |
| Mileage Data (2008/09 data) | |
| Total Miles | 1,885,980 |

| | |
|---|---------|
| General Education Miles | 508,567 |
| Special Education Miles | 92,609 |
| 7 th Hour Program (HS) Miles | 54,895 |
| Shuttle Miles | 59,823 |
| Pre-School Miles | 79,916 |
| Midday KG Run Miles | 73,103 |
| Extra-Curricular/Field Trip Miles | 261,846 |
| Number of Route Drivers | 134 |
| Substitute Drivers | 17 |
| Number of Bus Aides | 29 |

Please note that many of the non-general education runs are integrated into the AAPS 3-tiered routing system.

| | |
|--|-------------|
| Number of Tiers | 3 |
| Total Daily Routes | 112 |
| Special Education (both integrated and independent routes) | 29 |
| 7 th Hour Routes (HS) | 20 |
| Shuttles | 37 |
| Pre-School | 18 |
| Mid-Day Kindergarten and PPI, Vocational and Late Run Routes | 36 |
| Extra-Curricular Trips (2008-09) | 1356 |
| Transportation for Non-public school students | 57 Students |

1.4 OBJECTIVE OF RFP

The objective of this RFP is to offer experienced professional transportation management companies the opportunity to present a thoroughly detailed Proposal of their expertise and qualifications to the School District. The Proposal will detail the Proposer's experience and expertise in assisting school districts of similar size and scope as the Ann Arbor School District.

This RFP requires that all Proposers present their qualifications and experience in pupil transportation management (please see Proposal Requirements and Proposal Format).

The School District will select the Proposal, if any, that it deems most qualified to serve the best interests of the Ann Arbor School District, in its sole discretion.

1.5 PURPOSE

The purpose of this RFP is to establish a contractual relationship with an experienced and qualified pupil transportation management company to provide transportation operational services (excluding fleet maintenance and routing) to the School District in the most efficient and cost-effective manner possible while, at the same time, maintaining the highest level of safety and reliability. The School District may select one experienced and qualified pupil transportation management company to proceed with the negotiation process from those submitting Proposals.

The process will include the review and evaluation of methods and procedures used to provide transportation of students within the scope of this RFP. Past experience will also

be judged by the references of each Proposer. Staffing and experience with implementing and operating computerized routing software shall be included in the Proposer's qualifications.

A major portion of the negotiations will include the financial terms of the Contract. Proposers should be prepared to make a presentation to a committee of the School District, not to be more than one hour in length (time for questions and answers will be addressed within that one hour time period).

1.6 TERM OF CONTRACT

The term of the Contract shall be for 3 Years beginning July 1, 2010, with the School District having the option to renew the Contract, in its sole and absolute discretion, on a yearly basis, for up to two (2) additional years.

1.7 SELECTION TIMELINE

The School District's anticipated timeline for its selection process is:

| | |
|--|--|
| Issuance of this RFP | January 8 th , 2010 |
| Advertisement dates | Week of January 4 th and Weekend of January 9 th |
| Mandatory Pre-Proposal Conference | 9:30 AM, January 15 th , 2010 Balas Administration Building, 2555 S. State Street, Ann Arbor, Mi. |
| Deadline for written Intent to Respond | January 20 th , 2010 |
| Deadline for written Requests for Clarifications | January 29 th , 2010 |
| Deadline for Proposals | 10:00 a.m. local time, February 12 th , 2010 |
| Proposer interviews and presentations to AAPS | Week of February 22 th , 2010 |
| Presentation to the AAPS Board of Education | March 10 th , 2010 |
| Contract Approval by the AAPS Board of Education | April 7 th , 2010 |
| Implementation of Contract | July 1 st , 2010 |

PLEASE NOTE: The School District reserves the right, in its sole discretion, to change any or all portions of the above-identified selection timeline as it determines to be in its best interest.

1.8 SCOPE OF SERVICES

Throughout the Initial Term, and any Renewal Term(s) which is/are exercised, the Contractor shall provide the following pupil transportation services (collectively the "Transportation Services") as more fully described in Section III of this RFP.

1.9 PROPOSAL REQUIREMENTS

This outlines the information that must be provided by the Proposer and the required format for the Proposal. Any Proposal not providing the required information, or not conforming to the format specified, may be disqualified. Please refer also to Sections 1.1, 1.10, 5.1 and 5.2 of the RFP for additional Proposal requirements.

1.9.1 Proposals must demonstrate an understanding of the scope of work and the ability to accomplish the tasks set forth herein and must include information that will

enable the School District to determine the Proposer's overall qualifications. Each Proposal shall also include any other information that the Proposer feels is significant with respect to the School District making an informed decision relative to the Proposal.

1.9.2 Potential contractors must have at least 5 years of experience providing school transportation services of similar size and scope. References demonstrating this experience are required.

1.9.3 Proposer will provide an overview of its corporate history and its history of doing business in Michigan by listing all existing and previous Michigan School Bus Transportation Contracts. Previous Michigan experience is not an absolute requirement.

1.9.4 Proposer will provide an organization chart of its operational chain of command with direct line phone numbers from the AAPS manager position to the Corporate Director of Operations.

1.9.5 Any exceptions to the terms and conditions contained in this RFP or any other special considerations or conditions requested or required by the Proposer MUST be specifically enumerated by the Proposer and be submitted as part of its Proposal, together with an explanation as to the reason such terms and conditions cannot be met. Each Proposer shall be required and expected to meet the RFP requirements in their entirety, except to the extent exceptions are expressly noted in its Proposal. All Pricing factors must be clearly indicated in the Proposer's Proposal Forms provided as part of its Proposal.

1.9.6 Each Proposer shall submit its Proposal for a three year term beginning July 1, 2010. Each Proposal shall include a transition plan/implementation schedule. Each Proposal must be submitted on the Proposal Forms attached to this RFP.

1.9.7 Contract and bus lease templates will be provided at the bidders meeting.

1.9.8 The Contract and Lease contains many details relative to the Transportation Services of the School District, the terms and conditions under which the transportation operational services shall be provided by the Contractor, and should be reviewed carefully by each Proposer prior to submitting a Proposal.

1.9.9 Any exceptions to the terms and conditions contained in the Contract or Lease, or any other special considerations or conditions requested or required by the Proposer relative to the Contract or Lease shall be enumerated by the Proposer and be submitted as part of its Proposal, together with an explanation as to the reason such terms and conditions cannot be met or other special conditions or considerations.

1.10 PROPOSAL FORMAT

With this RFP are Required Response Forms contained in Appendix I and will be available in a Microsoft Excel document. Additionally, there are several schedules that Proposers must include with their proposal. Note: Schedules are documents that must

be included, but templates are not contained within the Microsoft Excel document. All forms and schedules must be completed and submitted for your Proposal to be considered.

1.10.1 Proposers must provide information, which will serve as an introduction of your company on business letterhead. This cover letter must indicate Proposer's agreement to be bound with the terms and conditions of this RFP, and the Contract (and Lease if applicable).

1.10.2 Proposers must complete and submit the Bid Summary form and Detailed Pricing forms (Forms I-1, I-2 and I-2A in Appendix I).

1.10.3 Proposers shall submit a completed Bid Signature form (Form I-3 in Appendix I).

1.10.4 Proposers shall confirm receipt of addenda to the RFP (Form I-4 in Appendix I)

1.10.5 Proposers shall complete the Contractor Questionnaire (Form I-5 in Appendix I)

1.10.6 Proposers shall meet all regulatory laws, codes, and requirements of Local, State, and Federal law that apply to Michigan public school districts and transportation services, including, but not limited to, the Michigan Revised School Code (MCL 380.1 et seq.) and the Pupil Transportation Act (MCL 257.1801 et seq.). The Proposer shall agree not to discriminate against any worker or employee or applicant because of race, creed, color or national origin nor otherwise commit any unfair labor practice. (Form I-3 in Appendix I)

1.10.7 Exceptions, including explanations, to the RFP, the Contract or the Lease (Form I-6 in Appendix I).

1.10.8 References – Proposers must provide K-12 Public school references, including contact name, address, phone number, fleet size, and scope of services. (Form I-7 in Appendix I)

1.10.9 Proposers must complete and submit the Familial Disclosure Affidavit (Form I-8 in Appendix I).

1.10.10 Proposers must complete and submit the Non-Collusion Affidavit (Form I-9 in Appendix I)

1.10.11 Proposers must complete and submit the School Safety Legislation document (Form I-10 in Appendix I)

1.10.12 Proposers must provide background and qualifications of the personnel who will be involved with the School District. Describe the chain of command and reporting relationships. Include a proposed organization chart. This organization chart must reference where a School District liaison would be placed. (Reference as Schedule 1)

1.10.13 Proposers must provide detailed evidence that they are currently providing pupil transportation management services for other K-12 school districts. This should include school districts of similar size and scope as the School District. (Reference as Schedule 2)

1.10.14 Describe any other similar public K-12 school districts in which your company has contracted to provide pupil transportation management services. (Reference as Schedule 3)

1.10.15 Proposers must provide detailed evidence of on-site, in district state-of-the-art computerized routing management experience and staffing that includes all facets of pupil transportation management and routing, and boundary planning. (Reference as Schedule 4)

1.10.16 Proposers must show evidence of successfully implementing and maintaining contemporary computer routing software programs. Include a description of qualifications for "in-house" staff dedicated to this critical area. (Reference as Schedule 5)

1.10.17 Proposers must provide evidence of resources available for research and development needed to keep abreast of the changing technologies in pupil transportation management. (Reference as Schedule 6)

1.10.18 Proposers must fully describe, and provide evidence and scope of, their formalized in-service training and educational programs for all employees, including staff, drivers and mechanics. (Reference as Schedule 7)

1.10.19 Technical capability – Proposers must provide evidence of all aspects of their transportation management capabilities. These should include human resources services, computer systems and capabilities, training programs for management and non-management personnel. (Reference as Schedule 8)

1.10.20 Proposers must provide a Bid Bond in the amount equal to 10% of the 1st year total amount of the Contract. (Reference as Schedule 9)

1.10.21 The Proposer shall provide a certificate of insurance from an A M best rating insurance company naming Ann Arbor Public Schools as additional insured for the policies of Auto and General Liability insurance. The certificate(s) of insurance shall be provided annually on or before expiration of the previous policy with insurance coverage as follows:

- General Liability - \$1,000,000 per Occurrence/\$2,000,000 Aggregate - Occurrence Form
- Employment Practice Liability to include 3rd party - \$1,000,000 Occurrence limit/\$3,000,000 Aggregate
- Workers Compensation - Employers Liability Limits \$1,000,000 Each Accident/ \$1,000,000 Disease-Policy Limit/ \$1,000,000 Disease-Each Employee and an Alternate Employer Liability Endorsement.
- Umbrella Liability - Minimum \$5,000,000 Each Occurrence/Aggregate

- Automobile Liability - \$1,000,000 Non-Owned & Hired
- (Reference as Schedule 10)

1.10.22 Proposers shall provide documentation of sufficient financial resources to provide management services for a School District of this size and complexity. (Reference as Schedule 11)

1.10.23 Proposer must describe any other resources to be provided by your company, not listed above, which would result in a safe and efficient pupil transportation system. (Reference as Schedule 12)

1.10.24 List all litigation or regulatory proceedings, for the past five years, within the State of Michigan, or if more than 85% of the Proposer's pupil transportation contracts are performed outside the State of Michigan, the State(s) where 85% or more of the Proposer's pupil transportation contracts are performed. These litigation and regulatory proceedings are to be limited to contract disputes and negligence actions for: (i) school districts in which the Proposer has been a party providing any type of pupil transportation services; (ii) supplies, equipment or services of the type which are the subject of the proposed Contract; (iii) non-compliance of the Proposer's supplies, equipment and services or the Proposer's working conditions and employment practices with the Occupational Safety and Health Act and other applicable state and federal requirements; or (iv) any suits whereby an employee of the Proposer was found to have mistreated pupils in any manner. Therefore, it is contemplated under this RFP that workers' compensation and unemployment proceedings are not to be deemed part of this requirement. (Reference as Schedule 13)

1.10.25 Proposers must include with their Proposal an audited financial report for the three (3) most recent fiscal years. (Reference as Schedule 14)

1.10.26 Proposers must include a schedule indicating the wages and benefits to be offered to the employees of Contractor that are assigned to Ann Arbor Public Schools. (Reference as Schedule 15)

1.10.27 Proposers must provide a detailed action plan to transition from the Ann Arbor Public Schools operated to the contractor operated service beginning July 1, 2010. (Reference as Schedule 16)

1.10.28 Proposers must offer qualified AAPS transportation staff employment on a "right of 1st refusal basis". Background check issues, physical and drug and alcohol testing results shall be the 2 criteria for disqualifying an existing AAPS employee from future employment. The Proposer will also provide a staff continuity plan showing expected turnover rates for staff and how the Contractor will address the need to prevent excessive turnover of staff. The Contractor will also show how it will address absences in the event an employee is not available (Reference as Schedule 17)

1.11 PROOF OF QUALIFICATIONS

The School District will ensure compliance with the above by checking references listed in the Proposals, and conducting on-site visitation as deemed necessary by the School District, as well as other sources.

1.12 HOLD HARMLESS/INDEMNIFICATION

The Proposer shall indemnify and hold harmless the AAPS, or any employee, director, or agent of the AAPS, from and against all claims, damages, losses, and expenses (including attorneys' fees and court costs incurred to defend litigation), decrees or judgments whatsoever arising from any and all injuries, including death or damages to or destruction of property, resulting from the Proposer's acts, or omissions, willful misconduct, or breach of the AAPS's obligations under the agreement.

1.13 EMPLOYEES

It must be understood that this RFP provides for the selection of a professional company to provide pupil transportation management services, including any applicable extracurricular activity and field trip transportation, for all regular education and special education students within the School District. The School District will maintain a liaison to facilitate administration of the Contract and communication between the Contractor and the School District.

Moreover, each Proposer shall understand that the supervisors, bus drivers, bus aides, and clerical and technical support staff of the School District work under an organized labor union agreement.

1.14 COMPANY'S RESPONSIBILITY

All experienced and qualified Proposers are requested to submit a Proposal based on its experience and capabilities. The School District will select the Proposer(s), if any, deemed to serve the best interests of the School District to proceed with the negotiation process. The School District, in its sole discretion, reserves the right to request post-Proposal interviews from all, some or none of the Proposers.

1.15 ORAL INTERVIEW

The School District may require qualified Proposers to participate in an oral interview and negotiation process to discuss their Proposal and to answer any questions the School District may have regarding the RFP and Proposer's Proposal. In that case, the School District will notify the Proposer's contact name as listed in its Proposal. In accordance with the RFP selection timeline, interviews will be scheduled during the week of February 22nd, 2010.

1.16 EVALUATION OF PROPOSALS

Each Proposer submitting a Proposal should understand that the nature of the School District's pupil transportation operation is so complex that each and every facet of the operation may not be detailed in this RFP. The Proposer must document their expertise, experience, and approach based on their understanding of School District's requirements. The mandatory pre-Proposal meeting will give the Proposer an opportunity to ask the necessary questions regarding this RFP and the current pupil transportation operation. The Proposal must be complete, clear and concise. The

following categories, not listed by rank, are the principal criteria by which Proposals will be evaluated:

- Management Capability as shown by detailed evidence of Proposer's expertise, experiences, and references.
- Business Stability checked through various sources as well as the Proposal.
- Routing Management Capability as shown by detailed evidence provided by the Proposer and checked through various other sources.
- Human Resources Management and labor relations track record as determined by references, and by checking other sources.
- Cost as indicated in the Proposal and through the negotiation process.
- Quality Track Record
- Safety Track Record
- Fleet Inspection Success Rates

The School District will evaluate the Proposals, based on the above criteria as well as other methods that include evaluation of references and review of publicly available information.

The School District will select the Proposer that it deems most qualified to serve the interests of the School District to continue to the negotiation process.

2 SCHOOL DISTRICT OPERATIONAL INFORMATION

This information is provided to assist the Proposer in evaluating the School District and submitting a Proposal, and should neither supplant the terms and conditions of the Contract (as described in Section 3.1 below) nor a careful review of the Contract by the Proposer. In addition to the information contained in this document (includes Appendix I: Bid Forms), the following Appendices will be distributed at the bidders meeting:

- A. District Information
- B. Board Policies and Procedures, Student/Parent Handbook, Transportation Handbook
- C. Financial Information
- D. Routing information and Field Trip Summary
- E. Personnel Information
- F. Vehicle and Parts Inventories
- G. Contract Template
- H. Bus Lease

2.1 GENERAL OPERATING INFORMATION

The School District covers approximately 125 square miles and is located in the City of Ann Arbor and Washtenaw County, Michigan. As set forth in Section 1.2 above, the School District provides Daily Transportation Services for approximately 7,000 students to and from school, operating 112 routes over 9000 miles daily in total. Additionally, the School District operates mid-day runs, late runs and shuttles on a daily basis for its general education and special needs students. The School District operates various

special education transportation routes. The School District also currently provides transportation for various extra-curricular/field trips as requested by the individual school buildings of the School District, as well as many transportation routes for the various clubs, groups and athletic teams of the School District. The School District operates its transportation services in accordance with all applicable federal, state and local laws, rules, regulations and ordinances, as well as the School District's Board of Education Policy and Procedures, which policies and procedures are attached as Appendix B.

To conform to the State of Michigan's instructional time requirements, the School District has approximately 175 required student attendance days per year. The School District schedules 3 calamity days per year. During the last school year, the School District used 3 calamity days.

The School District's transportation budget for the 2009-10 school years is \$8,495,000 including Special Education and Contracted Services Costs. Attached as Appendix C are copies of the School District's most recent transportation budgets and the most recent transportation reports filed with State of Michigan agencies (SE 4094; SE 4096; SE 4107).

2.2 ROUTES

2.2.1 General Education Daily Routing: The School District operates a total of 112 daily transportation routes for regular education students and these routes are operated approximately 175 days per year. See Appendix D for detailed routing information.

2.2.2 Special Education Daily Routing: Special Education Routes are operated both independently as well as integrated into route that can include General Education and shuttle services. The School District operates a total of 29 daily transportation routes for special education students. The special education routes are generally operated approximately 175 days per year; however some special education routes are operated longer. Many of the special education routes travel inside the School District's boundaries, the remainder are in Washtenaw County. See Appendix D for detailed routing information.

2.2.3 Mid-Day Kindergarten and PPI Routes, Vocational Routing, Late Runs, and Shuttles: The School District operated 36 mid-day kindergarten routes. The District also operates 20 7th Hour Runs, 18 Pre-School Runs, and 37 Shuttles. Generally, these routes are incorporated into the various buses/routes that operate the normal AM/PM routes.

2.2.4 Full-Year and Summer Routing: In the summer of 2008, AAPS operated 8 academic routes. In 2009, AAPS operated 12 academic routes. The number and type of summer programs will vary from year to year. If the summer routes are within the average distance and time of regular school routes, then the Proposers regular school year route cost per day will apply. If the mileage and time of the summer routes varies significantly from the regular school year route parameters, then a separate proposal for this service will be requested.

2.2.5 Extra-Curricular/Athletic Routes: The School District provides transportation for its various school buildings, clubs, student organizations and athletic teams to and from

various events, field trips and athletic contests throughout the year. During the 2008/2009 school year, the School District operated 1356 field trips for an approximate total of 261,846 miles/year.

2.2.6 Other Routes: The School District operates other, miscellaneous non-daily routes, such as those listed in the detailed routing information. The School District also transports 57 non-public school students daily. These non-public school students are primarily transported as part of the regular daily transportation routes. The School District does also minimally participate in cooperative bus transportation. At this time, one (1) AAPS student is transported by another school district to a special education program within of the District.

2.3 SCHOOL DISTRICT TRANSPORTATION PERSONNEL

The School District employs various management, clerical, bus driver (including bus aides) and maintenance personnel necessary for the provision of its transportation operations. This personnel information is provided for the purposes of detailing the School District's current operations. These are not requirements as to how the Contractor must operate.

2.3.1 Management Personnel: The School District employs one (1) Transportation Manager who proves the overall leadership for the department and district. There is a maintenance manager who oversees the servicing of the fleet, fuel procurement, bus specifications, and vehicle purchasing as well as the parts inventory. There is also a Routing and Dispatch Manager who oversees the design and operation of the district's bus routes. There are 3 supervisors who support the management of the driver team and support the identification and resolution of operational and staffing issues.

2.3.2 Administrative and Technical Personnel: The School District employs one (1) Office Manager who manages the KRONOS timekeeping system, coordinates payroll and supports overall efficiency of the department.

There is 1 dispatcher who is responsible for the operational service level and oversees the daily operation of the transportation service via the driver team. This person covers 8 hours of the 12 hours of coverage typically required. Additional dispatch support is currently provided by the supervisors.

There is a team of 3 routing support staff who deal with the daily requests for routing or service changes, and overall maintenance of the routing system. They also develop the driver schedule.

2.3.3 Bus Personnel: The School District employs 134 drivers overall. There are 112 Bus Drivers that service the Core Routes. The School District also has 17 substitute bus drivers on site daily.

There are 29 bus aides supporting the AAPS transportation service. This number will vary based on the special needs and IEP requirements of the district.

2.3.4 Mechanic Personnel: The School District employs 7 mechanics to service the School District's transportation fleet. These individuals are employed under a labor agreement.

2.4 SCHOOL DISTRICT TRANSPORTATION FLEET

2.4.1 Buses: The School District maintains and operates 131 buses. The School District owns all of the buses. It is the intent of this RFP that the School District will retain ownership of all buses used to provide the Transportation Services. The School District's bus fleet ranges in age from one (1) to ten (10) years. AAPS will provide detailed information on each bus, including: 1) bus number; 2) year bus manufactured; 3) body make and chassis make; 4) vehicle identification number ("VIN"); 5) current mileage; and 6) seating capacity.

2.4.2 Bus Specifications and Equipment: All buses currently used by the School District to provide its transportation services are operated, equipped and maintained in strict compliance with all applicable federal, state and local laws, rules and regulations, including but not limited to the Michigan Pupil Transportation Act, as well as all School District Board of Education and Transportation Department policies, procedures, rules and regulations.

2.4.2.1 Radio Communication Equipment: All buses in the School District's fleet are equipped with two-way radio communication equipment. The successful Proposer may utilize the radio communication equipment currently installed in School District-owned buses, as well as spare equipment and the base station(s) for its on-site management personnel, at no cost.

2.4.2.2 Video Surveillance System: Currently no vehicles operate with any camera system

2.4.3 Other Transportation Vehicles: The School District has 28 various other vehicles used by the School District for its facility maintenance, grounds, and food service operations (the "White Fleet").

2.4.4 Fuel: The School District maintains a two 20,000 gallon single-walled steel diesel fuel storage tank. The tanks were installed in 1980. These tanks meet all Michigan Department of Environmental Quality ("MDEQ") guidelines. Fuel may only be used for the School District's operations.

2.5 TRANSPORTATION FACILITY – For information only as the facility will be managed by the District.

2.5.1 General Facility Information: The School District owns and operates a transportation facility located at 2400 Boardwalk, Ann Arbor, Michigan 48104 (the "Facility"). The Facility includes a 6 bay transportation maintenance garage, a bus wash and a body shop bay, bus parking area, and space for an office and driver's lounge. The School District will allow the successful Proposer to operate within the

Facility for \$1.00 per year in order to provide the transportation operational services contemplated hereunder.

2.5.2 Facility Amenities and Equipment: The Facility contains the following large tools and equipment: 2 air compressor, 3 below ground lifts, 1 smaller lift, engine hoist, transmission jack, , cut-off saw, waste oil tanks, AC 134 reclaim and re-cycle station, a 20 ton hydraulic press. The School District also has \$77,000 and 9200 spare parts of inventory. The Facility office has the following office equipment which would be available to the successful Proposer: facsimile machine, desk top computers, printers and copiers. Contractor will have access to the AAPS phone system and the AAPS LAN/WAN system and be charged the associated costs.

3 CONTRACTUAL OBLIGATIONS

3.1 FORM OF CONTRACT AND LEASE

3.1.1 Form of Contract: This is a Request for Proposals only. Proposals will be treated as offers to enter into the Contract with the School District. The School District and successful Proposer shall memorialize their contractual relationship and obligations using the form of Contract provided at the Bidder's Meeting. The Contract contains many details relative to the transportation operations of the School District, as well as the terms and conditions under which the transportation operational services shall be provided by the successful Proposer. The Contract should be reviewed carefully by each Proposer prior to submitting a Proposal. Any exceptions to the terms and conditions contained in the Contract, or any other special considerations or conditions requested or required by the Proposer relative to this RFP or the Contract shall be enumerated in writing by the Proposer and be submitted as part of its Proposal, together with an explanation as to the reason such terms and conditions cannot be met. Following the selection of the successful Proposer by the School District, the Contract will be finalized by the parties. The final Contract shall be subject to the review and approval by the School District's legal counsel. The below sections contain information relative to selected provisions of the Contract and/or the expectations of the School District relative to the provision of the transportation operational services. This information is provided to assist the Proposer in evaluating the School District and submitting a Proposal, and should neither supplant the terms and conditions of the Contract nor a careful review of the Contract by the Proposer.

3.1.2 Form of Bus Lease: The successful Proposer will lease the School District's buses to carry out the transportation operational services contemplated by this RFP and the Contract; such arrangement shall be memorialized using the form of vehicle lease which will be distributed at the bidders meeting hereto as (the "Lease"). The Lease contains the terms and conditions under which the buses shall be leased, used and maintained by the successful Proposer. The Lease should be reviewed carefully by each Proposer prior to submitting a Proposal. Any exceptions to the terms and conditions contained in the Lease, or any other special considerations or conditions requested or required by the Proposer relative to this RFP or the Lease shall be enumerated by the Proposer and be submitted as part of its Proposal, together with an explanation as to the reason such terms and conditions cannot be met. Following the selection of the successful Proposer by the School District, the Lease will be finalized by

the parties. The final Lease shall be subject to the review and approval by the School District's legal counsel.

The School District will be responsible for all capital outlay costs and structural maintenance associated with the Facility. The district shall be responsible for snow plowing at the Facility. The District will also be responsible for janitorial services at the Facility.

The District will allow the successful Proposer to utilize the fueling station located at the Facility. The cost of maintaining the fuel station and the cost of the fuel will be borne by the School District, except for neglect or misuse by the successful Proposer or its employees or agents. The successful Proposer will be responsible for any environmental contamination.

3.2 CONTRACT CHARACTERISTICS

3.2.1 Contract Start-Up and Term: The Contract shall commence as of July 1, 2010, and the initial term of the Contract shall be for three years. The School District shall have the option, in its sole and absolute discretion, to renew the Contract by up to two (2) additional years on a year-to-year basis, subject to the written approval of the School District's Board of Education.

3.2.2 Performance Bond and Insurance Certificates: Within fourteen (14) days after receiving formal notification that the Contractor was awarded the Contract, the Contractor shall furnish the following to the School District:

3.2.2.1 Performance Bond: A Performance Bond in the full amount of the first year's total cost of the Contract, by a qualified surety naming the School District as an Obligee, to ensure faithful performance of all provisions of the Contract. The Surety Company shall be authorized to do business in the State of Michigan and must be approved by the School District. All sureties providing bonds must be listed in the Department of Treasury's Circular 570, entitled "Companies Holding Certificates of Authority as Acceptable Sureties on Federal Bonds and as Acceptable Reinsuring Companies" with the bond amounts less than or equal to the underwriting limitation indicated in the Circular, and/or must have an A.M. Best rating of A - or better. Bonds shall be duly executed by the Contractor, as principal, and by a surety that is licensed in the State of Michigan. If, at any time, after acceptance of the Contractor's bond, the surety fails to meet the criteria stated in this Paragraph, the Contractor must, as a precondition to continuing any services and receiving further payments, replace the bonds with bonds from a surety that meets the stated criteria. New Performance Bonds must be submitted annually to the School District unless the School District, in writing to the Contractor, opts to waive this requirement. However, in the event that the School District deems the Contractor a limited risk, the School District may, in its sole and uncontrolled discretion, agree to not require the Contractor to provide the Performance Bond required hereunder. In that event, the School District shall receive a credit in each year where such bond is not required in the amount of the cost of said Performance Bond. The Proposer shall indicate in their Proposal the annual credit which the District would be entitled if the District chooses, in its sole discretion, to waive the requirement of a

Performance Bond. The decision to require the Performance Bond rests in the sole discretion of the School District.

3.2.2.2 Insurance Certificates: The Contractor must provide within the 14-day period an Insurance Certificate evidencing all insurance coverage required as specified.

3.2.2.3 Failure to Furnish Bonds and Insurance: If the Contractor refuses or fails to submit the Performance Bond and/or Insurance Certificates within the 14-day period, the School District will consider the Contractor to have abandoned all rights and interests in the Contract award. Consequently, the Bid Bond may be declared forfeited to the School District as liquidated damages, and the services may be awarded to another Contractor who submitted a Proposal in response to this RFP.

3.3 SCOPE OF SERVICES / REQUIREMENTS – Transportation Operational Services
Services: The Contractor shall perform all of the services described below and make any arrangements that may not be described but that are necessary to perform such services.

3.3.1 Daily Transportation Operational Services. The Contractor shall provide safe, efficient and reliable, on-time transportation from home to school and school to home for general education, special needs students or those other persons eligible or authorized for transportation operational service (collectively the "Students") on a daily basis in accordance with the District's defined parameters and the terms and conditions of the Contract. The Contractor shall also provide safe, efficient and reliable, on-time mid-day kindergarten and PPI, vocational, late run transportation and Shuttle Service (as defined below) for Students in accordance with the District's defined parameters and the terms and conditions of this Contract (the transportation to and from school and mid-day kindergarten, PPI and vocational, late runs and Shuttle Service shall collectively be referred to as the "Daily Transportation Services"). The Contractor shall only employ licensed school buses to transport Students.

3.3.2 Other Transportation Operational Services. The Contractor shall provide safe, efficient and reliable, on-time transportation for Students and authorized District personnel to and from those curricular and extra-curricular activities as requested by the District, including, but not limited to, field trips, extra-curricular trips and athletic events, in accordance with the terms and conditions of this Contract (the "Other Transportation Services"). Notwithstanding the foregoing, or anything herein contained to the contrary, the District reserves the right to lease other buses or vehicles from other approved providers to transport Students to and from field trips, athletic events and/or other special events. The Contractor shall only employ licensed school buses to transport Students.

3.3.3 Shuttle Service. Shuttle Service shall include transportation of Students between buildings during school operating hours, as requested by the District.

3.3.4 Bus and Vehicle Maintenance Services: It is the intent that maintenance service will be provided by the district. However, AAPS will entertain a proposal for the Proposer to conduct maintenance on the vehicles by contracting out the mechanics only. The

maintenance schedule and service priorities will be set by the Maintenance Manager who will remain in the employ of AAPS. Bid Alternative 2, provides the template for the Proposer to offer this service.

3.3.4.1 Bus and Vehicle Maintenance. The District shall maintain all District-owned buses serving the District in a good and safe mechanical and operating condition. All such buses shall be maintained in a clean and sanitary condition and shall have good interior and exterior appearance during the entire term of the Contract.

3.3.4.2 The District shall maintain all buses in strict accordance with current AAPS maintenance schedules that complies all State, Federal, and any other local government minimum standards for school buses, including but not limited to, the Pupil Transportation Act, Michigan Public Act 187 of 1990, as amended, MCL 257.1801 et seq. (the "Pupil Transportation Act"), and such additional requirements as set forth herein within the Contract. Mechanically, the buses shall be maintained in a condition approximating that set out by the original manufacturer. The District shall only use "OEM Approved" replacement parts on District-owned buses. The District shall be responsible for all costs and expenses associated with the maintenance of all District-owned buses serving the School District.

3.3.4.4 Additional Vehicle Maintenance. The District shall maintain all other District-owned vehicles (referred to herein as the District's "White Fleet") in a good and safe mechanical and operating condition. Mechanically, the White Fleet shall be maintained in a condition approximating that set out by the original manufacturer(s).

3.3.5 Cost of Maintenance. The District shall be responsible for all costs and expenses associated with the maintenance of all District-owned buses serving the District. All costs for labor and parts required for the maintenance and repair of the White Fleet will be paid for by the District.

3.3.6 Routing. Throughout the Initial Term, and any Renewal Term(s) which is/are exercised, the District shall provide for efficient routing of all general education, special needs or other transportation of the District as more fully set forth in Section 8.1 of the Contract.

3.3.7 Personnel. Throughout the Initial Term, and any Renewal Term(s) which is/are exercised, the Contractor shall select, train, compensate and retain all personnel necessary for the provision of the Transportation Operational Services as more fully set forth herein.

3.3.8 Student Discipline. Throughout the Initial Term, and any Renewal Term(s) which is/are exercised, the Contractor shall cooperate with the District regarding any Student discipline arising out of the Transportation Services, as requested and as mandated by District policies, procedures and guidelines, as those may be amended from time to time by the District's Board of Education. The Contractor shall comply with all applicable Family Educational Rights and Privacy Act ("FERPA").

3.3.9 Communication. Throughout the Initial Term, and any Renewal Term(s) which is/are exercised, the Contractor shall provide effective communication with the District, including, but not limited to, all Contractor personnel, parents, students and the community.

3.4 SCOPE OF SERVICES / REQUIREMENTS – Buses

3.4.1 District-Owned Buses. The Contractor will utilize those District-owned buses currently in service and identified by the District to provide the Transportation Services. Title to District-owned buses shall remain with the District. The Contractor shall use District-owned buses only to provide the Transportation Services, unless otherwise provided for by law. The District shall provide prior to the commencement of the Initial Term, the model, year, body type and odometer reading of each District-owned bus that will be made available for use by the Contractor for the Transportation Services.

3.4.2 Bus Ownership. The District shall purchase new Conventional International 71 passenger buses with DT466 Engine and Allison PTS 2500 Automatic Transmissions at its sole cost and expense at the direction and approval of the Ann Arbor Board of Education.

3.4.3 Bus Specifications and Equipment. All buses used to provide the Transportation Services shall be operated, equipped and maintained in strict compliance with all applicable federal, state and local laws, rules and regulations, including but not limited to the Pupil Transportation Act, as well as all District Board of Education policies, procedures, rules and regulations.

3.4.3.1 Radio Communication System. All District-owned buses shall be equipped with a two-way radio or other communication system. To ensure that the radios are in good operating condition at all times, the District shall maintain all radio communication equipment in good working order. The District shall maintain the entire radio communications system at its sole cost and expense and shall document the existence of a maintenance contract annually. The District may upgrade the radio communication system for the buses if it so desire. All radio communication equipment shall be used exclusively for Transportation Services operated for the District. The Contractor shall instruct all bus drivers and other appropriate personnel regarding the use and operation of the radio communication equipment in accordance with all applicable laws, rules, policies and procedures, including but not limited to those of the Federal Aviation Administration (the "FAA") and the District.

3.4.3.2 Video Surveillance System. AAPS is open to a separate proposal for the installation and operation of a GPS System.

3.4.4 Bus Inspections. All buses shall be inspected by Contractor on a daily basis for defects (mandatory federal and/or state pre-trip inspections) and Contractor shall cause to be remedied any defects before using said buses. All buses shall be inspected annually by the Michigan Department of State Police (the "MSP") and the Contractor shall submit, in writing, the inspection results of all District-owned buses serving the District within 48 hours of the completion of the MSP inspections. District shall verify to

the Contractor in writing prior to the commencement of the Initial Term of this Contract that all buses used for the provision of the Transportation Services have been inspected by the MSP and have passed that inspection. Neither the District nor the Contractor shall operate nor permit to be operated any bus which has not been inspected by the MSP or has failed inspection.

3.4.5 Spare Buses. The District will provide and the contractor shall keep and maintain, in strict accordance with all applicable laws and this Contract, a quantity of spare buses equal to an amount collaboratively deemed to be necessary to perform the Transportation Services in accordance with the terms and conditions of the Contract.

3.4.6 Age of Buses. Buses used for the provision of the Transportation Services shall not exceed the age of 10 years, unless a different standard is approved by the District. The District shall purchase new buses; title to said new buses will remain with the District, during the Initial Term or any Renewal Term(s) in order to maintain these replacement standards. Notwithstanding the foregoing, spare buses may exceed the maximum age requirements set forth above, provided all federal, state, District and Contractor safety, operational and mechanical requirements are met.

3.4.7 Removal from Service. A bus shall be declared unfit for service and removed from service if the bus:

3.4.7.1 Does not comply with the legal requirements, including, but not limited to, the Pupil Transportation Act; or

3.4.7.2 Is defective in a way that threatens the safety of Students or of persons near or around the bus; or

3.4.7.3 Is defective in a way that, if the bus were operated, it may damage the bus or damage the District's property.

3.4.7.4 Exceeds the Contractor's standards for the age of the bus being a maximum age of ten years for buses

3.4.8 Fuel. The District agrees to purchase and/or pay actual fuel costs associated with the Transportation Services provided under this Contract. The Contractor shall ensure that no fuel purchased or paid for by the District is used by the Contractor for any other purpose.

3.5 CONTRACTOR PERSONNEL

The Contractor shall provide all personnel necessary for the provision of the Transportation Operational Services. The District may review all pre-employment and other records regarding any prospective or actual employee of the Contractor assigned to work under this Contract. The District may also request orally or in writing the removal of any prospective or actual employee or agent of the Contractor from working under this Contract. The Contractor shall comply with any such request. Contractor personnel shall wear uniforms that are approved by the District. All Contractor personnel shall wear a Contractor-issued picture identification/door access

badge, approved by the District, at all times and said badge shall be worn above the waist.

3.5.1 Management Personnel. The Contractor shall, at a minimum, provide throughout the Initial Term and any Renewal Term(s) of this Contract: A manager and a sufficient supervisory team.

3.5.2 Bus Driver Personnel.

The Contractor shall provide throughout the Initial Term and any Renewal Term(s) of this Contract, all necessary drivers and/or paraprofessionals/bus aides, as required by the District, to perform the Transportation Services contemplated herein. The Contractor shall comply with Equal Employment Opportunity and Affirmative Action requirements as stipulated in Executive Order 11246 and Executive Order 11375 and all subsequent amendments thereto and superseding orders.

3.5.3 District's Philosophy: It is the District's intent to provide high-quality transportation services and to ensure the safety and comfort of the District's pupils. The Contractor hereby recognizes and agrees to uphold the following standards for its personnel.

3.5.3.1 For the protection of pupils, the drivers and other persons who have contact with pupils and their families must be of stable personality, good moral character, and shall meet or exceed all certifications and requirements mandated by all applicable federal, state and local laws, rules and regulations.

3.5.3.2 The Contractor shall neither allow any person to drive a school bus if that person's conduct might in any way expose Students to any impropriety of word or conduct, nor shall the Contractor allow any person to drive a school bus who is not, at any time, in a condition of mental and emotional stability.

3.5.3.3 The use of tobacco and the possession or use by any person of alcohol, controlled substances, illegal drugs, firearms, knives, or other weapons are prohibited on school buses, or District property.

3.5.3.4 All drivers and paraprofessionals/bus aides shall comply with District policies concerning student management and discipline, including, but not limited to, non-discrimination and corporal punishment of Students.

3.5.3.5 All contractor employees operating under this contract will strictly adhere to all cell phone, PDA and Mobile device policies, rules, regulations, statues and laws whether they come from AAPS, local, county or state regulatory bodies.

3.5.4 Pre-Employment Screening: The Contractor shall provide the Pre-Employment Screening Services as detailed in the Contract.

3.6 ROUTING

The District shall provide efficient routing of all general education, special education and other transportation needs, including but not limited to extra-curricular routes and

field trips, as outlined in the Contract. The Contractor may suggest alterations to any of the existing routes of the School District, so long as all routes conform to all federal and state laws, as well as policies of the School District and all routes are approved by the School District prior to implementation.

3.6.1 Establishment of Routes. Contractor agrees to work in collaboration with the District to establish the most advantageous routing plan for the safety of Students within the guidelines provided for in this Contract and the District's Board of Education and other relevant policies. Contractor agrees to work with District designees regarding necessary Individual Education Plan ("IEP") transportation requirements. Contractor shall pick-up and deliver students identified by the District at any location and at times approved by the District and transport them to the classes/facilities on a schedule set by the District.

The Walk Zone for AAPS is 1.5 miles for all students.

District practice mandates that the maximum recommended ride time not exceed one (1) hour for general education Students and one (1) hour for in-District special education Students, each way. Notwithstanding the foregoing, any necessary out-of-District transportation may exceed these time limits. Contractor shall transport designated Students to such locations, arriving at times approved by the District and return them to their stops, using routes recommended by Contractor and approved by District. All pick-ups of Students may be door-to-door or in groups as specified by District policies. Subsequent to approval by the District of the Contractor's recommended routing plan, Contractor shall make no substantial changes thereto without prior notice to, and written approval by, the District.

The District will provide their recommended routing plan to the Contractor no later than four (4) weeks before the first day of school each year. If a route needs to be modified during the school year, the District shall modify the route(s) either by addition/deletion or modification.

3.6.2 Other Transportation Service Routes/Scheduling. The District shall attempt to give the Contractor three (3) days prior notice, whenever possible, of any scheduled Other Transportation Services, including, but not limited to, field trip, extra-curricular or athletic route, identifying the destination and the number of buses required. The District may cancel any scheduled Other Transportation Services upon notice to the Contractor.

3.6.3 Notification to Students. After approval of the recommended routing plan, the District shall notify each Student at least two (2) weeks prior to the start of each school year of the applicable pick-up times and shall notify each Student as to any subsequent change in time of pick-up or route, as approved by District, which will affect any Student.

3.6.4 Complaints. Contractor agrees to promptly, courteously and continuously address any and all complaints or concerns brought to its attention by guardians, family members, District staff, or other parties representing the interests of any Students and shall promptly notify District authorities. Contractor shall maintain a log of all complaints

and submit a summary of all complaints and concerns brought to its attention by guardians, family members, District staff, or other parties representing the interests of any Students, along with a summary of the resolution of such complaint or concern, on a monthly basis to the District.

3.6.5 Routing System/Software. VERSATRANS is the current routing software and will be utilized for the term of this contract. The District shall maintain the current student database contained in the computer routing system. The Contractor must be able to support the optimization of routes and analyze route simulations and generate alternatives for planning purposes. The District shall be responsible for any software upgrades to, and licensing fees for, this system, if required

3.6.6 Miscellaneous Routing Issues. Contractor shall permit authorized District representative(s) to ride all buses on all routes for the purpose of determining bus stop, route scheduling, or parent/community complaints, the mechanical conditions and cleanliness of buses, driver evaluation, discipline, whether the schedules are being met, and similar matters. No persons other than Students, Contractor employees, District authorized personnel or employees, or drivers in training, are to ride the buses without the written approval of the District's Superintendent or his/her designee. No bus will be loaded with Students such as to transport more than 100% of the number of Students for which the bus has a rated seating capacity and per routing guidelines. Exceptions require the approval of the routing manager.

3.6.7 Mechanical Break-down. In the event of a mechanical failure or breakdown of any bus providing Transportation Services required hereunder, District agrees that a spare bus shall be available for the Contractor to provide a driver to respond to the site of the breakdown, as quickly as possible, for transfer of Students for delivery to their destination in accordance with this Contract. The District shall also provide road side assistance and service calls for all buses.

3.7 TRANSPORTATION MAINTENANCE FACILITY

The operation of the transportation maintenance facility, including any and all utilities supplied to the facility, shall be the responsibility of District. It is intended that the bus garage facility will be maintained by the District to provide all maintenance for the fleet, as well as general fleet storage. The District shall be responsible for all maintenance, grounds, operating costs, utilities, janitorial, and non-capital expenditures reasonably required by any such facility, as well as the Contractors, if any. The District will be responsible for capital expenditures.

The district is currently researching the possibility of adding one or more remote bus facilities. Changes in route times and hours will required and sufficient advance notice will be provided to the Contractor.

3.8 OTHER SERVICES

The Contractor shall provide continuous analysis of the transportation operations of the School District in order to effectively manage costs, while maintaining service levels in accordance with School District policy and safety protocol. The Contract shall identify

and implement operational efficiencies that will lead to cost reductions in the School District's Transportation Services.

4 PRICING QUOTES

4.1 COST INDEXING

Compensation for the Transportation Services described in this RFP must be fixed for the Initial Term (3 Years) of the Contract beginning July 1, 2010. Moreover, the Contractor, by submitting its Proposal, agrees to convene semi-annually with representatives of the School District, for the purpose of evaluating the efficiency of the performance of the Contract, so that further efficiencies may be uncovered and implemented into the Contract, including but not limited to, a decrease in the number of routes, level of service, change in route length, or in the number of bus drivers or other employees necessary to carry out the provisions of the Contract as contemplated herein. As part of this process, and by submitting their Proposal, the Contractor agrees to pass along any savings to the School District.

4.2 PRICING

4.2.1 Daily Transportation Pricing: The School District is seeking, and Proposal shall include, costs and pricing quotes which will maintain the School District's regular education and special education existing Daily Transportation Services. All regular and special education daily routing (including mid-day kindergarten and PPI routes, vocational, late runs and daily shuttles) shall be quoted on a cost/route/day basis. The Contract amount shall be adjusted based on the per route cost for any increase or decrease in routes, service level or route length.

4.2.2 Other Transportation Pricing: Proposals should also include quotes for extracurricular and late activity routes, i.e. field trips and athletic transportation and "other" scheduled trips, on a cost per hour basis and mileage or other equivalent basis.

4.2.3 Bus Aides: The School District is also seeking the per hour charge for any bus aides necessary to operate the Transportation Services contemplated under the Contract.

4.2.4 Cost Increases: Pricing and compensation for each Renewal Term of the Contract shall be negotiated by the parties; however, any increase shall not exceed the lesser of: 1) the percentage increase, if any, as established by the Consumer Price Index, All Items, for the Detroit Metropolitan Area, published by the United States Department of Labor, Bureau of Labor Statistics; or 2) three percent (3%).

PROPOSAL

4.3 PROPOSAL FORMS

Each Proposer shall submit its Proposal using the Proposal Forms attached hereto as Appendix I, along with the Schedules and any other information as required by this RFP or deemed necessary and appropriate by the Proposer for evaluation of its Proposal.

5.0 LIQUIDATED DAMAGES

While all parties will make every effort to operate at or above AAPS operating standards, the following table of penalties is established to ensure compliance and reinforce positive decision making:

| <u>Violation</u> | <u>Amount</u> | <u>Unit</u> |
|--|---------------|--|
| Failure to provide min back-up drivers | \$50.00 | per person per AM, mid-day, PM run |
| Failure to maintain radio contact w/bus | \$75.00 | per bus per day |
| Unapproved routing changes | \$50.00 | per violation |
| Accident deemed by IPS to be contractor's fault | \$200.00 | per incident |
| Late runs: | 10% - 400% | per schedule below 10% of daily rate per 5 minutes of infraction |
| run max | 400% | of daily rate per am or pm |
| Lost Child or Left Child on Bus | \$1000 | per incident |
| Speeding, Failure to use STOP ARM or any DOT operating violation | \$1000 | per incident |

Add potential cost for school administration time at the discretion of AAPS.

Final table of penalties will be agreed based on level of services to be provided. For Example: Maintenance related penalties may apply of Proposer is awarded a contract that includes maintenance services.

*Ann Arbor Public Schools
Transportation Services Request for Proposal (RFP)*

Appendix I-9: Non-Collusion Affidavit

**THE AFFIDAVIT SET FORTH BELOW MUST BE EXECUTED ON BEHALF OF
THE VENDOR AND FURNISHED WITH EVERY BID**

NON-COLLUSION AFFIDAVIT

State of _____
County of _____
Tax ID Number _____

_____, being duly sworn, deposes and says he/she is the _____
(Name)
_____ of _____, the bidder which has
submitted,
(Title) (Company)
to Ann Arbor Public Schools a proposal for Transportation Services. as fully set forth in said proposal
and that except as specified below, the aforementioned bidder constitutes the only person, firm or
corporation having any interest in said bid or in any contract, benefit or profit which may, might or could
accrue as a result of said proposal, said exceptions being as follows:

State Exceptions:
(If "no exceptions", please

Affiant further states that said proposal is, in all respects, fair and is submitted without collusion or fraud;
and that no member of Ann Arbor Public Schools is directly or indirectly interested in said bid.

(Affiant)

SWORN TO and subscribed before me, a Notary Public, in and for the above named State and County
this

(Notary Public)



REQUEST FOR PROPOSALS
FOR
PROFESSIONAL CONTRACTED
CUSTODIAL AND MAINTENANCE SERVICES
For
Ann Arbor Public Schools
January 8, 2010

Bid Manager:
Attention: Randall Trent, Executive Director Physical Properties
2555 S. State St.
Ann Arbor, MI 48104
Telephone: (734) 994-8119
Fax: (734) 994-1792
Email: trent@aaaps.k12.mi.us

Dear Interested Proposer:

Ann Arbor Public Schools currently provides a high level of service to staff, students and community users of all district facilities. We believe that all of our facilities should provide a safe, healthy, functional and legally compliant environment that makes a positive contribution to the educational process, business process and community uses within our facilities.

The vision of our current in-house custodial and maintenance services systems is "Excellence and Customer Service". The purpose of the Request For Proposal ("RFP") is to identify alternative sources who can deliver that same level, scope and quality as our current services at an even more competitive cost.

Our current custodial and maintenance services are capable of delivering 24 hours per day, 365 days per year services, as scheduled and/or needed. While we seek to identify a more cost effective source for these services, we do not seek to diminish the scope, flexibility, dependability or quality of that service.

Ann Arbor Public Schools seeks to significantly reduce the cost of cleaning, delivery and maintenance services by out-sourcing its services. Your firm is invited to submit a Proposal to provide the listed contracted services.

With this letter, you will find a detailed set of Specifications for this work.

Emailed questions and inquiries will be accepted from any and all firms in accordance with the terms of the RFP. Material questions will be answered in writing and will be distributed to all firms who submit an Intent To Respond and attend the Mandatory Pre-Proposal Meeting/Facility Walk-Through. Cut off for all questions is seven (7) days in advance of the Proposal due date. All questions shall be directed to the office of Randall Trent, Executive Director of Physical Properties (trentr@aaps.k12.mi.us).

Responses to questions will be made by Addenda issued to all forms that submit an Intent To Respond and attend the Mandatory Pre-Proposal Meeting/Facility Walk-Through. Any representations and/or oral discussions not confirmed by Addenda will not be binding upon the school district.

Randall Trent
Executive Director
Physical Properties

I. OVERVIEW

1.1 Objective of RFP

The objective of this RFP is to offer experienced professional Firms the opportunity to present a thoroughly detailed Proposal of their expertise and qualification to the AAPS. The Proposal will detail the Proposer's experience and expertise in assisting school districts of similar size and scope as the AAPS with their Custodial and Maintenance Services outsourcing process.

This RFP specifically requests that all Proposers present their **qualifications** and **experience** in Custodial and Maintenance Services (please see Proposal Requirements and Proposal Form).

1.2 Purpose

The purpose of this RFP is to establish a contractual relationship with an experienced and qualified Firm to provide Custodial and Maintenance Services to the AAPS in the most efficient and cost-effective manner possible while, at the same time, maintaining the highest level of quality, safety and reliability. The AAPS may select one or more experienced and qualified Firms to proceed with the negotiation process from those submitting Proposals. The process will include the review and evaluation of methods and procedures used to provide Custodial and Maintenance Services within the scope of this RFP. Past experience will also be judged by, but not limited to, the references of each Proposer. A major portion of the negotiations will include the financial terms of the Contract. Proposers should be prepared to make a presentation to a committee of the AAPS, not to be more than one hour in length (time for questions and answers will be addressed within that one hour time period).

1.3 Term of Contract

It is the intent of the AAPS to award a contract to one or more Contractor(s) for Custodial and Maintenance Services for all the AAPS Facilities. The contract is expected to begin on July 1, 2010 for a period of approximately three (3) years and ending on June 30, 2013, with an option for the AAPS to extend the Contract by up to two (2) additional years on a year-to-year basis subject to approval by the AAPS's Board of Education, in its sole and absolute discretion. Nothing requires the AAPS to agree to extend the Custodial and Maintenance Services Contract beyond the initial three (3) year term and the CONTRACTOR shall have no expectation of a contract beyond the initial term. As specified elsewhere in this RFP, the CONTRACTOR is required to provide a three (3) year price guarantee.

If the CONTRACTOR seeks to have the Contract extended beyond the initial term, the CONTRACTOR must provide the upcoming fiscal year's fee schedule at least one hundred twenty (120) days before the expiration of the initial terms.

If conditions warrant, and if mutually agreeable between the AAPS and the present CONTRACTOR, the Contract may be temporarily extended for an additional 90 days in order to provide Custodial and Maintenance Services to the Facilities until a new contract is awarded.

The Contract is for 12-months-per-year and requires Custodial and Maintenance Services to be performed during school breaks and during the summer.

1.4 Selection Timeline

The AAPS' anticipated timeline for the selection process is:

| | |
|---|------------------------------|
| Issuance of this RFP | January 8, 2009 |
| Mandatory Pre-proposal Meeting and Facility Walk-Through at 9:30 am | January 25, 2010 |
| Deadline for written Requests for Clarifications | January 28, 2010 |
| Deadline for Proposals | 10:00 am, February 8, 2010 |
| Proposer interviews and presentations to AAPS | Week of February 15-19, 2010 |
| AAPS' award of Contract | April 15, 2010 |
| Implementation of Contract | July 1, 2010 |

II. GENERAL PROCEDURAL TERMS AND CONDITIONS

2.1 Intent

This solicitation is for the purpose of entering into a contract for the operation of a custodial and maintenance service program for Ann Arbor Public Schools, herein after referred to as the (AAPS). The bidder or Custodial and Maintenance Service Contractor will be referred to as the CONTRACTOR and the contract will be between the CONTRACTOR and the AAPS.

2.2 Procurement Method

Evaluation Criteria will include, but ore not limited to:

- Performance Record
- Planning
- Program Quality
- Budget Impact

The bid must be submitted in two parts: a bid price and a written and/or oral presentation. The bid price may be weighted more than 70% of the evaluation criteria while the written and/or presentation must be weighted less than 30%. This breakdown will be identified on the Bid Point Calculator and Evaluation Criteria Matrix.

The AAPS may award the contract to the bidder which it believes, in its sole discretion, to best meet the AAPS's needs. Alternatively, the AAPS may reject all bids. An award may be made to other than the bidder with the lowest bid price.

2.3 Bid Submission and Award

2.3.1 Collusive Bidding: The Proposer certifies that their Proposal is made without any previous understanding, agreement or connection with any person, firm or corporation making a Proposal for the same project and is in all respects fair, without outside control collusion, fraud or otherwise illegal action.

2.3.2 Sealed bids/proposals are to be submitted to Randall Trent, Executive Director of Physical Properties. Bids/proposals will not be accepted after 10:00 a.m. on February 8, 2010

The proposal is to be submitted in a sealed envelope marked "Custodial and Maintenance Service Proposal." Provide one (1) original hard copy of the proposal and six (6) hard copies of the proposal and a .PDF digital copy on a CD.

The bid sheet is to be submitted in a separate and sealed envelope marked, "Bid Sheet Form".

The AAPS reserves the right to exercise its discretion to reject any or all bids.

To be considered, each bidder must submit a complete response to this solicitation using the forms provided.

Awards, if any, shall be made to a qualified and responsible bidder whose bid is responsive to this solicitation. A responsible bidder is one whose financial, technical, and other resources indicate an ability to perform the services required by this solicitation.

Bidders or their authorized representatives are expected to fully inform themselves as to the conditions, requirements, and specifications before submitting bids; failure to do so will be at the bidder's own risk and he/she cannot secure relief on the plea of error.

If additional information is required, send email to: trent@aps.k12.mi.us,

2.4. Incurred Costs

The AAPS is not liable for any cost incurred by the bidder prior to the signing of a contract by all parties.

2.5. Contract Terms

This contract shall be for a period of one year effective on July 1, 2010 ending June 30, 2013 with up to two (2) one-year renewals, with mutual agreement between the AAPS and the CONTRACTOR. Contract extensions or renewals are contingent upon the fulfillment of all contract provisions.

2.6 Pre-Bid Meeting (Mandatory)

Interested bidders must meet to review the specifications, to clarify any questions, and to schedule a walk-through of the facilities with school officials (if desired by the CONTRACTOR) on January 25, 2010 at 9:30 a.m. at the following location: 2555 South State Street Ann Arbor MI 48104. Attendance is required.

2.7 Late Bids

Any bid received after the exact time specified for receipt will not be considered or opened publicly.

2.8 Bonding Requirement

Bid Guarantee: Bidder shall submit with his/her bid, a bid guarantee in the amount of five percent (5%) of the total bid price, which shall be in the form of a firm commitment such as a bid bond, postal money order, certified check, cashier's check or irrevocable letter of credit. Bid guarantees other than bid bonds will be returned (a) to unsuccessful bidders as soon as practicable after the opening of bids; and (b) to the successful bidder upon execution of such further contractual documents (i.e., insurance coverage) and bonds as may be required by the bid.

2.9 Gifts From Contractor

The AAPS's officers, employees, or agents shall neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or potential contractors. To the extent permissible under State or Federal law, rules, or regulations, such standards shall provide for appropriate penalties, sanctions, or other disciplinary actions to be applied for violations of such standards.

2.10 Selection of Manager

The AAPS reserves the right to interview and approve the on-site custodial service manager. The CONTRACTOR will provide manager effective July 1, 2010.

2.11 Employees

The current custodial and maintenance service employees will transition to, and become employees of the contractor:

The current employee roster is:
Custodial = 138 FTE (full time)
Delivery = 2 FTE (full time)
Maintenance = 26 (full time)

Continue to be employed by AAPS (two supervisors and seven crew chiefs).

2.12 Captions

Captions in all sections of this document are provided only as a convenience, and shall not effect the interpretation of this instrument, its attachments, and addenda.

III. BACKGROUND INFORMATION ON THE AAPS

3.1 2010/2011 School District Schedule

Appendix A to be provided at the mandatory pre-proposal meeting.

3.2 Current Student Enrollment

The current student enrollment is 16,528.

3.3 Floor/Site Plans

To be provided at the mandatory pre-proposal meeting

3.4 AAPS Facilities, Square Footage

Appendix B to be provided at the mandatory pre-proposal meeting.

3.5 AAPS/AFSCME Applicable Labor Rates

Appendix C to be provided at the mandatory pre-proposal meeting.

3.6 AAPS Pool Care Procedures

Appendix D to be provided at the mandatory pre-proposal meeting.

3.7 Current Custodial, Delivery, Grounds and Maintenance FTEs

Appendix E to be provided at the mandatory pre-proposal meeting.

3.8 Current Cleaning Frequency Schedules

Appendix F to be provided at the mandatory pre-proposal meeting.

3.9 Supplies/Equipment Vendor List

Appendix G to be provided at the mandatory pre-proposal meeting.

3.10 Equipment and Tools Inventory

This information will be handed out at the mandatory pre-proposal meeting.

3.11 Holidays

The AAPS is closed on, and the CONTRACTOR is not required to provide services on the following holidays; however, the work crews are to be scheduled in such a way as to ensure that all facilities are clean and ready to open the next business day:

New Years Day
Memorial Day
Independence Day
Labor Day
Thanksgiving Day
Friday after Thanksgiving Day
Christmas Eve
Christmas Day

New Years Eve

The AAPS reserves the right to require some work on any and all of these holidays. If such work is requested by the AAPS designees, the CONTRACTOR may bill the AAPS for this work at the hourly rate quoted on the Proposal Form.

3.12 Break Periods

The CONTRACTOR will be required to provide Custodial and Delivery Services in all AAPS facilities during all break (Winter, Mid-Winter, Spring and Summer) periods.

IV. CONTRACTOR'S OBLIGATIONS

4.1 Proposer's Requirements

The Proposer's Firm must have been in business for at least the past five years.

The Proposer must demonstrate the ability to secure the necessary quantity(s) of materials and equipment and manpower to perform the Custodial, Delivery, Grounds and Maintenance Services within the timeline provided for herein.

The Proposer must demonstrate the appropriate organizational abilities needed to successfully implement the transition from our current service to the new Custodial,

Delivery, Grounds and Maintenance Services operation within the proposed timeline provided herein.

The Proposer must currently clean and maintain at least 500,000 square feet daily and provide satisfactory evidence that it can perform the Custodial Services specified in this RFP.

The Proposer must currently maintain at least 500,000 square feet daily and provide satisfactory evidence that it can perform the Maintenance Services specified in this RFP.

The Proposer must currently maintain at least 100 acres daily and provide satisfactory evidence that it can perform the Grounds Services specified in this RFP.

The Proposer must have the human and financial resources necessary to perform the Custodial, Delivery, Grounds and Maintenance Services.

The Proposer shall either be CIMS Certified or be able to become CIMS Certified within two years.

V. **CONTRACT SPECIFICATIONS**

NOTE: The final contract is subject to review and approval by legal counsel for AAPS.

5.1 **Employees**

The AAPS shall have final approval authority regarding the CONTRACTOR's hiring of the on-site supervisor/project manager.

The CONTRACTOR shall comply with all wage and hours of employment requirements of federal and state laws. The CONTRACTOR shall be responsible for supervising and training personnel, including transitioned AAPS employed staff. Supervision activities include employee and labor relations, personnel development, and hiring and termination of CONTRACTOR management staff. The CONTRACTOR shall also be responsible for the hiring and termination of non-management staff who are employees of the CONTRACTOR. The CONTRACTOR shall maintain its own personnel and fringe benefits policies for its employees. All such policies shall be subject to AAPS review upon demand.

The CONTRACTOR shall provide Workers' Compensation coverage for its employees.

The CONTRACTOR shall instruct its employees to abide by the policies, rules, and regulations, with respect to use of the AAPS's premises as established by the AAPS and which are furnished in writing to the CONTRACTOR.

The CONTRACTOR shall maintain its own personnel and fringe benefits policies for its employees, subject to review by the AAPS.

Staffing patterns shall be mutually agreed upon by the AAPS and CONTRACTOR.

The use of student workers or students enrolled in vocational classes shall be mutually agreed upon.

The CONTRACTOR shall provide the AAPS with a schedule of employees, positions, assigned locations, salaries, and hours to be worked, two (2) full calendar weeks prior to the commencement of operation.

Pursuant to the requirements of Section 1230 and 1230a of the Michigan Revised School Code, the AAPS shall perform a criminal history check through the Michigan State Police, as well as a criminal records check through the Federal Bureau of Investigation, with regard to all persons assigned by SCC to regularly and continuously work in any of the AAPS facilities. CONTRACTOR agrees that it shall not assign any of its employees, agents, or other individuals to perform any services under this Agreement where such individuals would regularly and continuously work in the AAPS facilities if such person has been convicted of any of the following offenses:

Any "listed offense" as defined under Section 2 of the Michigan Sex Offenders Registration Act, MCL 28.722; or

Any offense enumerated in Sections MCL 380.1535a or 380.1539b or the Revised School Code, MCL 380.1535a; 380.1539b (for positions requiring State Board of

Education approval; or

Any offense of a substantially similar enactment of the United States or another State;
or

Any felony. Provided that with prior written approval of the AAPS' s Superintendent and its Board of Education an individual regularly and continuously providing services under this Agreement at the AAPS may be permitted to perform such services when, in the judgment of the Superintendent and Board of Education of the AAPS, such individual's presence will not pose a danger to the safety or security of the AAPS students or employees; or

Any offense that would, in the judgment of the AAPS create a potential risk to the safety and security of the students served by the AAPS or employees of the AAPS.

The AAPS reserves the right to refuse CONTRACTOR's assignment of any individual, agent, or employee of CONTRACTOR to render services under this Agreement where the criminal record history of the individual (including any pending criminal charges) indicate, in the AAPS's judgment, unfitness to perform services under this Agreement.

The CONTRACTOR agrees that it shall pay the costs associated with criminal history checks and criminal records checks required under this contract and which are accomplished in order to comply with Section 1230 and 1230a of the Revised School Code with respect to CONTRACTOR's employees and agents.

Notwithstanding the provisions of Section VIII and its subparts, the AAPS may request in writing the removal of any employee of the CONTRACTOR who violates health requirements or conducts himself/herself in a manner, which is detrimental to the physical, mental, or moral well-being of the students.

In the event of the removal or suspension of any such employee, the CONTRACTOR shall immediately restructure the custodial and/or delivery service staff without disruption of service.

All AAPS and/or CONTRACTOR personnel assigned to each school shall be instructed in the use of all emergency valves, switches, fire, and safety devices in the facilities.

Neither party shall during the term of the contract or one year thereafter solicit to hire, hire, or contract with the other party's supervisory employees. If this provision is breached, the breaching party shall pay and the injured party shall accept as liquidated damages an amount equal to six (6) months of the annual wages of the relevant employee.

5.2 Absenteeism

Employee absenteeism can significantly and adversely affect the quality of services received by the AAPS. The CONTRACTOR must maintain a pool of trained and qualified substitutes with the required background checks, available at short notice, to ensure that the AAPS is adequately staffed in the event of illness or injury.

The CONTRACTOR is required to inform the building principal and the District's designees when there will be a change of employees for absence purposes. If the absence is expected to last more than three consecutive work days, the CONTRACTOR is also required to inform the AAPS's designees.

If the CONTRACTOR's supervisor/project manager is unavailable under the Contract for any substantial period of time (i.e., more than here consecutive work days), the CONTRACTOR shall immediately inform the AAPS's designees of the absence, the reason for the absence, and how the CONTRACTOR will ensure completion of the supervisor's/project manager's work.

The AAPS reserves the right to audit payroll records and/or time card of the CONTRACTOR and its employees.

5.3 Employee Compensation

CONTRACTOR's shall provide hourly pay rates (or pay rate ranges) and a list of benefits offered to all employees that would be placed to work in the AAPS. It is the expectation of the AAPS that medical insurance is provided to employees.

5.4 Employee Expectations

All of CONTRACTOR's employees are to present themselves in an appropriate manner and attire consistent with the AAPS's Board policies and the AAPS's administrative guidelines. The AAPS reserves the right to seek removal of any employee of the CONTRACTOR whose moral conduct, behavior, health habits or appearance are unsatisfactory. Such employee will be removed as soon as possible upon being brought to the CONTRACTOR's attention. The AAPS's decision shall be final. The AAPS agrees not to use the right arbitrarily or capriciously.

All of the Contractor's employees assigned to the AAPS must meet the following requirements:

They must be ...

- At least 18 years of age.
- Able to read, write, and speak English fluently, and to use courteous language.
- Able to inspect, see, and report maintenance needs to the supervisor/project manager and/or to the building principal.
- Able to interact positively and appropriately with students, school employees, and the public. This shall especially apply to the day/head/lead evening custodians.
- Able to productively work with minimal supervision.
- Able to handle special duties or situations as they arise.
- Competent persons who are well trained in the area of work assigned.
- Cooperative with AAPS staff and with other Contractor's employees.

- Alcohol and drug free when arriving for and while on duty. Contractor's employees are prohibited from the manufacturing of, being in possession of, using, distributing, or dispensing of any controlled substance, including alcohol, while on AAPS property.
- Punctual.
- Well groomed and in uniform.
- Wearing an employee badge in plain view indicating the employee's
- Able to work on all inclement weather days.

CONTRACTOR shall maintain attendance records which indicate "log" in at the beginning of their shift and "log" out at the end of their shift each day in a designated location. This requirement is to enable AAPS staff to determine which of the CONTRACTOR's staff is in each Facility at any given time. This requirement shall not apply to the supervisor/project manager who is performing inspections and/or moving from building to building.

At no time shall the CONTRACTOR's personnel do any of the following:

- Allow custodial closets to stand open and unattended.
- Congregate in unauthorized areas.
- Disturb papers on desks, open drawers or cabinets, use telephone or computers or tamper with personal property owned by AAPS or its employees.
- Leave custodial products and/or equipment unattended.
- Leave custodial carts unattended in corridors for more than a few minutes (for safety, security, and aesthetic reasons).
- Leave lights on or doors open in unattended sections.
- Play radios, or other similar devices, at a volume that is audible in other areas of the building.
- Use any AAPS equipment (i.e.: TV's, VCR's) that is not required to perform duties.
- Consume alcoholic beverages nor use narcotics while on duty nor be under their influence when reporting for duty.
- Smoke or use any tobacco products on AAPS property.
- Copy, distribute or loan any key to AAPS Facilities.
- Use or remove any AAPS-owned equipment to another AAPS Facility without the prior written consent of the AAPS's designees.
- Have visitors, spouses or children of the Contractor's employees at the work site during working hours unless they are bona fide employees of the Contractor or they receive prior approval from the AAPS's designees.
- Consume food or beverages while on duty. Scheduled breaks and lunch periods in designated areas may be used for this purpose.
- Fraternalize with the AAPS's staff, clients, students, or visitors to the facilities nor unnecessarily disrupt staff from their work while performing their contractual duties.
- Receive or initiate personal phone calls from the AAPS telephones except in cases of emergency.
- Receive or initiate personal phone calls from cell phones except in cases of emergency.

All lost and found articles recovered by CONTRACTOR employees must be immediately turned in to the Building Principal or designated location in each building.

5.5 Employee Personnel Files

The CONTRACTOR awarded the Contract will be required to provide the AAPS's Human Resource and Legal Services department with a copy of the employee's files for all the CONTRACTOR's regular employees assigned to the AAPS. This requirement is primarily intended to ensure that all required employee background checks have been completed, and to provide results of training and drug testing.

Some examples of required documents are as follows:

- Application
- Drug screening results
- I-9 form along with a copy of the employee's driver's license and Social Security card
- Results of FBI and state police record checks
- Proof of initial and follow-up training

As is the case with the AAPS's own employee personnel files, this information will be held in the strictest confidence.

5.6 Employee Selection

The AAPS shall have final approval authority regarding the CONTRACTOR's hiring of a site supervisor/project manager.

The CONTRACTOR shall offer positions of employment to existing AAPS custodial, delivery, grounds and maintenance staff at their current rate of pay. At the end of the contract, they shall continue working within the AAPS for either another contractor or the AAPS.

All of CONTRACTOR's employees will be required to have a criminal background check prior to working at any facility of the AAPS. The AAPS's designees will be the final authority as to whether such employee may provide services to the AAPS based upon the results of such background check. The AAPS reserves the right to interview all CONTRACTOR personnel before placement in our Facilities.

The CONTRACTOR shall, at a minimum, perform the following pre-employment screening procedures before recommending the placement of all regular and substitute employees in AAPS facilities:

- Employee background and reference checks
- Drug and Alcohol testing as approved by the AAPS
- FBI and State Police record checks – Any felony convictions will disqualify personnel from placement in the AAPS.

All applicants being considered for employment must meet the criteria set forth by the United States Department of Immigration and Naturalization.

5.7 Employee Placement

The CONTRACTOR shall supply the AAPS a list of all employees assigned to each facility and their assigned areas of responsibility. This list shall be updated as employees are hired or terminated.

The CONTRACTOR must inform the AAPS designees and the building principal at least 48 hours before new employees are placed in any school/facility in the AAPS District. Notification to the AAPS's designees shall include the name, current address and former employer information of the proposed employee. The AAPS reserves the right to perform independent background checks on all of the CONTRACTOR's employees consistent with applicable laws.

5.8 Sexual Harassment

The AAPS is committed to providing a positive environment for all students and staff. Sexual harassment, whether intentional or not, undermines the quality of this educational and working climate. The AAPS has a legal and ethical responsibility to ensure that all students and staff can learn and work in an environment free of sexual harassment.

Consistent with state and federal laws, this right to freedom from sexual harassment has been defined in AAPS District policy by the Board of education. Failure to comply with this policy could result in termination of the Contract without advanced notice. Further information regarding this policy is available from the AAPS District.

5.9 Smoking

The AAPS prohibits the use of tobacco in all of its Facilities or on school grounds. This prohibition applies to all contractors and workers in AAPS facilities and vehicles or on AAPS District grounds. This applies to all forms of tobacco products. The CONTRACTOR shall be responsible for the implementation and enforcement of this requirement.

5.10 Staffing Requirements

5.10.1 General information

The CONTRACTOR shall provide and adequate staff of experienced personnel, capable of and devoted to the successful accomplishment of the Custodial and Delivery Services to be performed under the Contract. The CONTRACTOR shall perform the services set forth in the Contract at time periods as approved by the AAPS designees. Safety of students and staff and unimpeded delivery of the instructional programs will determine the authorized work periods.

5.10.2 **Staffing Levels**

A detailed work schedule of the AAPS District's current custodial and maintenance operation, by FTE's, is included in **Appendix F**. This personnel information is provided for the purposes of detailing the AAPS District's current operations. The AAPS currently operates with 138 FTEs of custodial staff, 2 delivery staff, 5 carpenters, 14 grounds and 7 maintenance staff.. These are not requirements as to how the CONTRACTOR must operate.

Regardless of the minimum specified hours, it is the CONTRACTOR's responsibility to maintain the standard of cleanliness and maintenance specified in this RFP and the Contract. It is the responsibility of the CONTRACTOR to provide sufficient personnel to ensure that the requirements are met and that each Facility is effectively cleaned and maintained on a daily basis.

The CONTRACTOR shall employ only competent and satisfactory personnel and shall provide a sufficient number of employees to perform the required services efficiently and in a manner satisfactory to the AAPS District.

The CONTRACTOR will be responsible for setup and takedown for extracurricular activity needs, sporting events, or rental agreements that occur at AAPS District Facilities. At the High Schools, Middle School and Elementary Schools, these events are numerous and may occur after normal school hours.

5.11 **Special Events**

Periodic special events will require the CONTRACTOR to modify the cleaning schedule to accomplish set up and breakdown of those special events (parent teacher conferences, ice cream socials, capsule nights, plays in the building, special meetings, home athletic games, banquets, etc.). All activities that occur after normal school hours must be broken and cleaned up the same day as the activity occurs, unless the CONTRACTOR secures prior written approval from the AAPS District.

5.12 **Weekend and Holiday Extra Curricular, Sports, Rec & Ed and Facility Rental Activities**

Scheduled use of the facilities on the weekend may occur. This is common for the high school and middle school facilities. The CONTRACTOR will be responsible to open and prepare the facilities for scheduled use on a Saturday, Sunday or Holiday. These scheduled events may be related to AAPS District rental agreements, sporting events, Rec & Ed events or administrative and staff needs.

5.13 **After School and Weekend Activities**

Services provided for activities that are billable beyond the regular base Contract must be approved in advance by the AAPS District's designees. Itemized bills should include the date of the service, hours worked, the employees who worked and who approved the service. Such billing must be submitted under separate invoices but at the same time as the base Contract invoice for the month within which the service was provided.

The CONTRACTOR's employees are to be scheduled in such a way that:

1. In the elementary school, any space, used for an after-school activity, shall be cleaned after the end of that activity, shall be cleaned after the end of that activity, provided it ends by 10:30 p.m.
2. In the Middle School and High School, any space, used for an after-school activity, shall be cleaned after the end of that activity, provided it ends by 11:00 p.m.
3. Spaces that are to be used for after-school activities are cleaned and set-up at the scheduled times, and efforts are made to ensure that routine cleaning of the remainder of the building does not interfere with the scheduled activity.

The CONTRACTOR will make every effort to provide clean buildings for each school day to begin.

The CONTRACTOR will sometime be required to provide extra or special coverage on Saturdays and/or Sundays with very short notice. The hourly rate for this service will be requested on the Proposal Form. The CONTRACTOR may invoice the School District at the agreed upon rates for this extra work.

AAPS would entertain creative staff schedules to include Saturday and Sunday hours at all locations in order to staff the events without the use of overtime.

5.14 Schedule Changes

AAPS reserves the right to change any and all of the Custodial and Delivery Services schedules with advance notice to the CONTRACTOR.

The CONTRACTOR shall notify the AAPS immediately of conditions, which will limit hours or decrease the daily work crews, such as illness or injury. In addition, the CONTRACTOR shall notify the AAPS designees in advance of any condition or situation, which will affect the performance of the work under the Contract. In either case, the CONTRACTOR shall communicate how the affected work will be rescheduled.

5.15 Scheduled breaks and Summer Cleaning

Scheduled break (Winter, Mid-Winter, Spring and Summer) cleaning shall be coordinated with the AAPS designees. The schedule is to be developed with the goal of minimizing interference with any scheduled instructional, activities, Rec & Ed, rentals, etc. or with contracted work being performed by others.

All efforts shall be made to schedule cleaning at facilities during the summer via group cleaning so that the Facilities may be shut down for the remainder of the summer to gain energy savings.

5.16 Two Schedules

The AAPS has two custodial and delivery work schedules, one for during school periods, and one for break periods (i.e., winter break, mid-winter break, spring vacation,

and summer vacation). During break periods, including the summer (mid-June to Labor Day weekend), the AAPS designees and the CONTRACTOR shall jointly agree upon an appropriate schedule of cleaning and other activities and may permit or require the Contractor's employees to work during the 7:00 a.m. to 8:00 p.m. time window. In any event, evening activities will require staffing later than 8:00 p.m. at these schools during break periods.

5.17 Substitute Scheduling

The CONTRACTOR will recruit, background check, employ, train, pay, and supervise all substitute custodians and delivery staff for the Contract.

5.18 Supervisor/Project Manager

The CONTRACTOR shall provide competent and sufficient supervision as necessary to satisfy the specifications and requirements of this Request For Proposal Contract.

The CONTRACTOR shall provide the AAPS with a list of all supervisory personnel including the telephone numbers where each person may be reached at all times. In addition, the CONTRACTOR will provide the Contract supervisor/project manager assigned to the AAPS with a cell phone.

The AAPS shall have final approval authority regarding the CONTRACTOR's hiring of a supervisor/project manager. A resume for the supervisor/project manager must be provided as part of the Proposal. All key personnel assigned by the CONTRACTOR are subject to concurrence of the AAPS's designees.

The supervisor/project manager will be required to answer each call from the AAPS's designees within 30 minutes of the time the call is placed. Failure to answer the call within 30 minutes will be considered non-compliance and will be assessed a penalty as provided for in the "Deductions and penalties" section of this RFP.

The supervisor(s)/project manager(s):

- Must be able to fluently communicate in English.
- Must be able to use a computer for minor tasks, be able to access and use the AAPS's computerized scheduling system (CompuClean) and use e-mail for communication.
- Can be a working supervisor.
- Must be authorized by the CONTRACTOR to act as the CONTRACTOR's agent in all communications with the AAPS's designees.
- Must have experience supervising cleaning staff.
- Is to have full authority from the CONTRACTOR to schedule working hours, custodian's assignments, cleaning procedures and delivery schedules.
- Shall cooperate fully with the AAPS administrators.
- Shall be available for inspection of the facilities at times other than during working hours when requested.

5.19 Training Requirements

A formal training program with regularly scheduled sessions, individual tests for competency and training records is a necessary ingredient in the delivery of effective Custodial and Delivery Services. The CONTRACTOR is to have, in-place, an on-going, effective and documented training program that consists of two parts, each of which provides all local, state and federally mandated training and contains, at a minimum:

Orientation program before placement in the AAPS:

| | |
|-----------------------------------|---|
| AHERA | Infection Control |
| Asbestos Floor Tile Care | Ladder Safety |
| Basic General Cleaning Procedures | Personal Grooming |
| Blood-borne Pathogens | Right-to-Know including Material Safety |
| Data Sheets (MSDS) | Safety |
| Carpet Care | Safe Driving Habits |
| Handbook Review | Sexual Harassment |
| Hard Floor Care | Stone Floor Care |
| Lock-out/Tag-out Procedures | CPR |

The CONTRACTOR shall provide written documentation of CONTRACTOR employees who have attended such a program, including the date and time, to the AAPS designees within 30 days after the hire date of the employee.

Ongoing training program after placement in the AAPS:

The CONTRACTOR will provide at least 12 hours of job-related training per year to each employee. Recommended topics are as follows:

| | |
|-------------------------|------------------------------|
| ADA | Hazardous Substances |
| Auto Scrubbing | Infection Control |
| Basic Restroom Cleaning | Ladder Safety |
| Blood-borne Pathogens | Lifting Techniques |
| Carpet Extraction | Lock-out/Tag-out Procedures |
| Carpet Spot Removal | Locker Room Cleaning |
| Carpet Vacuuming | Material Safety Data Sheets |
| Ceiling/Wall Washing | Office Cleaning |
| Chemical Safety | Personal Grooming |
| Cleaning Standards | Right to Know |
| Confined Spaces | Safety |
| Daily Restroom Cleaning | Sexual Harassment |
| Damp/Wet Mopping | Slips/Trips/Falls |
| Dust Mopping | Spray Cleaning Hard Surfaces |
| Equipment Checks | Stone Floor Care |
| Equipment Usage | Stripping/Refinishing |

Ergonomics
Fabric/Upholstery Cleaning
Furniture Cleaning
Handbook Review
Hard Floor Care

Team Building
Transportation Safety (for drivers)
Window Blind Cleaning
Window Washing

The CONTRACTOR must show proof that it has provided blood-borne pathogen training and sexual harassment prevention training to its personnel as required by applicable codes and standards.

The CONTRACTOR will provide the AAPS designees with training logs and, if requested, training verification.

5.20 Uniforms and Identification

The CONTRACTOR will provide, and all of the CONTRACTOR's employees are required to wear uniforms, approved by the AAPS on all work days. Logos and names on uniforms may be required. Uniforms will be provided by the CONTRACTOR and must be worn by all regular and substitute employees while working in the AAPS's facilities and on the AAPS's grounds.

The uniforms must be as follows:

- Collared shirts are required for men and women. The shirts may be short sleeve or long sleeve. Shirt colors and styles should be the same for all employees.
- Pants are required, and should also be the same (or coordinating) color and style for all employees.
- During the summer break period, the CONTRACTOR's employees will be required to wear long pants due to safety concerns with chemicals, etc.

In addition to uniforms, all CONTRACTOR personnel are also required to wear a CONTRACTOR issued ID badge, clearly visible at all times, while performing work at the AAPS. ID badges are to be worn above the waist. Break away lanyards will be required.

5.21 Renovations

The CONTRACTOR shall be required to work with the AAPS's designees to schedule work to be performed to aid renovation/construction work within the facilities or on the site. This shall include but not be limited to packing and moving items within the facility to aid in the facilitation of the renovation/construction. The AAPS designees will work closely with the CONTRACTOR in re-assigning staff in those areas that require renovation/construction. Renovation/construction will not alleviate the CONTRACTOR's responsibility from having all facilities up and running for school as indicated in the school calendar.

5.22 Emergency Contacts

Communication is critical when maintaining multiple facilities/sites. The CONTRACTOR will be responsible to provide the AAPS's designees with an emergency contact person and telephone number for each set of facility employees.

If the need arises for the AAPS's designees to contact one of the CONTRACTOR's employees at a site, there must be a system in place to accomplish this task. Therefore, the AAPS will require a cell phone system, a radio system, or other acceptable communication system to be in place to contact personnel at all AAPS facilities.

5.23 Emergency Service

The CONTRACTOR agrees to respond to any emergency requests made necessary by rain, plumbing failure, leaks, vandalism, or accidents; 24 hours per day, 7 days per week, 365(366 with Leap Year) days per year. Hourly pricing for this after-hours, emergency service will be requested on the Proposal Form.

Any additional services of this nature must be pre-approved by the AAPS's designated administrator on call. Any invoice for this type of service must include the school, date, area(s) affected, scope of work performed, hours expended by contract personnel, and name of person authorizing the work.

5.24 Energy Conservation

Every effort shall be made to conserve energy whenever possible throughout the cleaning and maintenance schedule. Only areas in use shall have lights on and doors and windows shall remain closed whenever the heating or cooling systems are operating.

5.25 Damages

The CONTRACTOR shall report, in writing, any damage that occurs as a result of one or more of the CONTRACTOR's employees. The CONTRACTOR shall be responsible to repair/replace and damage at their expense.

5.26 Reporting Requirements

The CONTRACTOR shall inform the applicable principal and the AAPS's designees immediately of any vandalism, evidence of attempts to force entry, and all other damages to any facilities.

The CONTRACTOR's employees shall report, in writing, any items that require maintenance or repair that are discovered during the Term of the Contract.

VI. ENVIRONMENTAL AND SAFETY ISSUES

6.1 Asbestos

The AAPS Facilities include some asbestos containing building materials. Some of the most common locations include old floor tile, old HVAC pipe wrap, some old ceiling tile, and some old glue holding chalkboards and ceiling tiles to walls/ceilings.

Each facility has, and the AAPS's Environmental Services Supervisor has, a copy of the AAPS's asbestos management plan for each school. These are available for public inspection.

All of the CONTRACTOR's employees assigned to the AAPS should familiarize themselves with the various sources of asbestos in the facilities to which they are assigned. Some of the asbestos management restrictions are as follows:

- Do not drill into surfaces without checking with AAPS Environmental Services Supervisor.
- Do not remove or otherwise disturb asbestos wrapped pipes.
- Do not grind or remove asbestos containing floor tile.
- Do not disturb asbestos containing ceiling tile.
- Do not remove chalkboards without the AAPS's Environmental Services Supervisor's pre-approval.
- Do not disturb any other asbestos.

6.2 Lead Based Paint

The AAPS facilities include some lead based paint. Some of the most common locations include walls, ceilings and playground equipment.

Each facility has, and the AAPS's Environmental Services Supervisor has, a copy of the AAPS's lead based paint plan for each school. These are available for public inspection.

All of the CONTRACTOR's employees assigned to the AAPS should familiarize themselves with the various sources of lead based paint in the facilities to which they are assigned. Some of the lead based paint management restrictions are as follows:

- Do not drill into surfaces.
- Do not sand or abrade surfaces.

6.3 Radon

Several AAPS facilities have radon mitigation devices present. The facilities are Allen Elementary, Burns Park Elementary, Mitchell Elementary, Scarlett Middle and Stone School. The units are monitored per EPA and State of Michigan recommendations. CONTRACTOR employees are not to disturb any mitigation devices.

6.4 Government Regulations and School District Policies

The CONTRACTOR must have a complete working knowledge of, and must comply with, all of the following:

- Asbestos Hazard Emergency response Act (AHERA) regulations
- All other applicable federal, state, and local laws, codes, and regulations
- All applicable AAPS Board policies and administrative guidelines.

6.5 Hazardous Substances

The CONTRACTOR shall ensure that any hazardous substances will be properly labeled and delivered or used in a way that does not violate state or federal laws.

6.6 Record Keeping Requirements

6.6.1 MIOSHA

Before bringing any new chemicals onsite, the CONTRACTOR must provide on copy of the Material Safety Data Sheets (MSDS) to the AAPS's designees.

The CONTRACTOR must maintain a complete and up-to-date inventory of MSDS for all chemicals used in each facility. This inventory must be stored in notebooks labeled "MSDS", stored in the custodial office area of each facility. In addition, a master MSDS notebook with a section for each facility in the AAPS must be provided to and kept current for the Physical Properties office.

6.6.2 Safety

The CONTRACTOR shall be responsible for compliance with all applicable federal and state laws, codes, and regulations, including but not limited to MIOSHA and the Right-to-Know. The CONTRACTOR shall be responsible and liable for the safety, injury and health of its personnel while its employees are performing the Custodial or Delivery Service for the AAPS.

VII. FACILITY SECURITY

7.1 Facility Alarm Codes

The AAPS shall provide the CONTRACTOR with alarm codes for each facility for its employees. Security codes for all facilities shall be issued to the Contract supervisor/manager to distribute to its employees. Alarm codes must not be traded between or shared among employees. Notification to the AAPS shall be immediate with the reassignment or termination of any individual who has been assigned an alarm code.

7.2 Keys

Keys to the facilities will be supplied by AAPS. All keys will be issued to, and must be signed out by each CONTRACTOR employee. The AAPS will provide the CONTRACTOR's supervisor/project manager with appropriate keys for all facilities.

At no time shall copies be made of any keys issued. If additional copies are needed, rationale shall be given to the AAPS designees to determine if issuance is necessary.

AAPS reserves the right to inventory the CONTRACTOR's keys at any time.

The CONTRACTOR and its employees are prohibited from lending the AAPS keys to anyone. The CONTRACTOR and its employees are also prohibited from leaving key rings in custodial closets or from lying on custodial carts, or otherwise out of their possession. Each instance of AAPS observed noncompliance will result in a noncompliance penalty of \$50.00.

All lost keys assigned to the CONTRACTOR or to any of the CONTRACTOR's employees, (whether interior keys, exterior keys or key cards), must be reported, via the AAPS's lost key report form, to the AAPS's designees within 24 hours of discovery of the loss. There will be a \$50.00 charge for the replacement of any lost or stolen key. If the AAPS deems it necessary to re-key any locks due to inadequate key control/management by the CONTRACTOR, the cost will be deducted from the monthly payment.

All keys assigned to a CONTRACTOR's employee shall be returned to the AAPS when his/her services in the assigned facility end. Keys shall not be traded between employees nor forwarded to new employees; instead, the keys must be returned to the AAPS. All keys shall be returned to the AAPS at the termination of the Contract.

7.3 Facility Opening and Closing

Exterior doors are to be unlocked and locked at times specified by the AAPS's designees and the building principal.

The CONTRACTOR is responsible for the security of the facility during the cleaning operation. The CONTRACTOR shall secure the facility (secure all doors – interior and

exterior, turn off all but designated lights, turn off ceiling fans, and close all windows) at the end of each shift and call into security.

Office, classroom, and other doors are to be unlocked or opened only during the time that cleaning is actually being done and all are to be relocked as soon as the service has been completed. At no time is the CONTRACTOR to have multiple doors open in a wing for easy access. For the safety of students and the public at large, storage and custodial closet doors are to be kept shut and locked at all times.

The CONTRACTOR shall be responsible for opening areas for any activity scheduled in the AAPS facilities. The CONTRACTOR shall be responsible for locking all doors/areas once the scheduled activity is completed.

If the CONTRACTOR fails to properly secure any facility, a noncompliance penalty of \$50.00 shall be applied and shall be deducted from the next month's payment.

VIII. CUSTODIAL SERVICES

8.1 Cleaning Standards

Please refer to the Cleaning Frequency Requirements in **Appendix F**.

8.2 Communication

A daily communication log will be maintained at each facility office where authorized staff may enter suggestions or complaints on areas of Custodial Service. The CONTRACTOR will write the corrective action taken and sign the log book daily.

Some of the CONTRACTOR's most important customers will be the building principals. To ensure customer satisfaction, the CONTRACTOR's employees will be required to maintain regular, open communication with the principals, the AAPS's designees and AAPS administrators as necessary.

The CONTRACTOR shall provide communication devices to employees in order for the AAPS to ensure open communications at their facilities. AAPS will require a cell phone system, a radio system, or other acceptable communication system to be in place to contact personnel at all AAPS facilities.

8.3 Custodial Equipment, Tools and Supplies

The RFP is based on the premise that the AAPS will allow CONTRACTOR to use all AAPS owned equipment and tools and the AAPS will hold title to all such equipment and tools. The CONTRACTOR should include all repairs necessary to keep the listed equipment and tools in "As Is Condition" subject to normal wear and tear. The CONTRACTOR shall be liable for any misuse or injury caused by the operation of the equipment and or/tools. If the CONTRACTOR wishes to purchase equipment and/or tools in excess of the current equipment and/or tools, the CONTRACTOR may do so at their own expense. The CONTRACTOR will maintain ownership of such purchased equipment and/or tools. For purposes of this RFP, equipment shall mean items that have a life expectancy of more than one year, have a model and serial number and would normally be a depreciable item. For example, vacuum cleaners, floor scrubbers, mowers, etc. Small hand tools are such things like pliers, drills, hammers, etc. The CONTRACTOR will be required to replace any such hand tools due to loss or theft by CONTRACTOR employees or by misuse. The CONTRACTOR shall only use AAPS-owned equipment, or equipment approved by AAPS, at the AAPS's facilities.

8.4 Minor Maintenance Work

The CONTRACTOR, particularly the head custodians, will be required to occasionally perform minor maintenance tasks as needed. These tasks can typically be performed with a hammer, screw driver (manual and powered), small drill, pliers, or adjustable wrench. Typical items can include but are not limited to:

Installing pencil sharpeners
Raising/lowering table legs
Raising/lowering desks
Hanging pictures, etc.
Changing flush valves
Changing urinal cartridges

8.5 Manufacturer's Recommendations

The CONTRACTOR shall ensure that all applicable manufacturers' recommendations on cleaning are followed. Some examples include carpet cleaning, new furniture cleaning, pool equipment replacement and maintenance, etc.

8.6 Procedures

The CONTRACTOR shall maintain, in each facility and a copy shall be provided to and kept current for the Physical Properties office, a Procedures Manual, indexed and containing the following sections, specific for that building that shall include, at a minimum:

1. CONTRACTOR's standard policies and procedures
2. Daily routines or schedules for custodians assigned to the facility
3. Emergency and safety procedures
4. List of equipment maintained in the facility
5. Maintenance and use manuals for all custodial equipment in each facility
6. List of all custodians assigned to each facility (for contact purposes)
7. Standard cleaning procedures
8. Specific procedures in the facility (i.e. lunchroom set up, door schedule, mowing, snow removal, etc.)

8.7 Quality Control/Inspections

The CONTRACTOR's supervisor/project manager, the AAPS's designees and other personnel as deemed appropriate by the AAPS's designees will perform periodic inspections of each facility to: (1) ensure all tasks are completed according to the Cleaning Frequency Requirements, (2) ensure that the quality of Custodial services is satisfactory, and (3) to ensure the Contractor's compliance with other terms of the Contract.

These inspections will be conducted at a minimum of 12 times a year in each facility. In addition, an inspection of all facilities will be conducted prior to each school year. An inspection may also be conducted in conjunction with the AAPS's insurance carrier during the Term of the Contract. These requirements are not intended to limit the Contractor's responsibility to inspect or control their own work, nor does it limit the AAPS's right to inspect any facility at any time.

Inspections are to be conducted with the AAPS's designees and other personnel as deemed appropriate by the AAPS's designees. The Contractor's supervisor(s)/project manager(s) will use the required inspection forms or pre-printed forms mutually agreed upon between the AAPS and the Contractor. Upon completion of each inspection, the Contractor will provide a copy of the inspection form to the AAPS administrator(s) present during the inspection before leaving the facility.

Failure to complete any required inspections (and failure to re-schedule and complete the inspection within three business days) will result in the issuance of a non-inspection notification which can be considered in regards to renewal of the Contract.

Additional inspections may be requested at the discretion of the AAPS's designees. Prior notification of inspections may or may not be furnished to the CONTRACTOR.

The AAPS's Superintendent, designees, and the administrators may also periodically inspect the facilities and may report any deficiencies and all unsatisfactory performance to the AAPS designees who will relay this to the CONTRACTOR. The CONTRACTOR will be granted a reasonable time to correct the deficiencies. Where it is necessary, in the AAPS designees' opinion to correct unsatisfactory performance to conduct school activities in a clean and safe environment, all costs incurred by the AAPS to correct the deficiencies will be deducted from the monthly payment to the CONTRACTOR.

8.8 School Closings

The CONTRACTOR is required to work on all "inclement weather days". Shift deviation will be allowed, as long as all scheduled work is completed. In addition to minor snow removal around school entrances, they will be required to perform select other cleaning tasks and pick up US Mail. The CONTRACTOR will also be responsible for having staff available at all facilities to cover any scheduled activities that may still be taking place. On "inclement weather days", the AAPS may permit the afternoon shift custodians to begin work at 12:00 pm noon instead of their afternoon start time, with the approval of the AAPS's designees.

CONTRACTOR personnel are also required to work on all other days that school is closed due to other abnormal situations such as boiler failure, water main break, electrical outages, etc. On these days, they should expect to work their regular schedule unless otherwise directed by the AAPS's designees.

8.9 Snow and Ice Management

The CONTRACTOR will be responsible for clearing snow and ice, and for distributing ice-melt/salt mixture around doorway entrances and on all sidewalks on all AAPS facilities. First shift staff will be required to report on hour early to work when it snows to ensure that snow has been removed and ice-melt/salt mixture has been done.

When snow continues to fall after the snow removal crew has plowed, CONTRACTOR will be required to clear sidewalks leading to the facility entrances as needed to assure maximum safety for facility users. When snow begins to fall on the afternoon shift, the CONTRACTOR's employees will be required to remove snow and salt while still performing cleaning responsibilities.

8.10 Supplies

The CONTRACTOR must keep track of all supplies used by each facility and have an order process system that will provide the AAPS a monthly report on each facility's usage. The report must detail quantity, product name, and cost. The Contractor will be required to keep an adequate inventory of supplies/equipment at each facility.

8.11 Deposits/Money Bags

The CONTRACTOR is required to pick up deposits/money bags for AAPS and Food Services. The delivery drivers are required to be bonded. Drivers are required to obtain signatures at each facility where money bags are picked up and deliver them to Food Services at Pioneer and/or the AAPS finance office.

8.12 Mail Delivery

The CONTRACTOR is required to sort and deliver inter-school mail to all AAPS facilities, WISD, Ann Arbor Public Library, AAEA and the Michigan Educational Credit Union on a daily basis.

The CONTRACTOR is required to pick up, sort and deliver US Mail on a daily basis.

Various AAPS related items will need to be delivered beyond the normal mail. This may include but is not limited to massive mailings, boxes, video equipment, allergy related products, furniture, etc.

8.13 Unit Packaging

The CONTRACTOR is required to pick up and deliver large mailings to Unit Packaging. The CONTRACTOR will be notified by either the building secretaries or AAOS designees.

IX. MAINTENANCE

9.1 Staffing

The contractor will organize the 26 FTE maintenance staff accordingly:

3.0 FTE Plumber/Certified Pool Operators (CPO). The employees filling these positions must have successfully completed a CPO certification class as defined by state regulations.

The shifts must provide continuous coverage each week of the school year from Sunday at 10:00 pm until Friday at 11:00 pm.

School break/vacation period staffing hours can be altered upon mutual agreement of the contractor and AAPS.

1st shift = 6:00 am to 2:00 pm

2nd shift = 2:00 pm to 10:00 pm

3rd shift = 10:00 pm to 6:00 am

23.0 FTE Utility Maintenance Staff. The employees filling these positions must be able to perform basic building and grounds maintenance functions and include, but not limited to; carpentry, grass cutting, landscaping, snow plowing, supply and equipment moving, painting, concrete work, storm water clean out, minor plumbing, athletic field maintenance, playground maintenance, roof drain cleaning, roof cleaning, lawn care, trash can maintenance and other maintenance functions not specifically excluded.

1st shift = 4:00 am to 12:00 pm

2nd shift = 7:00 am to 3:00 pm

3rd shift = 3:00 pm to 11:00 pm (this shift includes 3.0 FTE to provide coverage at all three comprehensive high schools and other evening tasks as required for proper operation of the district facilities).

Shift over lap is acceptable as long as coverage periods are maintained

Seasonal and School break/vacation period staffing hours can be altered upon mutual agreement of the contractor and AAPS.

The contractor must also provide 24/7/365 emergency coverage for situations that arise during non staffed periods at the billable rate submitted.

9.2 Communication

A daily communication log will be maintained at the Balas Administrative office where authorized staff may enter suggestions or complaints on areas of Maintenance Service. The CONTRACTOR will communicate the corrective action taken.

Some of the CONTRACTOR's most important customers will be the building principals. To ensure customer satisfaction, the CONTRACTOR's employees will be required to maintain regular, open communication with the principals, the AAPS's designees and AAPS administrators as necessary.

The CONTRACTOR shall provide communication devices to employees in order for the AAPS to ensure open communications at their facilities. AAPS will provide cell phones or other acceptable communication system devices to contractor personnel at all AAPS facilities.

9.3 Maintenance Equipment, Tools and Supplies

The RFP is based on the premise that the AAPS will allow CONTRACTOR to use all AAPS owned equipment and tools and the AAPS will hold title to all such equipment and tools. The CONTRACTOR should include all repairs necessary to keep the listed equipment and tools in "As Is Condition" subject to normal wear and tear. The CONTRACTOR shall be liable for any misuse or injury caused by the operation of the equipment and or/tools. If the CONTRACTOR wishes to purchase equipment and/or tools in excess of the current equipment and/or tools, the CONTRACTOR may do so at their own expense. The CONTRACTOR will maintain ownership of such purchased equipment and/or tools. For purposes of this RFP, equipment shall mean items that have a life expectancy of more than one year, have a model and serial number and would normally be a depreciable item. For example, powered hand tools, lawn care equipment, etc. Small hand tools are such things like pliers, drills, hammers, etc. The CONTRACTOR will be required to replace any such hand tools due to loss or theft by CONTRACTOR employees or by misuse.

AAPS will maintain all licensed and regulated vehicles. This includes all Maintenance Trucks, Bobcats, trailers, large mowers and associated accessories. A complete list of vehicles and equipment excluded from contractor maintenance requirements will be distributed at the pre-bid walk through.

AAPS will purchase and store all gasoline and diesel fuels types for use by the contractor. Quantities of usage will be monitored by AAPS and excessive overages will be back charged to the contractor.

9.4 Maintenance Work

The CONTRACTOR will be required to perform maintenance tasks as needed. Typical tasks include but are not limited to:

9.4.1 Building Envelope and Structure

The contractor shall provide a full range of architectural maintenance (both routine and preventive). The maintenance and repairs to the facilities include doors, walls, wall coverings, painting, plastering, floors and floor coverings, ceilings, ceiling tiles, windows, tunnels, gutters, sidewalks and pavement, and any built-in building structure. Built-in building structures are defined as permanent parts of larger structure such as: a built-in piece of furniture, bookcase, counter, countertop, cabinet, etc. Movable or unattached building components such as: decks, chairs, bookcases, carts, etc.

In addition, the contractor will work with and coordinate upon request by the AAPS designee any and all other service providers (contractors and subcontractors, etc.) and any state, county and city regulators to resolve facility related issues.

9.4.2 Public Swimming Pool Care

The contractor will maintain an on site Certified Pool Operator (CPO), as defined by the Michigan Department of Environmental Quality, Public Health Code, Act 368 of 1978, Public Swimming Pools. Site specific care requirements for the 8 public swimming pools are contained in Appendix D. Additionally, the contractor will schedule continuous on site coverage of a CPO/plumber for maintenance and safety purposes from Sunday at 10 pm until Friday at 11 pm of each week in which the pools are in use. This results in 3.0 FTE coverage with alternating and consecutive 8 hour shifts.

In addition, the contractor will work with and coordinate upon request by the AAPS designee any and all other service providers (contractors and subcontractors, etc.) and any state, county and city regulators to resolve facility related issues.

9.4.3 Plumbing, Sewer and Water Control Maintenance

The contractor will perform all routine/preventative maintenance and repairs to all plumbing equipment and include, but not limited to; piping, service pipes, drains, valves, fittings, gauges, sump sewer lines, grease traps, storage tanks, pumps, water heaters, sinks, showers, toilets, faucets, water purifiers, water softeners, garbage disposals, floor drains, pool care equipment and annual testing of grease traps.

In addition, the contractor will work with and coordinate upon request by the AAPS designee any and all other service providers (contractors and subcontractors, etc.) and any state, county and city regulators to resolve facility related issues.

9.4.4 Grounds Maintenance

The contractor will perform all routine/preventative maintenance and repairs to all grounds and include, but not limited to; competitive fields (Synthetic and natural turf), playgrounds, play equipment, tennis courts, basketball courts, sand volleyball courts, ponds, walkways, parking lots, storm water inlets, exterior signage, trash receptacles, fencing, bleachers, tables, benches, and ornamental grass and green space.

9.4.5 Equipment and Supplies Distribution

The contractor will be required to provide moving and delivery service for equipment and supplies the district requires and include, but not limited to; furniture, boxed items, stage equipment, bleacher systems, lifts and athletic equipment.

9.4.6 Snow and Ice Management

The contractor will be responsible for clearing snow and ice, and for distributing ice-melt around parking lots and pathways on all School District Facilities.

When snow continues to fall after the snow removal crew has initially plow, Contractor may be required to re-plow parking lots as needed to assure maximum safety for Facility users.

AAPS will purchase and store all salt and ice melt types for use by the contractor. Quantities of usage will be monitored by AAPS and excessive overages will be back charged to the contractor.

9.4.7 Excluded Maintenance Tasks

All electrical maintenance functions.

All plumbing maintenance involving Back Flow prevention equipment including annual inspections and certifications.

All motorized vehicle maintenance.

9.5 Manufacturer's Recommendations

The CONTRACTOR shall ensure that all applicable manufacturers' recommendations on maintenance are followed.

9.6 Quality Control/Inspections

The CONTRACTOR's supervisor/project manager, the AAPS's designees and other personnel as deemed appropriate by the AAPS's designees will perform periodic inspections of each facility to: (1) ensure all tasks are completed according to the Work order Requirements, (2) ensure that the quality of Maintenance services is satisfactory, and (3) to ensure the Contractor's compliance with other terms of the Contract.

These inspections will be conducted at a minimum of 12 times a year in each facility. In addition, an inspection of all facilities will be conducted prior to each school year. An inspection may also be conducted in conjunction with the AAPS's insurance carrier during the Term of the Contract. These requirements are not intended to limit the Contractor's responsibility to inspect or control their own work, nor does it limit the AAPS's right to inspect any facility at any time.

Inspections are to be conducted with the AAPS's designees and other personnel as deemed appropriate by the AAPS's designees. The Contractor's supervisor(s)/project manager(s) will use the required inspection forms or pre-printed forms mutually agreed upon between the AAPS and the Contractor. Upon completion of each inspection, the Contractor will provide a copy of the inspection form to the AAPS administrator(s) present during the inspection before leaving the facility.

Failure to complete any required inspections (and failure to re-schedule and complete the inspection within three business days) will result in a penalization of \$50 per occurrence and the issuance of a non-inspection notification which can be considered in regards to renewal of the Contract.

Additional inspections may be requested at the discretion of the AAPS's designees. Prior notification of inspections may or may not be furnished to the CONTRACTOR.

The AAPS's Superintendent, designees, and the administrators may also periodically inspect the facilities and may report any deficiencies and all unsatisfactory performance to the AAPS designees who will relay this to the CONTRACTOR. The CONTRACTOR will be granted a reasonable time to correct the deficiencies. Where it is necessary, in the AAPS designee's opinion to correct unsatisfactory performance to conduct school activities in a clean and safe environment, all costs incurred by the AAPS to correct the deficiencies will be deducted from the monthly payment to the CONTRACTOR.

9.7 School Closings

The CONTRACTOR is required to work on all "inclement weather days". Shift deviation will be allowed, as long as all scheduled work is completed. In addition to minor snow removal around school entrances, they will be required to perform select other tasks. The CONTRACTOR will also be responsible for having staff available at all facilities to cover any scheduled activities that may still be taking place.

CONTRACTOR personnel are also required to work on all other days that school is closed due to other abnormal situations such as boiler failure, water main break, electrical outages, etc. On these days, they should expect to work their regular schedule unless otherwise directed by the AAPS's designees.

9.8 Supplies, New and Replacement Equipment and Parts

The CONTRACTOR will use the existing inventory of consumable supplies and replacement equipment and parts. Once consumable supplies and replacement equipment and parts have been exhausted, AAPS will purchase additional item directly through their designee(s). It will be the contractor's responsibility to properly characterize order requirements and submit requests in a timely and workable manner. AAPS will directly purchase and store all gasoline and diesel fuel types, salt and ice melt.

9.9 Workorder System

The contractor will be required to access and interact with the district maintained web based Workorder database system for tasking and scheduling. Work flow will be audited for completion and timeliness of the Contractor regarding assigned tasks. Failure to perform adequately will be considered in the contractor's evaluation and will result in \$50 penalty per occurrence.

X. STANDARD TERMS AND CONDITIONS

10.1. BOOKS AND RECORDS

10.1.1. The CONTRACTOR shall maintain such records (supported by invoices, receipts, or other evidence) as the AAPS will need to meet monthly reporting responsibilities and shall submit monthly bills/invoices in a format approved by the AAPS no later than 15 calendar days of the succeeding month in which services were rendered. Participation records shall be submitted in a timely manner to facilitate claims submission no later than the tenth (10th) day of the succeeding month in which services were rendered. The AAPS shall perform edit checks on the participation records provided by the CONTRACTOR prior to the preparation and submission of the claim for reimbursement.

10.1.2. The CONTRACTOR shall maintain records at the AAPS to support all expenses appearing on the monthly bill/invoice.

10.1.3. Books and records of the CONTRACTOR pertaining to the operations shall be made available, upon demand, in an easily accessible manner for a period of three (3) years from the end of the contract term (including renewals) to which they pertain, for audit, examination, excerpts, and transcriptions by the AAPS and/or any state or federal representatives and auditors, or longer should any audit for that time still be open.

10.1.4. If audit findings regarding the CONTRACTOR's records have not been resolved within the three (3) year record retention period, the records must be retained beyond the three (3) year period, for as long as required for the resolution of the issues raised by the audit.

The CONTRACTOR shall not remove state or federal required records from AAPS premises upon contract termination.

10.1.5. The AAPS shall conduct a quarterly internal review of all records and documentation associated with the procurement of items to ensure that the CONTRACTOR is complying with all applicable competitive procurement procedures.

10.1.6. The CONTRACTOR shall surrender to the AAPS upon termination of the contract all records pertaining to the operation of the custodial and maintenance service, to include inventory records, production records, product invoices, claim documentation, financial reports, and procurement documentation. The records shall be in appropriate order and complete to the extent necessary to reconstruct individual cost of prior CONTRACTOR billings.

10.1.7. CONTRACTOR shall purchase all supplies required under this contract on the AAPS's behalf. Title thereto shall remain with the AAPS at all times. Such supplies shall be kept separate and apart from other AAPS property unless the AAPS has chosen not to maintain a separate inventory. CONTRACTOR and AAPS shall jointly inventory all purchased supplies at both the beginning and the end of

this contract's term. The AAPS shall have access to the records of the supplies purchased to review and audit as it deems necessary.

10.1.8. CONTRACTOR shall purchase all supplies for the AAPS at the lowest prices possible consistent with maintenance of quality standards prescribed by the AAPS, including taking advantage of all local trade discounts. All such transactions shall meet procurement standards.

10.2. DESIGNATION OF PROGRAM EXPENSE

The CONTRACTOR shall be responsible for negotiating/paying all employees' fringe benefits, employee expenses, and accrued vacation and sick pay for staff on their payroll.

10.3 PAYMENT AND FEES

All bids shall be calculated based on the information provided by the AAPS in this solicitation. All bids shall be submitted using the Bid Sheet form.

10.4 USE OF FACILITIES, INVENTORY, EQUIPMENT, AND STORAGE

10.4.1 The AAPS will make available without any cost or charge to the CONTRACTOR, area(s) of the premises agreeable to both parties in which the CONTRACTOR shall render its services.

10.4.2 The CONTRACTOR and the AAPS shall inventory the equipment and supplies owned by the AAPS. This will be performed at the beginning of the contract and at the beginning of each successive school year if the renewal option is utilized.

10.4.3 The CONTRACTOR shall maintain the inventory and at the inventory level as specified by the AAPS.

10.4.4 The AAPS will replace expendable equipment and replace, repair, and maintain non-expendable equipment except when damages result from the use of less than reasonable care by the employees of the CONTRACTOR.

10.4.5 The AAPS will have final, prior approval authority for the purchase of all equipment to be used in the delivery of custodial and maintenance services. Title to the property must be vested with the AAPS when the equipment is placed in service by the CONTRACTOR. Upon written agreement of the parties, the purchase amount shall be amortized on a straight line depreciation basis beginning on the date upon which the equipment is placed in service, for a length of time upon which the parties shall mutually agree. If the agreement is terminated or non-renewed for any reason prior to full amortization, the AAPS may: (1) retain the property and continue to make payments in accordance with the amortization schedule; or (2) return the property to the CONTRACTOR in full release of the unpaid balance.

10.4.6 The CONTRACTOR shall maintain adequate storage practices, inventory, and control of supplies.

- 10.4.7 The AAPS shall provide the CONTRACTOR with local telephone service. Cell phone service will be the CONTRACTOR's responsibility to provide.
- 10.4.8 All custodial and maintenance equipment owned by the AAPS shall remain on the premises of the AAPS.
- 10.4.9 The AAPS shall not be responsible for loss or damage to equipment owned by the CONTRACTOR and located on the AAPS premises.
- 10.4.10 The CONTRACTOR shall notify the AAPS of any equipment belonging to the CONTRACTOR on AAPS premises within ten (10) days of its placement on AAPS premises.
- 10.4.11 The AAPS shall have access, with or without notice, to all of the AAPS's facilities serviced by the CONTRACTOR for purposes of inspection and audit.
- 10.4.12 The AAPS, on the termination or expiration of the contract, shall conduct a physical inventory of all equipment and commodities owned by the AAPS.
- 10.4.13 The CONTRACTOR shall surrender to the AAPS upon termination of the contract, all AAPS equipment and furnishings in good repair and condition.

10.5 PRICES, LICENSES, FEES, AND TAXES

- 10.5.1 The CONTRACTOR shall be responsible for paying all applicable taxes and fees, including but not limited to, excise tax, state and local income tax, and payroll and withholding taxes for CONTRACTOR employees. The CONTRACTOR shall hold the AAPS harmless for all claims arising from payment of such taxes and fees. The extent of responsibility is designated in the cost responsibility attachment to this document.
- 10.5.2 The CONTRACTOR shall obtain and post all licenses and permits as required by federal, state, and/or local law.
- 10.5.3 The AAPS may periodically request the CONTRACTOR to perform work that is not specified in the RFP or in the Contract. Any such work will be classified as extra work and will be billed according to the rate specified in the Proposal Form. Any additional work for which additional charges will be billed to the AAPS must be pre-approved in writing by the AAPS's designees.

10.6 Price

The prices proposed by the CONTRACTOR shall remain firm for the first three (3) years of the Contract. If the Contract is extended beyond three (3) years, any changes will be negotiated between the contractor and AAPS.

10.7 Price Reductions

If the AAPS reduces the scope of the of the service contract by square footage or acreage district-wide during the Contract Term, the Contract price shall be reduced proportionally. Additionally, the AAPS reserves the right to negotiate reductions in frequency and or scope to reduce costs if it deems necessary. Such reductions shall be agreed upon by both parties.

10.8. Insurance and Indemnification

10.8.1. The Contractor shall provide a certificate of insurance from an A M best rating insurance carrier naming Ann Arbor Public Schools as additional insured for the policies of Auto and General Liability insurance. The certificate(s) of insurance shall be provided annually on or before expiration of the previous policy with insurance coverage as follows:

General Liability - \$1,000,0000 per Occurrence/\$2,000,000 Aggregate - Occurrence Form

Employment Practice Liability to include 3rd party - \$1,000,000 Occurrence limit/\$3,000,000 Aggregate

Workers Compensation - Employers Liability Limits \$1,000,000 Each Accident/ \$1,000,000 Disease-Policy Limit/ \$1,000,000 Disease-Each Employee and an Alternate Employer Liability endorsement.

Umbrella Liability - Minimum \$5,000,000 Each Occurrence/ Aggregate

Automobile Liability - \$1,000,000 Non-Owned & Hired

10.8.2. A Certificate of Insurance of the CONTRACTOR's insurance coverage, indicating the specified amounts, must be submitted at the time of award. All insurance required as a result of a response to this RFP shall provide that the insurer will provide notice of cancellation directly to the AAPS thirty (30) days before such cancellation occurs.

10.8.3. The AAPS shall keep its buildings, including the premises, and all property contain therein insured against loss or damage by fire, explosion, and similar casualties.

10.8.4. The CONTRACTOR shall provide worker's compensation and unemployment insurance for its employees as specified in the *Cost Responsibility Detail Sheet*.

10.8.5. The CONTRACTOR shall indemnify and hold harmless the AAPS, or any employee, director, or agent of the AAPS, from and against all claims, damages, losses, and expenses (including attorneys' fees and court costs incurred to defend litigation), decrees or judgments whatsoever arising from any and all injuries, including death or damages to or destruction of property, resulting from the CONTRACTOR's acts, or omissions, willful misconduct, or breach of the AAPS's obligations under the contract.

10.8.6. The CONTRACTOR shall not be required to indemnify or hold harmless the

AAPS from any liability or damages arising from the AAPS's sole acts or omissions.

10.9 Proprietary Information

10.9.1 During the term of the Agreement, the CONTRACTOR may grant to the AAPS a nonexclusive right to access certain proprietary materials of the CONTRACTOR, including, but not limited to signage, operating or other manuals, and computer programs relative to or utilized in the CONTRACTOR's business or the business of any affiliate of the CONTRACTOR.

10.9.1 To the extent permitted by law, the AAPS shall not disclose any of the CONTRACTOR's proprietary information or other confidential information, directly or indirectly, during or after the term of the Agreement. The AAPS shall not photocopy or otherwise duplicate any such material without the prior written consent of the CONTRACTOR. All trade secrets and other confidential information shall remain the exclusive property of the CONTRACTOR and shall be returned to the CONTRACTOR immediately upon termination of the agreement.

10.9.2 The AAPS agrees that all proprietary computer software programs, marketing, and promotional literature and materials used by the CONTRACTOR and the AAPS's premises in connection with the custodial and maintenance services provided by the CONTRACTOR under this Agreement shall remain the property of the CONTRACTOR.

10.9.3 Upon termination of the contract, all use of trademarks, service marks, and logos owned by the CONTRACTOR or licensed to the CONTRACTOR by third parties shall be discontinued by the AAPS, and the AAPS shall immediately return to the CONTRACTOR all proprietary materials.

10.9.4 The CONTRACTOR acknowledges that during the course of this contract, the CONTRACTOR shall have access to business systems, techniques, and methods of operation developed at great expense by the AAPS. The CONTRACTOR recognizes these to be unique assets of the AAPS's business. The CONTRACTOR agrees to keep such information confidential and shall not disclose such information directly or indirectly during or subsequent to the term of this Agreement.

10.10. Non-Discrimination

The parties to this contract agree not to discriminate against any employee, applicant for employment, student, or other recipient of services under this contract, due to race, creed, color, religion, sex, sexual orientation, national origin, age, height, weight, disability, marital status, familial status or veteran status, or other legally protected classification. Breach of this section shall be regarded as material breach of this contract.

10.11. Term and Termination

10.11.1 This contract shall become effective on July 1, 2010 and terminate on June 30, 2013 with up to two (2) one-year renewals with mutual agreement between the AAPS and the

CONTRACTOR. Contract extensions or renewals are contingent upon the fulfillment of all contract provisions.

10.11.2 The AAPS or the CONTRACTOR may terminate the contract for cause by giving sixty (60) days written notice.

10.11.3 Neither the CONTRACTOR nor the AAPS shall be responsible for any losses resulting if the fulfillment of the terms of the contract shall be delayed or prevented by wars, acts of public enemies, strikes, fires, floods, acts of God, or for any acts not within the control of the CONTRACTOR or the AAPS, respectively, and which by the exercise of due diligence they were unable to prevent.

10.12 Non-Performance by Contractor

10.12.1 In the event of the CONTRACTOR's non-performance under this contract and/or the violation or breach of the contract terms, the AAPS shall have the right to pursue all administrative, contractual, and legal remedies against the CONTRACTOR and shall have the right to seek all sanctions and penalties as may be appropriate.

10.12.2 The CONTRACTOR shall pay to the AAPS the full amount of any fees which are attributable to the CONTRACTOR's negligence, including associated fees based on review or audit findings, which occurred during the effective dates of the original and renewal years of the contract.

10.13 Certifications

10.13.1 The CONTRACTOR shall comply with the mandatory standards and policies relating to energy efficiency, which are contained in the State energy conservation plan issued in compliance with the Energy Policy and Conservation Act (P.L. 94-163).

10.13.2 The CONTRACTOR shall comply with Sections 103 and 107 of the Contract Work Hours and Safety Standards Act (the "Act"), 40 U.S.C §§ 327-330, as supplemented by the Department of Labor regulations, 29 CFR, Part 5. Under Section 103 of the Act, the CONTRACTOR shall be required to compute the wages of every laborer on the basis of a standard workday of eight (8) hours and a standard workweek of forty (40) hours. Work in excess of the standard workday or standard workweek is permissible provided that the worker is compensated at a rate of not less than 1-1/2 times the basic rate of pay for all hours worked in excess of eight (8) hours in any calendar day or forty (40) hours in any workweek.

10.13.3 The CONTRACTOR shall comply with Executive Order 11246, entitled "Equal Employment Opportunity," as amended by Executive Order 11375, and as supplemented in Department of Labor regulations, 41 CFR, Part 60.

10.13.4 The CONTRACTOR shall comply with all applicable civil rights laws, as amended, which include but are not limited to: Title VI and Title VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; the Age Discrimination Act of 1975; 7 CFR Parts 15, 15a, and 15b; the

Americans with Disabilities Act; FNS Instruction 113-1, Civil Rights Compliance and Enforcement; the Michigan Elliott-Larsen Civil Rights Act; and the Michigan Persons with Disabilities Civil Rights Act.

- 10.13.5 The CONTRACTOR **has signed** the Certification of Independent Price Determination, which was attached as an addendum to the CONTRACTOR's bid and which is incorporated herein by reference and made a part of this contract.
- 10.13.6 The CONTRACTOR **has signed** the Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion, which was attached as an addendum to the CONTRACTOR's bid and which is incorporated herein by reference and made a part of this contract.
- 10.13.7 The CONTRACTOR **has signed** the Certification Regarding Clean Water and Air, which is incorporated herein by reference and made a part of this contract.
- 10.13.8 The CONTRACTOR **has signed** the Certification Regarding Disclosure of Lobbying Activities, which was attached as an addendum to the CONTRACTOR's bid and which is incorporated herein by reference and made a part of this contract.

XI. MISCELLANEOUS

- 11.1 Except as otherwise expressly stated, this contract shall be construed under the laws of the State of Michigan. Any action or proceeding arising out of this contract shall be heard in the appropriate courts within the State of Michigan.
- 11.2 The CONTRACTOR shall comply with the provisions of the bid specifications, which are hereby **in all respects made a part of this contract.**
- 11.3 No provision of this contract shall be assigned or subcontracted without prior written consent of the AAPS.
- 11.4 No waiver of any default shall be construed to be or constitute a waiver of any subsequent claim.
- 11.5 Any silence, absence, or omission from the contract specifications concerning any point shall be regarded as meaning that only the best commercial practices are to prevail and that only materials/supplies and workmanship of a quality that would normally be specified by the AAPS are to be used.
- 11.6 Payments on any claim shall not preclude the AAPS from making a claim for adjustment on any item found not to have been in accordance with the provisions of this contract and bid specifications.
- 11.7 The AAPS shall be responsible for ensuring the resolution of program review and audit findings.

XII. DEDUCTIONS AND PENALTIES

12.1 Deductions for Temporary School Closures

If one or more facilities are closed for more than three consecutive days for “calamities”, and/or a problem with a facility, the AAPS designees may request that Custodial and/or Delivery services be temporarily suspended in the applicable facility(s). If this occurs, the AAPS’s bill for that month will be reduced by 1/20th for each day of work that Custodial and/or Delivery services are cancelled in the applicable facility. If any such reductions can be reasonably anticipated by the AAPS, the AAPS’s designees will provide as much lead time to the Contractor as possible.

12.2 Penalties

The following financial penalties shall be applied and will be deducted from the next monthly invoice.

12.3 Building Alarm Code Replacements

There will be a \$50 charge for the replacement or sharing of building alarm codes.

12.4 Equipment

All specified equipment must remain on site at all times. Failure to provide the equipment on the premises will result in a non-compliance deduction of \$100 for each occurrence.

12.5 Excessive Staff Turnover

“Head” or “Lead” custodian positions or supervisor/project manager positions shall not be reassigned to other Contractor accounts without prior written consent from AAPS’s designees. A \$250 penalty per instance will be assessed for staff turnover in the “Head” or “Lead” custodian positions per facility within the life of the Contract, if the replacement is not requested by the AAPS. A \$250 penalty per instance will be assessed for staff turnover in the supervisor/project manager position within the life of the Contract, if the replacement is not requested by the AAPS. These penalties will be waived during the first 90 days of the initial Contract.

12.6 ID Badges/Uniforms

If a Contractor’s employee is observed at the work site without wearing the Contractor issued ID badge, the Contractor will be in non-compliance with the contract and a \$25 deduction may be made on the monthly invoice. If a Contractor’s employee is observed at the work site without wearing the Contractor issued uniform, the Contractor will be in non-compliance with the contract and a \$25 deduction may be made on the monthly invoice.

12.7 Fines for MIOSHA Violations

If the AAPS is assessed any fines for MIOSHA violation arising out of these services and attributable to the Contractor, the Contractor shall reimburse the AAPS for these fines by commensurately reducing the charges on the monthly invoice.

12.8 Improper Chemical Use

If the Contractor uses chemicals or methods that damage the AAPS’s property, the Contractor shall pay for the property’s replacement.

12.9 Improperly Securing Buildings

If the Contractor fails to properly secure any facility, a non-compliance penalty of \$250 per incident shall be deducted for the next monthly payment. Additionally, the Contractor shall be responsible for any and all damage or loss to AAPS facilities or equipment that results from failure to secure facilities.

12.10 Keys

Please refer to the “Keys” section of this RFP – Section 7.2 (specifically, the “Security of Keys” and “Replacement” subsections).

12.11 Non-answering of Cell phone Calls or Pages

Calls placed by the AAPS’s Superintendent, the AAPS’s designees, or the building principal to the Contractor’s supervisor/manager that are not answered or returned

within 30 minutes after the call is placed will be assessed a \$25 penalty per incident. The deduction will be made on the next month's invoice.

12.12 Non-approved Personnel

If a Contactor's employee is observed working in the AAPS and has not been authorized by the AAPS's designees to work in the AAPS, the Contractor will be in non-compliance with the Contract and a \$50 deduction will be made on the monthly invoice. The unauthorized employee shall immediately vacate AAPS property.

12.13 Non-Inspection

Failure to complete any required inspections, as specified in the "Quality Control/Inspections" Section of this RFP and failure to re-schedule and complete the inspection within three business days will result in the issuance of non-inspection penalty of \$100 per instance.

12.14 Unfilled Employee Absences

Whenever any custodial or delivery staff are absent from part or all of their AAPS assignment and a substitute is not provided by the Contractor, the Contractor must deduct the following amounts from the next invoice. For each unfilled day shift on school days – a \$300 penalty per instance. For all other unfilled shifts – a \$100 penalty per instance. These penalties are intended to reflect the Contractor's labor savings by not providing eight hours of labor and to provide an "assured staffing" incentive. The AAPS's designees have the authority to waive up to \$500 of penalties per Contract year.

XIII. PROPOSAL

Proposal Checklist

Please attach copies of the following documents to your Proposal in addition to the Proposal Form:

1. Letter of Introduction of Proposer
2. Proposer's background, Qualifications and Organizational Chart
3. List of any and all Exceptions to Request For Proposal or Contract
4. List of K-12 school districts currently being serviced by Proposer
5. List of Proposer's References
6. Proposer's Verification of Addenda to the Request for Proposal, if any
7. Proposer's Audited Financial Reports for most recent three (3) years
8. Proposer's Suggested Voluntary Alternates to the Request For Proposal, if any
9. Proposer's List of any and all Litigation or Regulatory Proceedings
10. Transition Plan/Implementation Schedule
11. Affidavit of Proposer – Familial Relationship
12. Proposer's Bid Bond
13. Proposer's insurance Certificate
14. Proposer's Completed Proposal Pricing Form

**ANN ARBOR PUBLIC SCHOOLS
Custodial and Maintenance Services Bid Form**

The Contractor hereby agrees and certifies to comply with all requirements within this specification and further agrees to accept in payment a dollar amount calculated from the quotation prices listed below for all work regarding this bid.

The undersigned hereby authorizes any person, firm or corporation listed to furnish any information requested by the Owner in verification of the information submitted in this bid proposal package.

Company:

_____ Name

Business Address _____ City/State/Zip _____ Phone/Fax _____

Authorized By: _____
Name _____ Title _____

Signature _____ Date _____

_____ Contact Telephone #

Custodial and Maintenance Services

| FUNCTION | | Lump Sum per Year |
|----------|---------------------------------------|-------------------|
| A | Custodial Services | |
| B | Maintenance Services only | |
| C | Custodial & Maintenance Services only | |

| FUNCTION | Hourly Rate | | |
|---|---------------|-----------------|-------------|
| | Straight Time | Time and a half | Double Time |
| Custodial Staff Rate for non-bid services | | | |
| Maintenance Staff Rate for non-bid services | | | |
| Delivery Staff Rate for non-bid services | | | |

Voluntary Alternates that provide the Ann Arbor Public Schools with greater cost savings and/or quality of service are encouraged for our review.

ARTS

Arts Alliance
Board of Directors

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Deb Mexicotte
University of Michigan
Arts at Michigan

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Ann Arbor Public Schools
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Deborah Greer

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Kamilah Henderson

Arts of Citizenship
University of Michigan

Mary Kerr

Ann Arbor Convention and
Visitors Bureau

Michael Nissen

Hole In One, LLC

Mark Palma

RiverFolk Festival

Elizabeth Parkinson

Ann Arbor SPARK

Roselyn Parmenter

Miller Canfield

Deb Polich

Artrain

January 4, 2010

Dr. Todd Roberts
Superintendent
Ann Arbor Public Schools
P.O. Box 1188
Ann Arbor, MI 48106

Dear Dr. Roberts:

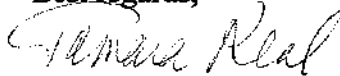
Please accept the congratulations of the board of directors of the Arts Alliance for the school district's recent nomination to represent the state of Michigan in the Kennedy Center Alliance for Arts Education Network and the National School Boards Association Award to recognize a local school board for outstanding support of the arts in education.

The Ann Arbor public schools have long been known for the quality of their arts education and being named to represent the state in this national competition is a recognition of this fact in and of itself. We are sure that the AAPS' commitment to standards-based arts education that includes offerings in visual arts, dance, music and theater/drama; its long-range plans for arts education, collaboration with community cultural resources, provision of equitable access to arts programs, and financial support of arts instruction will earn it the national award.

Robin Bailey is to be commended for submitting a compelling application to the regional nominating agency, ArtServe Michigan. These applications require untold hours of preparation and meticulous attention to detail.

Please keep us posted on the status of the award. We look forward to congratulating you on the national award!

Best regards,



Tamara Real
President

cc: Deb Mexicotte
LeeAnn Dickinson Kelly
Joyce Hunter

RECEIVED

JAN 07 2010

BOARD OF EDUCATION



CALL TO ORDER

7:02 pm

PLEDGE OF ALLEGIANCE

Trustee Lightfoot led the pledge

ROLL CALL

Present – Trustees Baskett, Friedman (arrived at 7:37pm), Hollier, Lightfoot, Mexicotte (President), Nelson (Secretary), Patalan (Vice President)

Present from Administration – Allen, Comsa, Dickinson-Kelley, Speiser, Doernte, Brown, Jaquette, Osinski (Recorder)

INTRODUCTION OF NON-VOTING MEMBER AT THE TABLE

President Mexicotte introduced Dr. Todd Roberts, Superintendent of Schools.

APPROVAL OF AGENDA

Approved by consent.

PUBLIC COMMENTARY

- Darrell Wilson spoke about the concessions custodians have taken to address budget deficits over the years, and the need for their services**
- Deb Palmer spoke about the dedication of the custodial staff.
- Beverly Geltner spoke about needing easier access to district information on the web.
- Ted Annis spoke about budget issues**
- Howard Miller conveyed information that would be helpful for the public to provide feedback at the budget forums**

REPORTS

Youth Senate - Offered a student's perspective on Pioneer Principal White's leave of absence for military service. Skyline's chapter of junior Statesmen of American attended the Midwest Fall State Convention in Madison Wisconsin.

Ann Arbor Parent Advisory Committee – thanked Judy Coucouvanis for her presentation on "Helping your child get along in the world: *Strategies for Social Success*." Next workshop will be given January 21 by Chuck Hatt on Read180. A flyer will be distributed with time and location of this free workshop open to all. Recognizes the challenge of budget issues. Urged Board to maintain SISS. Next meeting is February 1, 7pm at Skyline. Yolanda Bell will speak about the transition from high school to college or vocation for students with special needs.

Ann Arbor Education Association – President Satchwell encouraged the community and staff to become informed and attend the Community Forums on the Budget. He noted that our district, along with all districts in the state, have cut expenses in light of the State's structural deficit. He noted that the community has not really "felt" these cuts due to good planning, administrative foresight, and teachers who have done more with less.

BOARD COMMITTEE REPORTS

Planning – Next meeting is Jan. 12, 5pm at Skyline.

Performance – Next meeting is Jan. 28, 6:00 pm at Balas.

INFORMATION*Options Program Update*

Susette Jaquette provided an update on the Options Program which provides alternatives to the traditional classes in order to reach the highest achievement level possible. The program is available to all AAPS students grades 9-12 and the Options Magnet is available to 9-12 grade students county-wide. Online and/or blended course sections will be available in the 2010-11 course selection guide. Parents shared their positive experiences with the program.

FIRST BRIEFING*09/10 Grant Awards*

Linda Doernte presented the Grant Awards for 09/10. Sharman Speiser presented an update on Adult Education. Representatives from the Ann Arbor District Library, Community Action Network, UM Hospital, Washtenaw County Jail and Washtenaw Literacy introduced themselves and provided a brief overview of their partnership with Adult Ed.

SECOND BRIEFING – scheduled for approval at this meeting

ACTION – CONSENT AGENDA – scheduled for approval at this meeting

Draft Minutes of the 12/16/09 Regular Meeting

Vice President Patalan, supported by Trustee Hollier, moved to approve the minutes of the 12/16/09 Regular meeting as presented. On roll call vote, the motion carried 6-0.

Gift Offers

Vice President Patalan, supported by Trustee Hollier, moved to accept the gift offers as presented. On roll call vote, the motion carried 6-0.

ACTION – BOARD ITEMS*Memorandum of Understanding-Race to the Top*

Dr. Roberts explained the MOU from the state. Trustees are generally uneasy about moving forward with this as there is no detail, but glad there is an “opt out” clause. Trustee Hollier, supported by Trustee Baskett, moved to approve the presented resolution.

SUPERINTENDENT’S REPORT

Dr. Roberts gave his report and discussed the upcoming community forum process and agenda.

ITEMS FOR AGENDA PLANNING

President Mexicotte asked the Performance Committee to find a better system public access reports and presentations to the board. Also requested that the committee determine the process for removing charter schools.

President Mexicotte asked the Planning Committee bring a resolution to move forward with legislation for expanded use of sinking fund dollars.

ITEMS FROM THE BOARD

None

ADJOURNMENT

9:50 pm

**COUNTY OF WASHTENAW
STATE OF MICHIGAN**

**RESOLUTION AUTHORIZING THE SUPERINTENDENT AND BOARD OF
EDUCATION PRESIDENT TO SIGN THE MICHIGAN PARTICIPATING LEA/ISD
MEMORANDUM OF UNDERSTANDING**

A regular meeting of the board of education of the Ann Arbor Public Schools (the "Board") was held, on the 6th day of January 2010, at 7:00 o'clock PM.

The meeting was called to order by President Mexicotte.

Present: Members Baskett, Friedman, Hollier, Lightfoot,
Mexicotte, Nelson, Patalan

Absent: Members NONE

The following preamble and resolution were offered by Member Hollier and supported by Member Baskett:

WHEREAS, the American Recovery and Reinvestment Act of 2009 ("ARRA"), Pub. L. 111-5, creates an opportunity for States to apply to the United States Department of Education ("USDOE") to receive Federal funding for education reform through a "Race to the Top" grant program; and

WHEREAS, the USDOE requires that interested States submit a Race to the Top application and plan that includes a signed Memorandum of Understanding from each of the State's local and intermediate school districts and public school academies that will participate in that State's Race to the Top Plan, if approved and funded by the USDOE; and

WHEREAS, the USDOE has distributed a *Model Participating LEA Memorandum of Understanding* to serve as a template for each State to develop the required Memorandum of Understanding; and

WHEREAS, Michigan's Superintendent of Public Instruction, Michael P. Flanagan, has notified local and intermediate school districts and public school academies that the State of Michigan has adopted and distributed the USDOE's *Model Participating LEA Memorandum of Understanding*, entitled *Michigan's Participating LEA/ISD Memorandum of Understanding* ("MOU") (a copy of which is attached as Attachment A to this Resolution and incorporated by this reference); and

WHEREAS, Superintendent Flanagan further has advised local and intermediate school districts and public school academies that, in order to be eligible to receive Federal Race to the Top grant funds, should Michigan's application and plan for such funds be approved, interested local districts and academies must submit to their intermediate school district by the close of business on January 7, 2010, a copy of the attached MOU signed by the local superintendent (or equivalent authorized signatory), school board president, and teacher union leadership; and

WHEREAS, although the Michigan Department of Education (“MDE”) has advised local and intermediate districts and public school academies that the USDOE’s accelerated application process for states has not allowed Michigan to provide local and intermediate districts and academies with all of the details of Michigan’s Race to the Top plan at this time, the attached MOU references the responsibilities to be agreed upon and a list of the four assurances that local districts must agree to implement; and

WHEREAS, the MDE has provided supplemental information regarding Michigan’s Race to the Top Plan on its website at www.michigan.gov/mde-recovery and has announced that it has scheduled a series of webinars and “stakeholder” meetings to occur before January 7, 2010, for the purpose of assisting local and intermediate school districts and academies to make informed decisions about signing onto the Michigan Race to the Top Plan; and

WHEREAS, on December 18, 2009, the MDE distributed via E-Blast [MDE Official Communication – Memo #150-09 – Draft Race to the Top Plan] sent to local and intermediate superintendents, academy leaders, educational organizations and associations, and stakeholders a draft summary of Michigan’s Race to the Top plan (“December 18th Draft Summary Plan”) and a link to an online survey designed to gather input and feedback on the December 18th Draft Summary Plan from districts, academies, ISDs, and stakeholders through January 6, 2010; and

WHEREAS, on the evening of December 19, 2009, the Michigan Legislature adjourned following passage of legislation related to the Race to the Top program; and

WHEREAS, on January 4, 2010 Governor Jennifer M. Granholm signed into law the Race to the Top legislation passed by the Michigan Legislature; and

WHEREAS, in view of uncertainties and concerns regarding Michigan’s Race to the Top plan and the MDE’s proposed MOU, Superintendent Flanagan reported in a separate E-Blast sent to local and intermediate superintendents, academy leaders, educational organizations and associations, and stakeholders on December 18, 2009, and entitled “URGENT Race to the Top Clarification,” that he had “been asked by many education stakeholders, at a number of different venues, whether the [MOU] can be reconsidered by districts, academies and ISDs if the state’s federal Race to the Top application is approved and awarded; and

WHEREAS, Superintendent Flanagan represented in his December 18th E-Blast, in pertinent part, as follows:

The Michigan Memorandum of Understanding (MOU) provides that the parties may mutually agree to terminate the MOU. If an LEA (school district) determines that it wants to terminate the MOU, the LEA should submit a letter to me requesting this termination, along with the reason for the termination. **I would not force an LEA to participate in the plan if it ultimately determines that it is not in its interest to do so.** (emphasis added); and

WHEREAS, this Board has identified a *non-exhaustive* list of circumstances under which it would not be in the interest of this District to participate in Michigan’s Race to the Top plan, including by way of *limited* example:

1. In the event that the District projects or determines that it has or will be required to expend more resources on implementation and compliance

with the Race to the Top program (including, without limitation, staffing, equipment, training, reporting and operational costs required to comply with the State Plan and the corresponding LEA/ISD Plan during and after the grant period) than the District will receive from the State of Michigan through the State's Race to the Top grant and the District's Participating LEA/ISD subgrant.

2. In the event that the MOU is construed or applied in a manner that effectively obviates the constitutional prohibition against the State's imposition of unfunded mandates upon the District as a result of, or in connection with, the State's participation in the federal Race to the Top Program. *See Mich Const 1963, Art. IX, Sec. 29.*
3. In the event that the District concludes that compliance with the State Plan may violate controlling law or contract, including without limitation, the Michigan Constitution of 1963, the Michigan Public Employment Relations Act (Act 336 of 1947, as amended), the Michigan Teacher Tenure Act (Act 4 of 1937, as amended), or the terms of an existing collective bargaining agreement.

NOW, THEREFORE, BE IT RESOLVED THAT the Board of Education for the District authorizes the District's Superintendent and Board President to execute the attached MOU to participate in a Michigan Race to the Top plan that substantially comports in detail with the responsibilities and assurances set forth in the attached MOU and summarized in the December 18th Draft Summary Plan.

BE IT FURTHER RESOLVED THAT by authorizing the District's Superintendent and Board President to sign the MOU on behalf of the District, the Board expressly relies on the December 18, 2009, representations by Michigan's Superintendent of Public Instruction, Michael P. Flanagan, that he "would not force an LEA to participate in the plan if it ultimately determines that it is not in its interest to do so" and, upon request, the MDE will permit a District to terminate the MOU and withdraw from Michigan's Race to the Top Plan without penalty.

BE IT FURTHER RESOLVED THAT the District's Administration is authorized to seek to obtain the signature(s) of [an] authorized representative(s) of The Ann Arbor Education Association on the attached MOU as requested by the MDE.

BE IT FURTHER RESOLVED THAT the District's Administration is directed and authorized to implement all terms of this resolution, including submission of an executed MOU to the Washtenaw Intermediate School District on or before 4:00 pm on Thursday, January 7, 2010, and is delegated all necessary authority to do so.

BE IT FURTHER RESOLVED THAT all resolutions and parts of resolutions insofar as they conflict with the provisions of this resolution be and the same are rescinded.

Ayes: Members Baskett, Friedman, Hollier, Lightfoot,
Mexicotte, Nelson, Patalan

Nays: Members NONE

Resolution declared Adopted.

Glenn L. Nelson
Glenn Nelson
Secretary, Board of Education

The undersigned, duly qualified and acting Secretary of the Board of Education of the Ann Arbor Public School District, Michigan, certifies that the foregoing constitutes a true and complete copy of a resolution adopted by said Board of Education at a Regular meeting held on Jan 6, 2010, the original of which is part of the Board's minutes. The undersigned further certifies that notice of the meeting was given to the public pursuant to the provisions of the "Open Meetings Act" (Act 267, PA 1976, as amended).

Glenn L. Nelson
Glenn Nelson
Secretary, Board of Education

Michigan's Participating LEA/ISD Memorandum of Understanding

This Memorandum of Understanding ("MOU") is entered into by and between Michigan ("State") and Ann Arbor Public Schools ("Participating LEA/ISD"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top grant project.

I. SCOPE OF WORK

Exhibit I, the Preliminary Scope of Work, indicates the portions of the State's proposed reform plans ("State Plan") the Participating LEA/ISD is agreeing to implement. (Note that, in order to participate and be eligible for funding, the LEA/ISD must agree to implement all portions of the State Plan, as applicable.)

II. PROJECT ADMINISTRATION

A. PARTICIPATING LEA RESPONSIBILITIES

In assisting the State in implementing the tasks and activities described in the State's Race to the Top application, the Participating LEA/ISD subgrantee will:

- 1) Implement the LEA/ISD plan as identified in Exhibits I and II of this agreement;
- 2) Actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by the State or by the U.S. Department of Education ("ED");
- 3) Post to any website specified by the State or ED, in a timely manner, all non-proprietary products and lessons learned developed using funds associated with the Race to the Top grant;
- 4) Participate, as requested, in any evaluations of this grant conducted by the State or ED;
- 5) Be responsive to State or ED requests for information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered;
- 6) Participate in meetings and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the Race to the Top grant period, and (d) other matters related to the Race to the Top grant and associated plans.

B. STATE RESPONSIBILITIES

In assisting Participating LEAs/ISDs in implementing their tasks and activities described in the State's Race to the Top application, the State grantee will:

- 1) Work collaboratively with, and support the Participating LEA/ISD in carrying out the LEA/ISD Plan as identified in Exhibits I and II of this agreement;
- 2) Timely distribute the LEA's/ISD's portion of Race to the Top grant funds during the course of the project period and in accordance with the LEA/ISD Plan identified in Exhibit II;
- 3) Provide feedback on the LEA's/ISD's status updates, annual reports, any interim reports, and project plans and products; and
- 4) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The State and the Participating LEA/ISD will each appoint a key contact person for the Race to the Top grant.
- 2) These key contacts from the State and the Participating LEA/ISD will maintain frequent communication to facilitate cooperation under this MOU.
- 3) State and Participating LEA/ISD grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.
- 4) State and Participating LEA/ISD grant personnel will negotiate in good faith to continue to achieve the overall goals of the State's Race to the Top grant, even when the State Plan requires modifications that affect the Participating LEA/ISD, or when the LEA/ISD Plan requires modifications.

D. STATE RECOURSE FOR LEA NON-PERFORMANCE

If the State determines that the LEA/ISD is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the State grantee will take appropriate enforcement action, which could include a collaborative process between the State and the LEA/ISD, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs.

III. ASSURANCES

The Participating LEA/ISD hereby certifies and represents that it:

- 1) Has all requisite power and authority to execute this MOU;
- 2) Is familiar with the general scope of the State's Race to the Top grant application and is supportive of and committed to working on all portions of the State Plan;
- 3) Agrees to be a Participating LEA/ISD and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded,
- 4) Will provide a Final Scope of Work to be attached to this MOU as Exhibit II only if the State's application is funded; will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe in Exhibit II the LEA's/ISD's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures ("LEA/ISD Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I) and with the State Plan; and
- 5) Will comply with all of the terms of the Grant, the State's subgrant, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).
- 6) Nothing in the MOU shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded school district employees under Federal, State, or local laws (including applicable regulations or court orders or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements.
- 7) Any portion of the MOU that impacts upon a mandatory topic of bargaining not covered by an existing collective bargaining agreement, memorandum of understanding, or other agreement shall be implemented only after an agreement is reached through collective bargaining.

IV. MODIFICATIONS


This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, and in consultation with ED.

V. DURATION/TERMINATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

VI. SIGNATURES

Local/Intermediate Superintendent (or equivalent authorized signatory) - required:

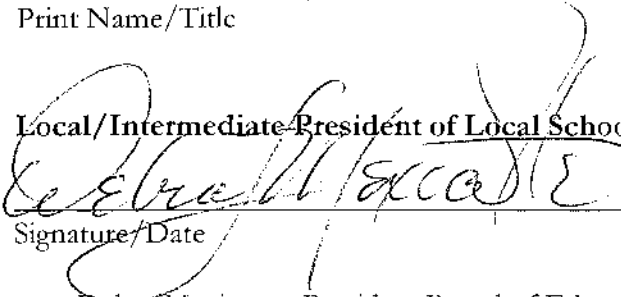


Signature/Date

Todd Roberts, Superintendent

Print Name/Title

Local/Intermediate President of Local School Board (or equivalent, if applicable):

 1/6/10

Signature/Date

Debra Mexicotte, President Board of Education

Print Name/Title

Local Teachers' Union Leader (if applicable):

Signature/Date

Brit Satchwell, AAEA President

Print Name/Title

Authorized State Official - required:

By its signature below, the State hereby accepts the LEA as a Participating LEA.

Signature/Date

Print Name/Title

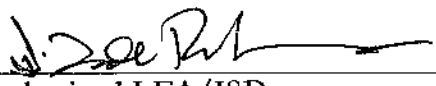
EXHIBIT I – PRELIMINARY SCOPE OF WORK

LEA/ISD hereby agrees to participate in implementing the State Plan in each of the areas identified below.

| Elements of State Reform Plans | LEA Participation (Y/N) | Comments from LEA (optional) |
|---|-------------------------|------------------------------|
| A. Standards and Assessments | | |
| (A)(3) Supporting the transition to enhanced standards and high-quality assessments | | |
| B. Data Systems to Support Instruction | | |
| (B)(3) Using data to improve instruction: | | |
| (i) Use of local instructional improvement systems | | |
| (ii) Professional development on use of data | | |
| (iii) Availability and accessibility of data to researchers | | |
| C. Great Teachers and Leaders | | |
| (C)(2) Improving teacher and principal effectiveness based on performance: | | |
| (i) Measure student growth | | |
| (ii) Design and implement evaluation systems | | |
| (iii) Conduct annual evaluations | | |
| (iv)(a) Use evaluations to inform professional development | | |
| (iv)(b) Use evaluations to inform compensation, promotion, and retention | | |
| (iv)(c) Use evaluations to inform tenure and/or full certification | | |
| (iv)(d) Use evaluations to inform removal | | |
| (C)(3) Ensuring equitable distribution of effective teachers and principals: | | |
| (i) High-poverty and/or high-minority schools | | |
| (ii) Hard-to-staff subjects and specialty areas | | |
| (C)(5) Providing effective support to teachers and principals: | | |
| (i) Quality professional development | | |
| (ii) Measure effectiveness of professional development | | |
| D. Turning Around the Lowest-Achieving Schools | | |
| (D)(2) Turning around the lowest-achieving schools | | |

For the Participating LEA/ISD

For the State



 Authorized LEA/ISD
 Signature/Date
 Todd Roberts, Superintendent

 Print Name/Title

 Authorized State Signature/Date

 Print Name/Title

EXHIBIT II – DETAILED WORK PLAN

To be developed within 90 days of receipt of Race to the Top funds.

The Big Time

HERITAGE NEWSPAPERS/WESTERN REGION

WSPAPERS/THE A2 JOURNAL Huron High School grad to share experiences as author

12/17/
2009

By Sheila Pursglove
Special Writer

What's it like to be a successful writer with the world at your feet?

Get the inside scoop from Huron High School graduate Cherry Cheva, a writer/producer for the Fox TV award-winning animated sitcom "Family Guy" and author of novels for teens.



Cheva

29 to talk about her latest book, "She's So Money," and about working in the TV industry.

This event is for high school students and adults. Nicola's Books will be on hand to sell copies of the new book, as well as Cheva's previous books, and Cheva will be on hand to sign them for her fans.

Cheva — her full name is Cherry Chevapravatdumrong — now makes her home in Los Angeles, and is looking forward to visiting her hometown for the holidays.

"I lived in Ann Arbor basically my whole life, until I went to college, and my parents are still in the area," she says.

Her novel, "She's So Money," is a lighthearted look at the senior year of high school. Seventeen-year-old Maya has always been a good girl, working long hours at her family's restaurant and getting straight A's in school. But, suddenly, her family might lose their entire restaurant if Maya doesn't come up with a ton of money and fast. An evil/genius plan, concocted by one of the most popular guys in school to do kids' homework for cash involved Maya in a dangerous scheme that she regrets, but also enjoys.

The book is based very loosely

ly on Cheva's experiences with her parents' restaurants, Lotus and Marnee, she says.

"It's not at all based on my experiences at Huron High — no cheating shenanigans went down when I was there, at least not any that I know of."

"I was an editor on the newspaper and wrote some stuff for the literary magazine, and other than that, I was your standard AP-class-taking, violin-playing orchestra nerd."

Cheva, who majored in psychology at Yale and earned a juris doctorate from New York University Law School, also is the author of "Duplikate," about high school senior Kate Larson and her computer-generated twin.

She coauthored, with Alex Borstein, "It Takes a Village Idiot, and I Married One," a book based on an episode of the "Family Guy."

"The leap from psychology/law to writing was basically just me deciding once and for all that I didn't want to be a lawyer. So, instead of taking the bar exam like all my friends, I packed up my car and drove to L.A.," she says.

"I found a job working as an assistant to an agent, and from there, just started working my way through different assistant jobs, writing spec scripts, and eventually landed an agent/manager and the 'Family Guy' job."

The sitcom follows the adventures of the dysfunctional Griffin family — Peter and his wife, Lois, teens Meg and Chris and baby Stewie, and their unusual dog, Brian, a member of MENSA with a penchant for dry martinis and dumb blondes.

"Family Guy" has been nominated for many awards, including 11 Primetime Emmy Awards, of which it won three. In 2009, it was nominated for an Emmy for Outstanding Comedy Series.

Excerpt from "She's So Money" by Cherry Cheva

Question: What do you get when you take ...

1 overachieving girl + 1 insanely cute guy + 1 massive fine + 1 scheme involving a little dishonesty and a whole lot of cash?

I've always been the good girl — working seriously long hours at my family's restaurant and getting straight A's. And Camden King was always just that hot,

popular guy I'd pass in the halls, whose ego was probably much bigger than his brain. I didn't think there'd ever be a reason for us to actually, like, interact.

Then again, I never thought

I'd mess up so badly that my family might lose our entire restaurant if I didn't come up with a ton of money, and fast. So that's where

Camden comes in — he and his evil/genius plan to do kids' homework for cash.

I know cheating's wrong, but it's better than being dead, right? Which is what I'd be if my parents knew about what happened. I never expected things to spin so far out of control. Or that I'd be such a sucker for Camden's lopsided grin. Or that falling apart could be the best thing that ever happened to me.

Answer: The time of my life.



the first time an animated series was nominated for the award since "The Flintstones" in 1961. The show has sold more than 18 million combined DVD units.

Cheva also shares her writing passion in "How to Write Dynamite

Dialogue" on Inkpop.com, a new voice in teen publishing, where teen writers can get questions answered and connect with other teen writers and lit fans.

Cheva got into writing books at the suggestion of her agent.

"The conversation was basically, 'Hey, did you ever think about writing a book?' 'Uh, sure!'"

"I had thought about it, but not since I was a kid, so it's very cool that it worked out and I get to do both books and TV now."

Cherry Cheva, a writer/producer for the Fox TV award-winning animated sitcom "Family Guy" and author of novels for teens, will visit the Ann Arbor District Library Downtown Branch 7 p.m. Dec. 29 to talk about her latest book, "She's So Money."



Meet the "Family Guy" Writer

Who: Huron High School graduate and former Ann Arbor resident Cherry Cheva, whose real name is Cherry Chevapravatdumrong

What: Writer/producer for Fox TV award-winning animated sitcom "Family Guy" and author of novels for teens

Where: Ann Arbor District Library, Downtown Branch, Multi-Purpose Room, 349 South First Ave., Ann Arbor

When: 7 to 8:30 p.m. Dec. 29

Program: Cheva will talk about writing her 2009 book "She's So Money," and about working in the TV industry. This event is for teens and adults, and includes a book signing with books for sale.

Contact: Call 327-8301 or visit www.a2dli.org

12/17/2009

Seven A2 School Board Hopefuls



Simone Lightfoot



Jack Panitch



Kim Callajan Lijana



Christine Stead



Elizabeth Nelson



Margy Long



Andy Thomas

Board
interviews
hopefuls
for post

*Seven people
vying for chance
to serve schools*

Editor's Note: Visit www.a2journal.com to learn which candidate was chosen yesterday by the Board of Education.

By Lisa Allmendinger
A2 Journal

Seven candidates are seeking an open seat on the Ann Arbor Board of Education to succeed Helen Gates Bryant, who left for a move out of state.

On Dec. 8, each candidate spent about a half hour answering a series of eight questions posed by the Ann Arbor Board of Education at a work session.

The seat was expected to be filled by a vote of the board Wednesday, after the newspaper's deadline.

One of the first decisions the new board member may have to make is whether to change the board's election date from May to November.

Should the change take place, which would save the district more than \$100,000, the new board member would serve through Dec. 31, 2010.

Jack Panitch, Elizabeth Nelson, Andrew Thomas, Christine Stead, Margy Long, Kim Callahan Lijana and Simone Lightfoot applied for the vacant post.

Lightfoot said she was raised in Ann Arbor before joining the U.S. Air Force in 1990. She has been a business owner and was the state director of the NAACP.

Approached to run for office, she says she is "well aware of the public policy process."

With two daughters in the public schools, Lightfoot says she possesses "the background, experience and has a vested interest" in the school system.

She said the district's greatest asset is its reputation and alumni.

Lightfoot stressed that the board needs to reach out to its graduates and to others, and be cheerleaders for the district.

She also said the board needs "to model certain behaviors for the community."

Panitch has two boys who attend Angell Elementary School and he is currently a

HOPEFULS

FROM PAGE 1-A

stay-at-home dad. Previously, he was a practicing attorney in Philadelphia.

Panitch is currently the vice president of the Angell Elementary School Parent-Teacher Organization. He says it's important to hold meetings to get input from the community about the budget process.

He also says the board must have an open mind when listening to what people have to say.

The district's greatest asset is its teachers, he said.

Callahan Lijana is a career educator who is pursuing a doctorate in higher education at the University of Michigan.

"I'm passionate about public education," she says, adding she was considering running for the board before a position opened.

She says the district's greatest asset is the community itself, as well as its leaders.

She suggested opening teacher contracts as part of the budget reduction equation, and said the district must go to the state and push legislators for funding reforms.

"Ann Arbor is one of the few districts that can be a leader," she says.

Callahan Lijana has a master's degree in teaching from John Hopkins University and has taught English and served as a college counselor. She is currently working as a researcher studying exemplary high schools across the country.

Stead, a management consultant, recently served on the steering committee for the Ann Arbor Citizens Millage Committee.

She has been involved in health reform planning.

With two children at Wines Elementary School, Stead says one of the district's best assets is its teachers.

She also says the board needs to look at both the revenue and expense sides of the equation when it comes to its budget deficit.

Nelson has a son at Eberwhite Elementary School and volunteers at the school.

Trained as an attorney, she

is not employed outside of her home.

She says that perhaps there is a way to charge a fee for programs, with community groups providing scholarships.

Nelson is involved with the American Association of University Women and is the leader of a monthly support group for adult children of hoarders.

Long has been active in the schools since 1997. She was a volunteer in the facilities millage campaign for Skyline High School, as well as the recent millage campaign.

"We need to take some time to look at the most important things that we want the district to be," Long said.

She has volunteered at Slauson Middle School and Pioneer High School, and served as the president of the Eberwhite PTO.

Long has a master's degree in social work, and has spent the last 28 years as a nonprofit professional.

Thomas has a child attending Tappan Elementary School and recently retired after serving as the interim chief administrative officer for the Department of Obstetrics and Gynecology University Physician Group in Detroit.

He says he wants to be part of the solution to the budget crisis.

He noted that he instituted a memorial fund in his wife's name to encourage reading at the elementary school level.

Thomas has been involved in fundraising at Burns Park Elementary.

To cut the funding deficit, he suggests taking a look at administration expenses, support services, transportation, janitorial and maintenance expenses.

Thomas suggested a review of all programs, as well as a look at the possible consolidation of high schools.

He also offered a participation fee for extracurricular activities from the arts to athletics, "but make sure that no student is denied the opportunity to participate," Thomas said.

Thomas also said compensation and benefits for all employees should be closely scrutinized.

Lisa Allmendinger can be reached at 1-877-935-NEWS (6397) or at allmendinger@heritage.com

Lightfoot gets nod to join school board

BY DAVID JESSE
DavidJesse@AnnArbor.com

The Ann Arbor school board has chosen Simone Lightfoot to join them at the board table.

Lightfoot garnered four votes, a majority, in the first round of balloting Wednesday night among seven candidates

who applied to fill a board vacancy.

"I'm overwhelmed," said Lightfoot, who graduated from Huron High School and who has daughters in the district.

"I really do have an allegiance to the district. I had worked on the millage and when it failed, I knew we had

a storm in front of us. I knew my experience, as well as my willingness to serve, could help the board in this time."

She was sworn in right after the vote and participated in the rest of the meeting.

Lightfoot replaces Helen Gates-Bryant, who resigned last month. She will serve until the next election.

The other six candidates for the vacant board seat were Jack Panitch, Andy Thomas, Margy Long, Christine Stead, Elizabeth Nelson and Kim Callahan Lijana.

All but Lijana have children in the district. None had any previous board experience.

The board nominated four finalists — Thomas, Lightfoot,

Long and Stead.

Current board members Susan Baskett, Irene Patalan, Glenn Nelson and Adam Hollier voted for her. Trustee Randy Friedman voted for Stead.

Before the board voted, they heard five-minute presentations from each candidate detailing key issues facing the district.

The candidates also went through a longer interview with the board last week.

Current board members encouraged the losing candidates to stay involved in the school system.

David Jesse covers K-12 education for AnnArbor.com. He can be reached at davidjesse@annarbor.com or at 734-623-2534.

12/17/2009



Photo by Lisa Allmendinger

Simone Lightfoot was sworn-in to office after being chosen as the new Ann Arbor Board of Education member to succeed Helen Gates-Bryant at last Wednesday night's meeting.

Lightfoot named to vacant school board position

A2 native seeks to reach out to alumni, others

By Lisa Allmendinger
A2 Journal

Simone Lightfoot was chosen Dec. 16 as the new Ann Arbor Board of Education member to replace Helen Gates-Bryant.

Gates-Bryant resigned last month.

Lightfoot received the four votes necessary to be selected from a group of seven candidates who had applied for the open seat.

"It's still not real," she said moments after the vote.

Following a half-hour inter-

view a week earlier, the candidates were given five minutes to talk about their qualifications during the Board of Education meeting.

Lightfoot, a product of the Ann Arbor school system, was the first candidate to speak based on a random selection process.

Candidates were asked elaborate on three issues facing the Board of Education and exclude the budget crisis.

"I'm prepared to join this team tonight," Lightfoot said, adding "I know your vision and I see it."

Also vying for the open seat were Jack Panitch, Kim Callahan Lijana, Christine

PLEASE SEE LIGHTFOOT/5-A

LIGHTFOOT

FROM PAGE 1-A

Stead, Elizabeth Nelson, Margy Long and Andy Thomas.

Raised in Ann Arbor, Lightfoot joined the Air Force in 1990. She has been a business owner and was the state director of the NAACP.

With two daughters in the Ann Arbor Public Schools, Lightfoot says she possesses "the background, experience and has a vested interest" in the school system.

She said the district's greatest asset is its reputation and alumni. Lightfoot stressed that the board needs to reach out to them and to others and be cheerleaders for the district.

She also said the board needed "to model certain behaviors for the community."

Board member Glenn Nelson said before the vote that he liked the fact that Lightfoot has "a lot of general experience in life," because of her military and business background.

In addition, he said he liked her knowledge of the school district and work in the community.

"There is a lot riding on the expectations of my supporters," Lightfoot said. "There were a lot of prayers said for me."

Lightfoot was immediately sworn-in and voted with the rest of the board to change the date of the next Board of Education election from May to November.

She said the move will save the district about \$100,000.

"I'm not conflicted about

the vote," she said, which will extend her appointment through Dec. 31, 2010, and save the district about \$90,000.

Lisa Allmendinger can be reached at 1-877-995-NEWS (6397) or at fallmendinger@heritage.com.

A2 Journal
12/24/09

Donna Lasinski

Bio

Age: 41

Position, for how long: Parent-Teacher Organization leader, seven years; founder, ThinkStretch LLC, two years. Great Start Collaborative parent liaison, one year.

Live in which neighborhood and how long: Polo Fields neighborhood for 12 years

Family, ages: My husband Michael and three sons Alec (13), Nate (10) and Jack (8).

How would you like to be remembered: For improving the future of children by ensuring they reach their full educational potential.

Most significant accomplishment: Raising boys, starting a company and volunteering heavily for the schools all at the same time.

Biggest disappointment: Recently, the failure of the school millage.

Ten Questions

1. **What do you do on a home football Saturday?**

I enjoy the peace and quiet as all my boys watch the game.

2. **You're a tour guide in Ann Arbor, where would you take a tourist?**

We would begin the day at the farmers' market. With our bags full of delicious treats, we would go to walk and picnic on the Huron River. Then we would cool off in the University of Michigan Museum of Art, and from there go downtown for dinner and drinks on Main Street, and then maybe catch some

12/24/2009



comedy or live music!

3. **What's your favorite season in Ann Arbor and what makes it special?**

Summer. I love having my kids home and going to all the great parks and bike trails. We take mini-vacations in our town — canoeing, biking, museum hopping.

4. **What are the pros and cons of living in Ann Arbor?**

Pros are all the great cultural events, public libraries and public schools.

Cons are the road conditions in some areas.

5. **Which Ann Arbor restaurant makes your favorite dish, drink or dessert and what is it?**

My favorite dinner is at Palio — wild mushroom pasta. My favorite drink is at Cafe Felix — hot chocolate. My favorite dessert is at La Dolce Vite — flourless chocolate cake.

6. **What building or landmark in Ann Arbor makes it unique?**

The Michigan Theater is a true gem in our community.

7. **If you could wave a magic wand and change one thing about Ann Arbor, what would it be?**

I would fund public schools to deliver the terrific education our schools want to provide.

8. **What's your favorite saying or quote?**

"It's not what you look at that matters, it's what you see." —Henry David Thoreau

9. **If you could give a newcomer to Ann Arbor one piece of advice, what would it be?**

Get involved. Whatever your interest is, there is a group to join and people to meet.

10. **Ann Arbor is known as tree city, what's your favorite and why?**

My favorite tree is an ancient magnolia on the corner of Huron and Seventh. Its gigantic white blossoms are my messenger of spring.

A2Journal ON THE

10 SPOT

The A2 Journal asks 10 questions of people who help shape and move Ann Arbor.

New school election date set in 2010

12/24/
2009

A2 Journal

By Lisa Allmendinger
A2 Journal

The Ann Arbor Board of Education voted unanimously to change its election date from May to November as a cost-cutting measure.

Board President Deb Mexicott said the move would keep a continuum on the board, with two seats up one year, followed by one open term each year for the following three years.

In addition, voters are used to electing board members each year and that tradition will continue.

However, with the resignation of Helen Gates-Brant, three members will be up for election in November 2010. They are Mexicott, Susan Baskett and newly appointed Simone Lightfoot.

"The move still allows us a lot of freedom and latitude," board

member Adam Hollier said.

It's expected that the change in the election cycle will save the district up to \$180,000 over a two-year period.

Board member Glenn Nelson said the move was consistent with the board's need to work on better communications with the community.

"This is in keeping with our decision to keep cuts as far away from the classroom and this one is as far away as you can get," Hollier said.

Interested candidates must file by Aug. 10 and new board members will take office in January.

The board approved the change in its election cycle, 6-0, with board member Randy Friedman absent from the vote.

Lisa Allmendinger can be reached at 1-877-995-NEWS (6397) or at lallmendinger@heritage.com.

District seeks info on Race for the Top money

By Lisa Allmendinger
A2 Journal

A2 Journal - 12-24-2009

Although the Ann Arbor Board of Education is looking at ways to increase its revenue to close a budget deficit, it's waiting on more information before agreeing to participate in new federal stimulus funding.

The \$4.35 billion federal program called Race to the Top includes a pledge to participate in education reforms.

The scope of the improvements involves enhanced standards and assessments of students, the use of data to improve instruction, and turning around the lowest-achieving schools.

Ann Arbor Schools Superintendent Todd Roberts said several school districts have sought legal opinions about what will be required before

signing a memo of understanding from the state.

Should Michigan be awarded a portion of the funds, only districts that have signed this memo would be eligible for funding.

"No one knows for sure how many states will be awarded funding," according to information related to the program.

In addition, "the U.S. Department of Education has made it clear that this is a very competitive process because it wants to ensure that the winners will have sufficient resources to actually carry out their proposed reforms," the information states.

The district has until Jan. 7 to sign the document to be eligible for the funding.

Lisa Allmendinger can be reached at 1-877-995-NEWS (6397) or at lallmendinger@heritage.com.

'Family Guy' writer shares story of success

BY JAMES DICKSON
jamesdickson@annarbor.com

Ann Arbor welcomed home one of its own this week when author and "Family Guy" writer Cherry Cheva returned to discuss her path to success in the entertainment industry.

Even though Cheva holds degrees from Yale and New York University and has written two young-adult novels, it was Cheva's job writing for the hit TV cartoon show "Family Guy" that the standing-room-only crowd came to hear about Tuesday night at the downtown branch of the Ann Arbor District Library.

Cheva had always been a writer, starting with her childhood journals and short stories, but her parents never imagined she'd make a run at writing on the professional level. After graduating from Huron High School, Cheva left Ann Arbor to attend Yale University where she majored in psychology.

From New Haven, Conn., it was on to New York University, where she graduated from the NYU law school. An NYU law grad typically doesn't have trouble finding a job post-graduation, but Cheva didn't want one — at least not one in the field of law. "Law school was such a waste of money," Cheva told the crowd.

But it was what her parents wanted, so she did it. What she couldn't do, though, was take a job at a law firm.

Instead, she got her parents'

blessing to follow her heart by trying to make a name for herself in Hollywood. So she packed up the family car and headed west.

The networking thing

To hear Cheva tell it, Hollywood's reputation as a "who you know" business is well-earned but misunderstood. While Cheva's connections with other Hollywood writers were what led to the "Family Guy" job, she only made those connections after moving to Los Angeles to work as an agent's assistant.

While working, Cheva began writing "spec scripts" for television shows that were airing. Writing a good spec script is one of the paths to a job as a staff writer.

The first challenge was getting someone in the business to give her work a fair reading. Powerful agents have little time to hold anyone's hand.

But before long, Cheva applied and was admitted to CBS's mentorship program for aspiring writers. This was one of her first big breaks because it came with the chance to observe writers' rooms and television production sets and get a sense of how the business worked.

Another break came when she landed a manager, who helped her find an agent who would shop her spec scripts around town. The connections she built as an assistant paid off when Cheva found herself



AUTOGRAPHING — Belleville resident Brett Pinson has TV writer and novelist Cherry Cheva sign a "Family Guy" DVD that he won at a raffle during her talk Tuesday at the Ann Arbor District Library. **Angela J. Cesere | AnnArbor.com**

in a meeting with "Family Guy" creator Seth MacFarlane. The two quickly hit it off, and with that a career was born. Cheva is one of about 18 staff writers and is also a producer.

Once Cheva was settled in, her agent shopped another idea, this time to Cheva: Why not write a novel?

That's how "She's So Money," a young adult novel about a fictitious high school cheating ring, was born. And earlier this year, Cheva released "DupliKate," the story of one girl's efforts to apply to Yale University while juggling a computer-generated twin personality.

Cheva said that while networking is important to getting ahead in Hollywood, writers still need to produce

good work.

"I've known some people who've been assistants for years and years," Cheva said. "Knowing the right people isn't everything; that's a misconception."

In a follow-up interview, Cheva added that sometimes, despite the connections and the well-written work, people need luck to find their big break. Writers can't control that, but they can put themselves in a position to be lucky. The first step is moving to Los Angeles; it's tough to infiltrate Hollywood when you don't live there.

Moving to Los Angeles was the start of Cheva's career in show business; writers who approached Cheva for advice were told to do the same. Even

New York, Cheva warned one writer, is no substitute.

"You've got to go where the work is."

A drive of faith

Cherry Cheva's parents wanted her to pursue an advanced degree, seeing it as a road to stability. Imagine their surprise when Cheva told them, NYU law degree in hand, that she'd be putting that career on indefinite hold to pursue her dreams in Hollywood.

"I learned much later that she hadn't even applied for any jobs," Cheva's father told AnnArbor.com. "This was what she wanted to do. But we were very nervous."

History has validated

Cheva's choice. Not only does she make more money and have more free time than the average lawyer, she loves her job. And the masses appreciate it as well.

The crowd at the district library, about as diverse as Ann Arbor itself in terms of race and age, jumped on every punchline of the TV show clips that Cheva brought along (one clip Cheva brought for the hometown crowd included material that will air Sunday for the first time).

"My parents weren't sure what to make of my choice at first," Cheva said. "But they gave me the car anyway."

James David Dickson can be reached at JamesDickson@AnnArbor.com, or you can follow him on Twitter.



2 Votes

VOTE

Ann Arbor school district releases budget information

Posted: 6:05 a.m. January 2, 2010

170 Comments. [Comment Now](#)

As parent **Rick Lotham** was getting ready to cast his vote in the fall on a countywide schools enhancement millage, he went searching for information on how the Ann Arbor school district spends its money.

"I couldn't really tell just from what they had posted on their Web site," said Lotham, the parent of an elementary school student and a middle school student. He ended up voting no.

"They might be spending the money the way it should be," he said. "But I couldn't figure it out, so I didn't want to give them more money."

That's why Lotham was glad to see the district has posted a 100-plus-page PDF of budget information on its Web site, including breakdowns of spending at each school, the number of employees at each school, information on the district's revenues and other financial details.

- [Read the PDF](#)

The PDF is located next to a survey on the Web site, asking for suggestions from residents on cost-cutting ideas.

The district is looking at a projected budget deficit of around \$20 million for this year and next.

ANN ARBOR PUBLIC SCHOOLS

Understanding the School Budget

A User Friendly Version of the
FY 2009/10 Budget



Prepared for the
Community and Staff

Published by
Operations Director
December 2008

"We wanted to provide as much information as possible to people so they understand where the funding comes from and where we are spending the money," Ann Arbor Superintendent **Todd Roberts** said.

The district is also hosting a series of budget information sessions in January. The first is Jan. 7 at 6:30 p.m. at Huron High School.

Similar sessions will be held on Jan. 12 at Skyline High School, Jan. 14 at Scarlett Middle School and Jan. 19 at Pioneer High School. All sessions start at 6:30 p.m.

The intent in putting the document up in advance of the meetings is to allow people to view the information prior to coming, district spokeswoman **Liz Margolis** said. She said further information would be added as the district goes through the budget process.

David Jesse covers K-12 education for AnnArbor.com. He can be reached at davidjesse@annarbor.com or at 734-623-2534.

Concert honors jazz teacher Louis Smith

BY ROGER LELIEVRE
For AnnArbor.com

Ann Arbor jazz educator Louis Smith will be the guest of honor at a tribute concert today at Kerrytown Concert House arranged by two of his former students.

Guitarist Randy Napoleon and drummer Sean Dobbins consider Smith a mentor, and

also think it's the perfect time to recognize their former teacher, who is still recovering from a stroke that hit four years ago.

During his career, Smith, a former artist on the Blue Note label (among his CDs are "Here Comes Louis Smith" and "Smithville"), performed with artists such as Miles Davis, Art Blakey and Dizzy

Gillespie. After he retired from performing, he settled in Ann Arbor, where he taught for many years at the University of Michigan and in the Ann Arbor public schools, influencing countless young musicians.

Napoleon credits Dobbins with the idea for the Kerrytown show. "Louis has had such a big impact on both of us," Napoleon said. "He was

my first teacher in jazz. I came to Louis with a beat-up Stratocaster when I was in ninth grade and I had just started playing guitar and I was very excited about it. ... It was an amazing place to start your education, with someone who really knows what the music is about. ... As I got older I got to play some gigs with him, I started checking out his

records and found out I had stumbled into a situation with a real master. You don't usually find people like that teaching high school," Napoleon added.

Dobbins also counts himself fortunate to have been one of Smith's students.

"He was our mentor and teacher; he was nicknamed my

See 6/10/11 Page C1

Students have given credit to Smith as role model

Continues from C1

Schoolhouse Pop," Dobbins said. "Oh man, he was very firm, very knowledgeable, he was very funny — it was like having a dad away from home.

"(Randy) and I have been talking off and on the last two years — we're all doing these gigs and these tours and every time we see each other we say how much we benefited from what Louis taught us, the fact that we are on these tours is because of Louis, Dobbins added.

Both Napoleon and Dobbins have gone on to successful careers. After playing and touring with pop/jazz vocalist Michael Bubl , Napoleon now lives in New York City, where he is part of the Freddy Cole Quartet.

Dobbins has received many awards and accolades, including the Woody Herman Jazz Award for outstanding musicianship, as well as the Louis Armstrong Scholarship. In 1999, Dobbins was asked to become the director of the Ann Arbor Public Schools Summer Jazz Program, designed to help educate and in-



TRIBUTE SUBJECT — Louis and LuLu Smith in their home in Ann Arbor. File photo | AnnArbor.com

spire young artists beginning their quest of learning jazz. In 2000, enrollment in the program more than tripled.

Smith's wife, LuLu, says that his stroke has slowed him but not stopped him. Rehabilitation continues at the University of Michigan Aphasia Program and at Eastern Michigan University, and the couple recently returned

from a trip to Paris. Although he has difficulty speaking, he is able to walk without a cane and has also been singing and playing his horn.

"I was pleasantly surprised when Sean told us," LuLu Smith said. "I think it will be just great for Louis. I think he'll be so happy. ... This is a surprise for him, I'm not supposed to tell him until it

Preview

Louis Smith Tribute Project

Who: Jazz octet features Randy Napoleon (guitar), Sean Dobbins (percussion) and others TBA.

What: Tribute honors longtime Ann Arbor music educator Louis Smith. After retiring from an international performance career, he taught for many years at the University of

Michigan and in the Ann Arbor public schools.

Where: Kerrytown Concert House, 415 N. Fourth Ave.

When: 4:30 p.m. today.

How much: \$10-\$25 (students, \$5).

Details: Kerrytown Concert House or 734-769-2999.

happens. ... He's been working on his horn now and he has been doing quite well."

She said other students besides Dobbins and Napoleon have gone out of their way to acknowledge their former teacher.

"Everywhere we go, if one of his former students is there and they're one of the musicians, they always talk about him and give him credit for where they are today, starting them out in jazz and being a role model for them," she

explained.

If the concert is a hit, Dobbins said, they hope to make it a yearly affair.

"All the stuff Randy and I learned from Louis we're passing on to our own students and at our own gigs. Our goal is to have this tribute be an annual thing we do and we want to record a Louis Smith album in the future," he said.

Roger LeLievre is a freelance writer who covers music for AnnArbor.com.

AAPS News



Around the world
Eighth and ninth-graders from Ann Arbor traveled to Hikone, Japan this fall as part of a special sister city exchange. See story on page 2.

News, features, profiles and activities in The Ann Arbor Public Schools

- Inside:** Larry Dishman leads cultural exchange and team sports for the district, pages 2-3
- A record number of vocal music students earn a spot in the state honors choir, page 3
 - Tappan Middle School students form a new Law Club, page 4

Detailed stories and briefs online at news.a2schools.org • Visit and subscribe

Issue No. 5, January 4, 2010

Meetings, survey offer a chance for public input

Budget meetings are scheduled around the Ann Arbor community this month, where members of the public will be asked to consider proposed budget cuts and offer their own suggestions.

A survey also has been put on the district's Web page asking for similar feedback as the district aims to cut \$20 million from for the 2010-11 fiscal budget that begins July 1, 2010.

Officials are working on proposed budget reductions and must adopt a balanced district budget by the end of June.

During the two-hour budget sessions, participants will break into discussion groups to consider options and discuss other suggestions. Meetings are scheduled to begin at 6:30 p.m.:

- Thursday, Jan. 7 – Huron High School cafeteria, 2727 Fuller Road.
- Tuesday, Jan. 12 – Skyline High School commons, 2552 N. Maple Road.
- Thursday, Jan. 14 – Scarlett Middle School cafeteria, 3300 Lorraine St.
- Tuesday, Jan. 19 – Pioneer High School cafeteria, 601 W. Stadium Blvd.

For updates on the budget process and background information visit online: <http://a2schools.org> and click on the blue "District Budget" box on the right side of the page.

Included on the page is up-to-date budget and financial information as well as the survey which asks for input on the budget process and solicits ideas and suggestions on how to reduce school operation costs. Also on the site is a "User Friendly Guide to the Budget" as a reference.

Featured story

Volunteers lend a hand in classrooms and other areas around district

By Casey Hans
AAPSNews Service

Volunteers are important to The Ann Arbor Public Schools and each one is as unique as the life experience they bring to the district.

Some are retirees who have time to devote, others are parents who want to spend time in their children's learning environment and still others are residents who simply enjoy the classroom.

Take Simona Cucuiet, volunteering for the second year at Huron High School's media center. Cucuiet is a former high school teacher and economist from Romania who last year spent 240 hours volunteering

Simona Cucuiet, below, a volunteer at Huron High School's media center, often works at the front circulation desk where she assists students and staff. This is Cucuiet's second year volunteering; she also substitute teaches at the high school. The Romanian native moved to the Ann Arbor area with her husband.



Lois Zimmerman, above, volunteers her time at the Dickens Elementary School kindergarten classroom of Sally Steward, where Zimmerman has spent time for the past four years. The retired elementary school teacher says she enjoys working one-on-one with young students helping them with their lessons. She also volunteers around the community as a clown.

See *Volunteers*, page 4

Student delegates embrace culture and customs of Japan

From AAPSNews Service

Octopus sushi, a visit to the Hiroshima Peace Memorial and sleeping on futons were all part of a student cultural experience in Hikone, Japan this fall.

Nine middle school and three high school students from Ann Arbor were part of the 16th student delegation to visit Ann Arbor's Japanese sister city of Hikone.

According to project coordinator Larry Dishman, the role of the delegates is to bring good will to the people of Hikone, as the two communities celebrated the 40th anniversary of the sister city relationship.

"This is something you will remember for many, many years, if not for a lifetime," Dishman told students who reported back on their experiences and shared their favorite (and not-so-favorite) times from the trip at a debriefing and potluck dinner in December.

Chinonye Uche, a Stauson Middle School student, shared her experience communicating with her host family. "It was hard talking to them in Japanese," she said. "They tried to speak English to accommodate me. We used a computer to translate."

Aviva Gordon from Clague Middle School said her family had a translator and that her host mom was an English teacher, which helped. "I loved all the food," she added. "But the most powerful day was the day we went to Hiroshima" where the students were immersed in the country's history of World War II, she said. When the group left to



return to the United States, the eighth-grader said, "I didn't feel like I was coming home, I felt like I was leaving home."

Anne Marie Borders, a Logan Elementary School teacher, was one of two project directors, a task she shared with Tonya Dildy, a teacher at Angell Elementary School. Both traveled to Japan on prior trips. Borders did a Web page for students where photos of the trip were posted along with their memories.

She agreed the Hiroshima Peace Memorial Museum was the most memorable part of the trip. "Hiroshima was hard," she said. "It was hard for all of us. The only thing standing (within two kilometers from the blast) is that dome from one building."

Some 239 students have traveled to Japan with the exchange over the years, Dishman said. "These groups of kids are from different middle schools and form a group unto themselves," he said. "It kind of brings Ann Arbor together."

Dishman has been the Hikone program coordinator since 1996 but has worked with the program in various capacities since 1990. He has served as coordinator for 10 of the program's 13 trips. "It's sort of a labor of love," he said. "This changes kids' lives, this program. They all remember this experience. It's nice to touch a kid's life in such a fashion. We should find ways to do it more often."

Eighth- and ninth-grade students visit Hikone every other year; this year's trip was special to celebrate the sister city anniversary.

Dishman said students must have a minimum 3.0 grade point average and their family must be willing to pay a user fee for the student to travel. Each student ambassador was required to raise \$600 for this special delegation trip.

Ann Arbor middle school students will begin receiving information about the next Hikone exchange trip in early February at school, Dishman said. After signing up, students spend the summer prior to travel becoming immersed in Japanese culture and language preparing for the fall trip.

This year's Ann Arbor delegation spent one week in Hikone with Japanese host families where they attended local junior high schools. They then visited Hiroshima, Miyajima and Kyoto and delivered 1,000 handmade origami paper cranes to the statue of Sadako in the Hiroshima Peace Park.

In October, a delegation of 14 junior high school students from Hikone visited Ann Arbor. It was the 31st time the Japanese city sent a delegation to Ann Arbor.

Staff in the Spotlight: Larry Dishman

Ann Arbor's Hikone Exchange coordinator encourages a worldly view

From AAPSNews Service

The adage that "life happens while you are making plans" could best explain Larry Dishman's career path.

In pursuing multiple college degrees in linguistics and working toward a goal of teaching, he took a job working as an umpire for The Ann Arbor Public Schools Recreation Department. That led to a part-time job and, eventually, a full-time career

coordinating team sports for the district's Rec & Ed Department which he said has "helped me to touch a lot of lives. I'm glad I ended up here," said Dishman who has been in his post since 1974.

Contacts through his job helped him arrange a series of exhibition games in Michigan for the NSK Global-sponsored Japanese Women's National Championship fast-pitch softball team in the 1980s. He was also

one of the architects and chief programmers for the Arborough Games, an exchange program with Peterborough, Ontario, Canada and was part of a German internship exchange with Ann Arbor's German sister city.

Those, in turn, led him to become involved with the Hikone-Ann Arbor Educational Exchange Program which helps middle school students visit Japan and also arranges host families when Japanese student

delegations visit Ann Arbor.

Dishman now coordinates this exchange program in the Ann Arbor district that has sent dozens of young Ann Arbor students to Japan. Through the program, he has been able to encourage a love of Japanese culture and language.

"I've tried to expand their knowledge of world languages," he said. "The idea is to let them

See Dishman, next page

Sing out: 44 earn spot in state honors choir

From AAPS News Service

Forty-four Ann Arbor secondary students have qualified to participate in the Michigan Student Vocal Music Association Junior High/Middle School State Honors Choir and will perform on Jan. 23 in Grand Rapids as part of the three-day Michigan Music Conference.

According to Cherry Westerman, choir teacher at Slauson Middle School, this is the largest group from Ann Arbor in 25 years to participate in this state honor.

"It's a big deal," said Westerman. "This is just ecstatically wonderful and bigger than usual. A lot of this is because we have a really strong music program here. It's exciting for our kids."

In addition, 60 singers (including those qualifying for state-level honors choir) participated in the MSVMA Regional Honors Choir. This also was the largest number of singers from Ann Arbor to participate in many years, Westerman said.

The MSVMA sponsors an honors choir program at both the junior high/middle school and high school levels. Students in the JH/MS honors choirs sing in combination ensembles of soprano, alto, tenor and bass with just one on a part for the audition.

Westerman said student singers learn a lot by participating in honors choirs. They are humbled by others who are better, they find out "they also know quite a lot and can be leaders," she said. They also learn to work with other students and different music directors with other approaches and they get to perform high-quality musical selections in a professional venue. "They are



Pioneer High School students during a fall practice for the Michigan Student Vocal Music Association Junior High/Middle School State Honors Choir performance which is scheduled for later this month in Grand Rapids.

singing for a number of other music teachers a critical audience," she added.

All students selected must be able to clear their schedule to participate in rehearsals and be able to pay the fees to participate, although most schools host fundraisers to help pay for students who cannot afford it, Westerman said.

According to information from the district, students scheduled to participate in the Jan. 23 MSVMA JH/MSS State Honors Choir performance include:

■ **Clague Middle School:** Noha Behl, Emily Dodge and Maddi Shrinivasian.

■ **Forsythe Middle School:** Heather Duval, Abbey Johnson, Olivia Lamson, Olivia Merritt, Sorbie Richner and Jamie Seely.

■ **Pioneer High School:** Iman Aslani, Tre Brown, Kelsey Detering, William Kryska III, Caitlin Mangan, Jenny Nathans, Maddie Polovick, Eli Rhodenhiser, Rebecca Shipan, Mark Strader, Karina Stribley and

Lukas Trierweiler.

■ **Scarlett Middle School:** Javairia Johnson and Prestine Spratt.

■ **Slauson Middle School:** Joe Babeneec, Adriana Ellis, Cedric Gin, Josh King, Livia Luan, Maks Muno, Jake Norton, Chelsea Racelis, Maris Reid, Elise Reichard, Parker Sanford, Michelle Trent, Daniel Wu and Kenny Xue.

■ **Skyline High School:** Tasfia Bari, Alex Fuchs, Hannah Lehker, Yau Theros, Mitch Tolly, Sina Webster and Rachel Xydis.

In addition, Ann Arbor will be represented by the Huron High School Bel Canto, a selected women's choir directed by Bonnie Kidd; Ken Westerman, Pioneer High School choir director will present a session to other state music teachers; and other students from middle and high schools who were selected for the State Honors Middle School Band and Orchestra; and the State High Schools Honors Choirs.

Dishman, from previous page

know that everything isn't as it is in Ann Arbor, Michigan. It makes them better global thinkers. As a rule, many of them have never been out of the (United) States."

Dishman's parents moved to Ann Arbor from Nebraska ("They chose to go east, instead of west during the 'Dirty Thirties,'" he said,) and Dishman was born and raised here, attending St. Thomas the Apostle School. He is married to Donna and they have two adult daughters.

In addition to his dedication to the Hikone exchange program, Dishman is a Civil War history buff, likes 1930s and 1940s films, and enjoys the early history of college football (pre 1950.) He also loves Irish culture and music.

Larry Dishman

Occupation: Coordinator for Team Sports for the Ann Arbor Public Schools Rec & Ed Department and coordinator for the Hikone-Ann Arbor Educational Exchange Program since 1996.

Residence: Ann Arbor native who lives in Canton Township but maintains strong connections here.

Education: Undergraduate degree in English and French from Eastern Michigan University, two master's degrees in linguistics from the University of Michigan and a nearly completed doctoral degree in linguistics.

Age: 62.

Family: Married to Donna. They have two adult daughters, Megan, 26, and Bethany, 22.

Community service: His work with the Hikone exchange program.

Favorite meals: Yosenabe (a seafood stew) at Izakaya Sanpei, a Japanese restaurant in Canton



Larry Dishman coordinates the Hikone Exchange Program for Ann Arbor middle school students. Here, he wears a shirt designed by students.

Township, or ribs and kraut at Three Brothers Restaurant in Plymouth.

Favorite book: "All Quiet on the Western Front" by Erich Maria Remarque.

Life philosophy: "If you don't create a building or edifice, leave a mark in the hearts of people you touch. Leave the world a better place because of what you did while you were here."



Court in session for Tappan students

Law Club, mock trials part of experience

From AAPSNews Service

Thirty Tappan Middle School students in grades six through eight got a taste of a real-life courtroom action during college-level mock trials at the Washtenaw County courthouse last month.

The students are members of the Tappan Law Club, formed this fall at the request of students. It was organized under the guidance of Washtenaw County Circuit Judge Timothy Connors, University of Michigan Law School Assistant Dean of Students David Baum and Tappan Middle School teacher Wendy Raymond.

In the Dec. 12 mock trials, students served as witnesses and jurors in a mock lawsuit related to a head injury received in a car and motorcycle accident. Three local public defenders – Delphia Simpson, Laura Dudley and Elaine Spiliopoulou – served as judges, and law students from Wayne State University served as lawyers. Simpson’s Washtenaw Community College students served as jurors with police cadets and middle school students.

The mock trials were part of course work required of WSU law students who are in Connors’



Washtenaw County Sheriff Department Det. Tom Sinks, left, with Tappan Middle School teacher Wendy Raymond, center, and Washtenaw County Circuit Judicial attorney Jennifer Sullivan. All have been part of the Tappan Law Club.

(Courtesy: Frank Weir, Washtenaw County Legal News)

classes. The same case scenario was conducted simultaneously in three separate courtrooms and each trial resulted in a different verdict.

Away from school on their own time, students Sena Adjei, an eight-grader, and Jacob Johnson and Emily Uhlmann, both seventh-graders, studied depositions for their roles as witnesses in the cases and were convincing and well-prepared when they testified, club organizers said.

The other 27 students served as jurors, taking their jobs seriously by contributing to discussion during deliberation. The middle school student jurors sat in the jury box with college students and listened intently to three hours of testimony from various witnesses. They were active participants in reaching verdicts during the final hour.

Connors said he was pleased and impressed by

the intense level of engagement demonstrated by the middle school students, and has invited them to return in the spring.

Some 50-60 students have attended the Tappan Law Club when it meets each Thursday. During its inaugural year, the club has welcomed a number of guest speakers including Washtenaw County Sheriff Department homicide detectives John Scafasci and Tom Sinks; University of Michigan law school students; local attorneys including law education advocates Greg Dodd, Lori Buiteweg and Julie Beck; and George Brieloff of the Washtenaw County Youth Center Juvenile Detention Program, among others.

Information was submitted by Wendy Raymond, a teacher at Tappan Middle School.

Volunteers, from page 1

at Huron after she and her husband, Peter, arrived to live in the area.

This year, Cucuiet’s volunteer time is more limited, as she has begun substitute teaching at Huron. Still, she spends between one to two days each week volunteering. She also is working to get her teaching certification and is considering going to college for a master’s degree, perhaps in library science.

“I’ve improved my English,” she said of her time volunteering in the building. “I’ve become a sub. I feel like I’m home here. I feel like part of the family.”

Lauren Hallinan Warren, school librarian and media specialist at Huron, said Cucuiet’s time in the school has impacted her, the library staff and students. “She was perfect for us, a good fit,” Warren said. “She’s integrated herself well – she’s become part of the team. I can rely on her. We got better than we expected.”

Warren said Cucuiet has worked the front circulation counter, shelved books and has even

helped make some of the Romanian students feel comfortable as they use the media center.

At Dicken Elementary School, Lois Zimmerman is in her fourth year volunteering in the classroom. She put in 184 hours of volunteer service last year and this year spends one day a week helping out in Sally Steward’s kindergarten room.

The retired kindergarten teacher tutored at Washtenaw Community College for a year when she moved to the area four years ago. But the elementary school setting appealed more to her. “I knew that I belonged with children,” she said. She assists one-on-one with students who need help with everything from writing to math.

“My effort is helping the children that don’t have the basic concepts,” she said. “It helps the teacher, it helps the children and it gives me something to do that I know I do well.”

In addition to her time at Dicken, Zimmerman also volunteers in the Ann Arbor area as a clown where she does magic tricks as “Firefly the Clown.” Firefly visits Dicken kindergartners each year as a treat, but Zimmerman said she is realistic with students about it all. “They always recognize my voice,” she said. “And I tell them there’s no

such thing as magic. It’s just something they don’t understand.”

Zimmerman has four children, seven grandchildren and seven great-grandchildren. She enjoys reading, outdoor activities, is a member of the AAUW and is involved with her co-housing community in Scio Township.

She said volunteering is something people should consider if they feel the desire. “I wouldn’t put a ‘should’ to it,” she said. “If they love children and want to help, it’s a good way to do it.”

Steward called Zimmerman “phenomenal” in her approach. “She brings with her the background in education,” Steward said. “She is the warm, fuzzy grandma personality that the children can relate to.”

The Ann Arbor district has centrally screened and coordinated its volunteers since 2005.

Norma McCuiston, coordinator for partnerships and projects, said the district asks for a commitment of 16 weeks with a minimum of two hours each week.

McCuiston said volunteers add diversity and an economic value. “If they weren’t volunteers, look at how much we’d have to pay,” she added.



0 Votes

VOTE

THIS WEEK IN LOCAL EDUCATION: **Ann Arbor schools to hold budget meeting**

Posted: 9:48 a.m. January 4, 2010

1 Comment. [Comment Now](#)

As students and teachers settle back into their classrooms, school administrators across the area are also heading back to work this morning.

Awaiting them are decisions about budget cuts, both for this school year and for the coming year.

Parents and residents can get in on the action this month as various districts across Washtenaw County host public meetings on financial issues.

In Saline, the district is looking for volunteers to serve on a 2010-2011 Building/Grade Reconfiguration Committee; Pay to Play Review Committee; and Activity Fee Review Committee. The deadline to apply to be on one of them is Friday, Jan. 8. You can download the application [here](#).

The area's biggest district - Ann Arbor - also has opportunities for parents and others to get involved.

On Thursday, the district will hold its first budget meeting at 6:30 p.m. at Huron High School.

In advance of the meeting, the district has posted a guide to the budget with lots of details in it. Plenty of discussion has already been generated on this story about that guide and the figures in it.

Other meetings

- Ann Arbor will hold its regular school board meeting at 7 p.m. Wednesday at the downtown Ann Arbor library. An agenda is not yet available for that meeting.
- Saline will hold a special meeting Tuesday at 6:30 p.m. to discuss the federal Race to the Top program and the flurry of education reform bills recently passed by the Michigan Legislature in response to that program. The meeting is at the Union School district headquarters.

Connie Knott Toigo pushed Ann Arbor Public Schools to excel in early childhood education

Posted: 5:29 p.m. January 4, 2010

5 Comments. [Comment Now](#)

Construction of the Ann Arbor Public Schools' Preschool and Family Center was running behind schedule in 2006. But the principal, **Connie Knott Toigo** - who more than anyone was responsible for the new facility - determined classes would be held, no matter what.

With only half the planned space available on the opening date that fall, Toigo arranged to have classes in the finished portion of the facility at 2775 Boardwalk St.

Those who knew her say such dedication and determination were typical of Toigo, who died Dec. 30 of complications from cancer treatment.

"When she set her sights on a goal, she was very tenacious," said **Michelle Pogliano**, the preschool's assistant principal. "Whatever she was working on would be the best."

The Preschool and Family Center had been in existence for many years, but was "struggling" when Toigo became principal about 10 years ago, Pogliano said. Facilities were scattered among various other units throughout the district.

The remodeling of quarters in former administration buildings unified the preschool at a centrally located point.

"She was truly a visionary-type person who took this program from being almost nothing to what it is today," said Pogliano, who was a speech therapist at the school when Toigo became principal. "She saw potential in people that they didn't know they had, and that's what she did for me. She mentored me. I wouldn't be where I am if not for her."

The preschool offers an array of services for children, ranging from newborns to age 6. It averages around 300 students in 13 classrooms, with a staff of approximately 90 employees.



Connie Toigo

Scott Elliott, program services manager for Ypsilanti Head Start, referred to the preschool as "Happyland."

"I think you don't have to spend a whole lot of time over there to take note that the people enjoy what they do and being there," Elliott said.

Constance Marie Knott was born to Gordon and Joy Knott in Pontiac on March 3, 1962. She graduated from Howell High School in 1980 and earned a bachelor's degree in child psychology and a master's degree in child development from Eastern Michigan University.

Toigo went to work for Washtenaw County Head Start as a teacher in 1986. Her husband, **John Toigo**, credits the experience with helping to establish her vision.

"Closing the gap in educational opportunity for the poor and the socially or physically disadvantaged was later to become Connie's life passion and her crowning achievement," he wrote in a memorial statement.

She was assistant director at the University of Michigan Hospital's Child Care Center and also worked as a consultant before joining the Ann Arbor Public Schools in 1998.


Toigo and her husband lived on Little Portage Lake near Pinckney and enjoyed hiking, cycling and skiing. She also liked to travel and was "a voracious reader," according to her husband.

Survivors include her husband and stepchildren, John Vincent and Lisa Marie Toigo. She also leaves a brother, Mike Knott, and sisters Cheryl Willacker, Patricia Turner and Vickie Britz.

John Toigo has established the Connie Knott Toigo Endowed Graduate Scholarship in early childhood and special education at Eastern Michigan University. Memorial contributions to the fund should be sent to the attention of Kelly Simpson at the EMU Foundation, 1349 S. Huron St.

A memorial service is tentatively scheduled for 1 p.m. Jan. 17 at Skyline High School.

Ronald Ahrens is a freelance writer for AnnArbor.com. Reach the news desk at news@annarbor.com or 734-623-2530.

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Tags: [ann arbor school district](#)

**Toigo, Constance Knott
"Connie"**

March 3, 1962 - Dec. 30, 2009

Connie was born as Constance Marie Knott in Pontiac, MI the daughter of Joy and Gordon Knott. Connie was married to John W. Toigo, and together they




enjoyed 20 years of marriage together. Connie is survived by her loving husband; her two step-children, John V. Toigo and Lisa M. Siesser; her brother, Mike Knott; and her sisters, Cheryl Willacker, Patricia Turner and Vickie Britz. As a successful administrator in early childhood education, Connie's passion was creating equity in early childhood education for at-risk and special needs children. Her work has touched the lives of countless families throughout the State of Michigan. In lieu of cards or any other form of condolences, donations can be sent to the attention of Kelly Simpson in the name of the Connie Knott Toigo's Early Childhood & Special Education Scholarship Fund to the EMU Foundation, 1349 S. Huron Street, Ypsilanti, MI 48197. Memorial service will be held Sunday, January 17 at 1 p.m. at Skyline High School Auditorium. Please leave a Message of Comfort to Connie's family by calling 877-231-7900 or sign her guestbook at www.borekjennings.com

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 By Jeff Arnold/AnnArbor.com Staff

Ann Arbor student-athletes may pay to play to cover budget shortfall

Posted: 9:46 p.m. January 7, 2010

7 Comments | [Link to this story](#)

The price to play high school sports in Ann Arbor may rise for participants.

Under a proposal unveiled by administrators at a budget meeting Thursday night, the Ann Arbor school district may enact a pay-to-play system, requiring student-athletes to help fund the sports they participate in.

The plan, which would help eliminate a \$20 million shortfall, calls for high school athletes to pay \$150 per year while middle school athletes would be required to pay \$50. If passed by the district's school board, the fees would begin for the 2010-11 school year.

A pay-to-play system - along with cuts in weekend transportation to games within Washtenaw County along with the consolidation of some sports programs - would trim \$500,000 from the district's \$3.6 million athletic budget.

Of the overall budget, \$3.2 million comes from subsidies from the district's general fund.

Ann Arbor student-athletes already pay money to their respective team's booster clubs. Those funds are handled by parent-run booster organizations rather than the district.

But if local student-athletes are asked to pay another \$150 in order to take part in high school athletics, coaches such as **Maureen Isaac** - who oversees Skyline High School's swimming program - fear additional costs will lead to a drop in participation.

"The team fee is tough enough (to come up with) already without asking them to pay (a pay-to-play fee)," Isaac said Thursday night. "If we're already asking them to pay \$120 (for sports) and then we're going to ask them for another \$150, I think that's going to preclude some of them from playing."

At Skyline, each of Isaac's 35 swimmers pays \$120 to participate - a fee that covers their swimsuit, swim caps and other needs. Student-athletes also sold pizza coupons. While some students' parents chose to participate in the fundraiser, others covered the amount with a personal check.

Now, if the pay-to-play proposal goes into effect, parents may kick in more in order for their student-athletes to participate. Many parents may not have a problem with that, according to Pioneer athletic director **Lorin Cartwright**, who oversees a department at a school where 85 percent of the student population plays sports.

Especially if the alternative is eliminating high school sports.

"Parents want to support their kids, and if the opportunity was there to pay a little bit and have their kid play or not have the opportunity to play and nothing for their kid to do, I think they would want to do that," Cartwright said in a meeting with AnnArbor.com last month.

Pioneer basketball coach **Rex Stanczak** believes pay to play could have adverse effects. This year, Pioneer basketball players paid \$150 in team fees - a drop of \$25 from last year's figure adjusted to the tough economy.

But if the alternative to pay to play is cutting some of the 30 sports schools such as Pioneer and Huron offer students, Stanczak believes the district has to look into different ways of saving money.

"It's a really tough situation we're in," Stanczak said Thursday night. "It's just really tough."

Huron athletic director **Dottie Davis** sees another potential issue. For some parents, paying to participate means an assurance of playing time.

"The biggest complaint I get as an athletic director is about playing time," Davis said

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Thursday night. "We're going to have to be clear that paying does not mean playing time."

In small-group settings at Thursday's meeting, some parents had concerns over the equity with the \$150 flat fee. Complaints came not with the fee but with the fact that some athletes may play multiple sports without having to pay more money than those that participate in more than one sport.

Davis said she generally was encouraged by parents' attitudes concerning the possible shift to pay to play. Huron boys basketball coach **Waleed Samaha** can understand why.

Samaha's boys basketball players don't pay a fee to participate, but are asked to help with fundraising. Samaha's team raised \$12,000 to cover its costs this season, which include equipment, uniforms and travel costs.

"I think given the economic conditions we're in, I think people understand (a pay-to-play concept)," Samaha said Thursday. "You don't want to have to look at cutting athletics (all together), because it's an extension of the school day and because of the lessons kids learn from playing sports.

"Athletics are such a meaningful part of the overall high school experience, and so I don't think asking people to pay for that isn't out of the realm of expectation."

More coverage:

- Ann Arbor superintendent outlines draft plan that cuts 34 teachers, institutes pay-to-play sports
- Ann Arbor budget plans contain potentially controversial moves
- Background on the district's budget.

AnnArbor.com education reporter David Jesse contributed to this report. Jeff Arnold covers sports for *AnnArbor.com*. He can be reached at jeffarnold@annarbor.com or 734-623-2554. Follow him on Twitter @[jeffreyparnold](https://twitter.com/jeffreyparnold).

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Preview

7 Comments:

I went to a private high school where it was always pay-to-play, and parents had to volunteer a certain number of hours at booster events if their child played sports. I think this is perfectly reasonable-- schools are here for educating students, not as free athletic facilities. Stick to P.E. and let the parents and students accept responsibility for their physical fitness.



1

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@EG- playing sports and PE classes are totally different. The proposed amounts aren't so bad. Personally that's two weeks of Starbucks for my middle schooler!



1

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ANN ARBOR SCHOOL DISTRICT CONSIDERING MOVE TO PAY-TO-PLAY



NO LOOK — Pioneer's Jeremiah Strode zips a pass behind his back while driving the lane during the fourth quarter of the Pioneers' 49-47 loss to Belleville on Friday night at Belleville High School. **Lon Horwede!** | AnnArbor.com

ANALYSIS: Ann Arbor schools budget plans contain potentially controversial moves

Posted: Today, 3 hours ago

0 Comments, 1 without flow

About two years ago, Ann Arbor school board Trustee **Randy Friedman** raised eyebrows in the district when he suggested its marketing campaign focus on attracting students from outside the district through schools of choice.

That suggestion landed with a big thud, never to be raised again in a public board meeting.

Flash-forward to Thursday night.

As Ann Arbor Superintendent **Todd Roberts** announced a draft plan for making up a \$20 million budget deficit in the next two years, he included opening 100 schools of choice seats in the district in kindergarten, first grade and sixth grade - along with 50 seats at the district's alternative high schools.

Roberts projects the district could gain \$1.5 million in revenue from that move. The state pays Ann Arbor, like every other district, a per-pupil grant that forms the bulk of the district's revenues.



Parents and officials in attendance at Thursday's meeting break into smaller groups to discuss the proposed budget cuts.

Melissa Maxwell - AnnArbor.com

While the proposal has a long way to go before it's put in place, it could be part of a package of changes coming to the district that have been resisted for years - even while they were implemented in neighboring districts.

Roberts said he's gathering feedback from the community on his proposal first and could tweak it before sending it to the school board for approval.

Also sure to spark conversation are proposals to possibly privatize busing, implement pay-to-play athletics and privatize custodial workers. Read the entire list of proposed measures.

School board President **Deb Mexicotte** said the inclusion of such proposals means the district is serious about looking everywhere for savings.

The possible moves were outlined by Roberts during a community meeting on the district's budget issues. Three more similar meetings will occur this month, with the next one at 6:30 p.m. Tuesday at Skyline High School.

After Roberts outlined his proposals, the 100-plus people in attendance gathered in small groups around tables to discuss the moves. Other cost-cutting measures include eliminating 34 teaching positions, seven administrator positions and eight clerical positions.

The draft plan also calls for a 4 percent cut in wages and benefits for all staff - something that would have to be bargained with the various unions.

Teachers union President **Brit Satchwell** was at the meeting and said he thought the plan offers a starting point for discussions. He said he was also hopeful the district could take care of the teacher position cuts by attrition and not filling positions that opened up.

Several parents in attendance supported the ideas presented by Roberts.

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From Our Partner: *The Michigan Daily*

Facing \$21 million shortfall, AAPS tries to keep cuts out of the classroom
January 9, 2010, 12:55 AM

Todd Roberts, superintendent of Ann Arbor Public Schools, told more than 100 people at a meeting last night that the cuts at hand add up to \$21 million in cuts over the next two years, largely resulting from state funding reductions.

House Speaker launches exploratory committee for gubernatorial race
January 7, 2010, 10:03 PM

Andy Dillon, the speaker of Michigan's House of Representatives, announced yesterday he was forming an exploratory committee for a potential gubernatorial run. The announcement came two days after Democratic front-runner Lt. Gov. John Cherry announced he would not be running for governor because of fundraising problems.
Ficker,
2010 Governor's Race

"We all thought it was fair and there were no bombshells," **Wayne Baker**, who has a second-grader at King Elementary School, told the large group as he reported on the discussion in his smaller group. "It looks like the right thing to do."

But plenty of questions were also raised, including some who wondered whether the district looked at capacity numbers that could lead to school closures. Some concerns were also raised about privatizing workers.

Mexicotte said when the district privatized its food service workers a couple years ago, it was able to build clauses into the contract to protect wages and benefits for workers.

Parent **Steve Norton** said his small group thought the district was looking at the right things, but wondered about details. It was a view that appeared to be shared by many parents in the room.

"I think we all have some reservations about how things will turn out."

More coverage:

- Ann Arbor superintendent outlines draft plan that cuts 34 teachers, institutes pay-to-play sports
- Ann Arbor student-athletes may pay to play to cover budget shortfall
- Background on the district's budget.



David Jesse cover.
davidjesse@annar

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CONFERRING — Ann Arbor school district residents discuss a draft plan for budget cuts at a forum Thursday night. **Melanie Maxwell | AnnArbor.com**

Submit Preview

By David Jesse/AnnArbor.com Staff

WITH VIDEO: Ann Arbor superintendent outlines draft plan that cuts 34 teachers, institutes pay-to-play sports

Posted 7:44 p.m. January 7, 2010

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Ann Arbor Superintendent Todd Roberts and Robert Allen (right) discuss a budget plan for possible cuts in the district.

Melinda Maxwell | AnnArbor.com

Among the proposals on the table to save money in the **Ann Arbor school district**: Eliminating 34 teaching positions, opening 150 schools of choice seats, a pay-to-play fee for high school and middle school sports, the elimination of weekend transportation for events in Washtenaw County and the consolidation of some sports.

Ann Arbor school Superintendent **Todd Roberts** outlined those proposals tonight in a draft of possible options for the 2010-11 school year.

The plan would also eliminate the shuttle buses from Pioneer and Huron to Community High School, expand walk zones for students to get to the high schools, have middle school and high school students ride the same buses and/or privatize services.

The draft plan also calls for the possible privatization of custodial and maintenance services.

The district is facing a budget shortfall of nearly \$20 million in this school year and next.

The proposals introduced tonight combine for a total reduction of \$16.2 million.

Roberts made the announcement at the first of four planned community meetings on the budget. A crowd of more than 100 that includes school board members, district administrators, teachers and community members are in attendance.



More than 100 people showed up tonight for the first of four community budget meetings.

Melinda Maxwell | AnnArbor.com

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From Our Partner: The Michigan Daily

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January 8, 2010, 12:55 AM

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House Speaker launches exploratory committee for gubernatorial race
January 7, 2010, 10:02 PM

Andy Dittus, the speaker of Michigan's House of Representatives, announced yesterday he was forming an exploratory committee for a potential gubernatorial run. The announcement came two days after Democratic front runner, Lt. Governor John Cherry announced he wouldn't be running for governor because of fundraising problems.
Kicker, 2010 Governor's Race

"These are some of the preliminary options," Roberts said. "We are hoping to get your feedback on these and other suggestions you might have. This will be refined on the feedback we receive and what we believe is in the best interests of the students in our district."

The cuts being proposed by Roberts are:

- Reduce the textbook budget by \$200,000
- Reduce summer school costs by \$100,000
- Reduce substitute teacher costs by \$200,000
- Restructure the elementary specials (such as art and music) for a savings of 8 full-time equivalent teaching positions and \$640,000.
- Restructure the district's English as a Second Language program, including eliminating four FTE teaching positions for a savings of \$320,000
- Redesign the district's alternative programs for a savings of \$400,000
- Restructure the middle school planning center program for a reduction of five teaching positions and a savings of \$360,000
- Offer more classes online, with the reduction of five teaching positions and a savings of \$400,000
- Work on K-12 staffing efficiency for a reduction of 12 teaching positions and savings of \$960,000
- Reduce overtime costs by \$700,000
- Eliminate high school non-hour supervisors for a savings of \$50,000
- Reduce transportation costs districtwide by \$1.5 million.
- Reduce custodial and maintenance costs by \$2.5 million.
- Have energy savings of \$400,000
- Reduce athletic costs by \$600,000.
- Limit district-funded conference attendance for a savings of \$150,000.
- Reduce discretionary budgets by \$900,000.
- Get benefit and salary savings of \$5 million.
- Reduce central administration staffing by five positions and two high school class principals for a savings of \$600,000.
- Reduce clerical staffing by eight positions for a savings of \$320,000

Roberts also outlined two possible ways to boost revenue, including opening 150 schools of choice seats - 10 for sixth-graders at each middle school and 50 at the elementary level in kindergarten and first grade.

That could bring in \$1,050,000 in additional revenue. Fifty seats would also be opened at the district's alternative high schools - Clemente and Stone.

Roberts also targeted increasing the district's options magnet program by 20 students who don't currently attend the district.

More coverage:

- Ann Arbor budget plans contain potentially controversial moves
- Ann Arbor student-athletes may pay to play to cover budget shortfall
- Background on the district's budget.

David Jesse covers K-12 education for AnnArbor.com. He can be reached at davidjesse@annarbor.com or at 733-623-2534.

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By: Pete CunninghamAnnArbor.com Staff

Pioneer field hockey coach Jane Nixon on the road to recovery

Posted: 6:00 a.m. January 7, 2010

4 Comments. [Comment Now](#)

The National Field Hockey Coaches Association will announce its high school coach of the year on Friday. Among the five finalists is Pioneer High School head coach **Jane Nixon**.

Nixon's candidacy is no shock. Seventeen state championships are enough to warrant a lifetime achievement award. But that might indicate Nixon has the intention of hanging up the whistle.

While that's far from the case, it appeared that choice might be out of her hands not long ago.

Weather conditions had just begun to sour on an otherwise typical fall evening on Nov. 18. Around 8 p.m., the roads in downtown Ann Arbor were turning slick and that's when, according to police reports, a motor scooter lost control in the slippery conditions at the intersection of Packard and East University, colliding with a Dodge Intrepid.



Jane Nixon

The driver of the Intrepid was unharmed. The same could not be said for those on the scooter, Nixon and University of Michigan field hockey coach Marcia Pankratz.

Nixon and Pankratz were rushed to University of Michigan Hospital. Both were wearing helmets, but Nixon, the passenger on the scooter, had sustained life-threatening injuries, and was admitted into the intensive care unit of the Burn and Trauma Center.

"It was just shock," said Pioneer athletic director **Lorin Cartwright**, who is also a close friend of Nixon's. "I didn't know what to do or say."

The shock echoed across the field hockey community and beyond. The constant force that had pushed the Pioneers through adversity, on and off the field, the one who motivated a dynasty, taught them to pick themselves up whenever down, had fallen.



Pioneer field hockey coach Jane Nixon instructs her team during a practice last season. (Melanie Maxwell | AnnArbor.com)

"It was just so deflating. She's always the one pushing us and driving us. You never imagine that anything could happen to her because she's just so strong," said Pioneer senior captain **Kelsey Thompson**.

"When I heard she was lying in a hospital bed, I couldn't even imagine that because I couldn't picture her even ever sleeping."

By the afternoon of Nov. 19, Nixon's condition was upgraded to stable. Prayers shifted from survival to recovery and the effect Nixon has had on so many young lives would soon become evident.

"I've been blessed by positive energy and prayers of those close to me. It's been very inspiring for me to do my best to get back in action," Nixon said. "We always say that, at Pi-Hi, we're a family. That's the greatest motivator we could ever have."

"People have been so strong and so supportive ... even the River Rats," joked Nixon, referring to the cards and messages she received from players and coaches from cross-town rival Huron.

Unrivaled support for Jane Nixon

The University of Michigan Health System partners with an online support service called "CarePages" as a way for people to send messages of support to patients. Nixon's condition was such that visitors weren't an option during her stay, which would last more than a month, so the CarePages were as close as most could get.

Among the more than 1,000 messages, Bible verses and inspirational quotes are common. But Nixon's board was filled with quotes and stories from the most inspirational figure in her circle's lives: Her.

"All those words of wisdom you gave US, right back to YOU! We love you and you're in our prayers," reads one. *"You taught our daughter, and many others, how to find a way to*

not only survive but flourish," reads another. "I just want you to know that you have been that bright light in my darkest days ... your smile, your greeting, and the Nixon hug," reads another.

Current and former athletes across the Ivy League and Big Ten, and a Who's Who list of coaches, left messages and sent cards. Nixon's team went a step further, constructing a poster board Thompson described as "about the size of half a room," decorated with pictures and quotes, most of which Nixon herself had given to her players to inspire them during the course of a season.

Cartwright, one of the few to see Nixon's hospital room, described it as a collage of cards, pictures and flowers that barely fit in the room.

"Most of us in times of need have our close friends and family and that's about it," Cartwright said. "Jane has support from people all over the United States. People were calling me saying, 'how can I get a message to her?' Cards, flowers, all those things, the pouring out was incredible."

The Pioneer team didn't stop at a poster board. They cooked meals for Nixon's parents and siblings so they could focus all their energies toward Jane. They did all of Nixon's yard work, raking leaves, mowing the grass, and everything in between.

"Anything we could do was the least we could do," said Thompson. "She's been there for us so many times. It was our turn."

Road to recovery

Nixon was able to return home with her family for the holidays. She now spends five days a week doing physical rehabilitation on the hips, ribs, toes and - in her words - the "whole bunch of other stuff" injured in the crash. She's unable to live on her own just yet, but is expected to recover fully from her injuries.

"It's going to take some time, but everything should be back to 100 percent eventually," she says.

She hopes to return to her special education classroom at Pioneer within the next couple of months.

"I'm just going to have to work hard at it," she said before pausing to laugh. "I'm just going to have to practice what I preach now."

Forever the competitor, her focus quickly shifts to the field.

"I'm just working hard at getting back in the groove. The doctors, they said I'll be able to run eventually, which is good because all those athletes coming through Pioneer, I've

gotta work hard to be able to beat them," she said.

She doesn't remember the accident, or even the day leading up to it, for that matter. Pankratz, who declined to comment through a University of Michigan spokesperson, will fully recover from her injuries and has resumed her off-season duties with the Wolverines.

"The fact that we're going to get back to 100 percent is incredible and just a blessing," Nixon said. "All those around us and at the U of M Trauma Center were just so great, I'm just so grateful."

Coach of the Year

Her sense of humor intact, along with her spirit, Nixon laughs at the coincidence of being named the NFHCA West Region coach of the year on Dec. 16, shortly after the accident.

"I said, 'Wait a minute, something's fishy here. They better not be giving me this because people are feeling sorry for me,'" Nixon said. "But, really, it's an award for the program and all the great athletes who have come through Pioneer through the years."

With Nixon at the helm, as co-head coach from 1990-2003 and head coach from 2004-2009, Pioneer has won the state championship in all but three seasons, including the last five in a row.

When the NFHCA announce its national winner during its annual convention on Friday, Nixon has just one expressed desire for its outcome: "I better not get any sympathy votes."

Pete Cunningham covers sports for AnnArbor.com. He can be reached at 734-623-2565 or potercunningham@annarbor.com.

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Tags: high school field hockey, Pioneer High School

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Sounds like some serious road rash.

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in4mation



Facing \$21 million shortfall, AAPS tries to keep cuts out of the classroom

By Dylan Cinti

Daily Staff Reporter On January 8th, 2010

Todd Roberts, superintendent of Ann Arbor Public Schools, told more than 100 people at a meeting last night that the district faces up to \$21 million in cuts over the next two years, largely resulting from state funding reductions.

In November, county voters rejected a property tax increase — the Regional Enhancement Millage — that would have provided AAPS with approximately \$11 million in additional revenue per year. The millage passed in Ann Arbor, but was defeated countywide.

Yesterday's public meeting — held at Ann Arbor's Huron High School — was the first of four scheduled for this month. The meetings offer a forum for the public to respond to cuts proposed by the district, Roberts said.

Robert Allen, AAPS deputy superintendent for operations, began the meeting by outlining the district's operating budget.

Allen pointed out that the district spends 85 percent of its total budget on employee salaries and benefits, making layoffs an unavoidable part of the cuts.

But Roberts said that the district will do its best to keep cuts away from the classroom.

“Our goal has been to not disrupt classrooms for students,” Roberts said.

Reductions will mainly center on employees outside of the classroom, like administrators and other staffers, Roberts said.

One proposed cut would reduce custodial and maintenance costs by \$2.5 million, according to an Ann Arbor.com article published yesterday.

The district's proposal currently includes cutting 34 staffers, the Ann Arbor.com article reports.

Additionally, Roberts said that the district is discussing a potential \$5 million cut in employee salaries and benefits for the next school year.

“We haven't gone into negotiations about it with teachers or other staff groups yet, but we'll begin those conversations soon,” Roberts said.

Roberts went on to discuss additional cuts that will absorb the roughly \$18 to \$21 million shortfall. He said the district plans to reduce the cost of textbooks and summer school, and to decrease the salaries of athletic and substitute teachers. Another substantial cut — projected at \$700,000 — would limit the “overtime” costs incurred when district schools remain open for special events on non-school days by limiting these events.

Roberts also discussed the possibility of offering more online classes at the high school level in order to reduce staffing costs.

“This is something we’ve been building toward for a number of years,” Roberts said.

He pointed out that the state of Michigan already requires one “online learning experience” beginning with students graduating in 2011.

Roberts said the district is also examining ways to increase student enrollment, which would bring in more money from the state to the district, to help deal with the shortfall. As part of this effort, AAPS may open 150 “school of choice” seats—a move allowing students in neighboring districts to attend Ann Arbor schools.

Additionally, Roberts discussed expanding the district’s magnet program by encouraging students within the district who are either home-schooled or take classes in other non-traditional ways to enroll in the magnet program, which would again bring in more money from the state.

Roberts said the district is trying to deal with the cuts by looking at what makes the most sense educationally.

The crowd’s response was largely positive, with several audience members praising the plan’s structure.

“This (plan) is comprehensive,” said Wayne Baker, an AAPS parent. “It looks like the right thing to do.”

Dedrick Martin, superintendent of Ypsilanti Public Schools, attended the meeting to help prepare for cuts in his own district.

Martin emphasized his district’s similar budget situation in an interview after the meeting.

“We are looking at a lot of the same things, making cuts that are not directly in the classroom,” he said.



3 Votes

VOTE

ANALYSIS: Ann Arbor schools budget plans contain potentially controversial moves

Posted: 6:05 a.m. January 8, 2010

16 Comments. [Comment Now](#)

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Melanie Maxwell | AnnArbor.com

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Scarlett Middle School students become star fish throwers

Saturday, January 9, 2010

By Lisa Allmendinger, A2 Journal

Scarlett Middle School Counselor Susan Buchan thinks everyone -- not just her students -- should become starfish throwers and make a difference in someone else's life.

The idea is based on a story that's credited to Loren Eiseley.

Loosely translated, it's about a young boy who picks up starfish stranded on a beach and tosses them back into the ocean. He is confronted by an older man who says there are miles and miles of beach with stranded starfish along each one and the little boy can't possibly make a difference.

The youngster picks up and tosses another starfish in the ocean, saying: "I made a difference for that one."

"The Starfish Thrower program is something that I have fabricated in my head," Buchan says. "It focuses on making a difference -- in a million different ways -- and being true to your word."

She encourages her sixth-grade students to be starfish throwers, too.

"They all need to be starfish throwers in one way or another," she says.

Chris Torrella, a sixth-grader, gave an example.

"If someone's going off track, we want to help them get back on track," Torrella says.

He added that he had helped a classmate with a writing assignment when he was having trouble.

Stephon Smith says he and his sisters help their mother clean up the house.

Gabrielle Chmiel says one of her friends didn't have lunch and she helped her get a meal.

She says that when someone was being mean to one of the children on the bus, she also stuck up for the person who was being picked on.

"I try to do something every day," she says.

Marina Chen says she has trying to make a difference in other people's lives and to make their lives easier. Her Christmas card to Buchan accomplished just that.

Chen included a hand-written note thanking Buchan for helping her understand the starfish thrower story and thanking her for all that she does for the sixth-grade class.

Buchan follows students from sixth grade through eighth grade while at Scarlett. She has been a counselor since 1991.

Marcella Casarella helped a new student find her way around the school, as did Emily Lintott.

"Emily goes out of her way to be a good starfish thrower," Buchan says.

Chris Cerniglia, an art teacher at Scarlett, says he is brainstorming ideas for individual starfish thrower T-shirts that will read "Make the Difference" for the sixth-graders.

Also under consideration is a starfish thrower quilt.

The Make the Difference program goes in hand with a "16 Habits of Mind" program that Buchan has also instituted.

"If people, kids and adults build these habits when they meet difficulty, they will make better choices," Buchan says.

Currently, the sixth-graders are working on "persisting."

And after that, it will be "managing impulsivity."

Also included are thinking interdependently, striving for accuracy and finding humor. Each has an image with it, and students created a mosaic with all 16 habits before hanging them in the school's cafeteria.

"I think they are amazing and really make a difference to how you look at life," Buchan says of the habits.

The ideas come from two books, "Discovering and Exploring Habits of Mind" and "Activating and Engaging Habits of Mind" by Arthur Costa and Bena Kallick.

Buchan says she makes up how she presents each habit as she goes along.

Lisa Allmendinger can be reached at 1-877-995-NEWS (6397) or at fallmendinger@heritage.com. Check out her daily blog at www.A2Journal.com.

URL: http://www.heritage.com/articles/2010/01/15/ann_arbor_journal/news/doc4b489aec89044225087269.prt

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Photo by Lisa Allmendinger

Scarlett Middle School guidance counselor Susan Buchan reads a card sent to her by sixth-grader Marina Chen.



Photo by Lisa Allmendinger

Marina Chen, a sixth-grade student at Scarlett Middle School, and Susan Buchan, a guidance counselor, stand next to a bulletin board in the school. Chen sent Buchan a special Christmas card.

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6 Votes

VOTE

Ann Arbor Pioneer High Principal Michael White called to active duty in Army Reserves

Posted: 6:02 a.m. January 10, 2010

10 Comments. [Comment Now](#)



Pioneer High School Principal Michael White stands in the school gymnasium. He leaves for active duty at the end of the month.

Angela Cesere | [AnnArbor.com](#)

As he walked the hallways on a recent day, Pioneer High School Principal **Michael White** was stopped by several members of his staff.

They didn't lobby for new books or chat about a student. Instead, they offered good luck wishes and told White they hope to see him soon.

But they're not sure when they will.

But they're not sure when they will.

At the end of the month, White is leaving the Ann Arbor high school to head to Fort Benning, Ga., to begin a scheduled 12- to 18-month deployment in the **U.S. Army Reserves**. However, he says there's a good chance he could be gone for two years.

White currently serves as a drill sergeant with the 3/330th Infantry Battalion, 4th Brigade. He'll spend the first chunk of his time at Fort Benning, training infantry soldiers for combat. Then he could be shipped to Iraq or Afghanistan to train Iraqi or Afghani troops.

"I love the military," he said. "One of the most patriotic things you can do in this country is to be in the military."

Ann Arbor parent **Terry Johns** said he thinks it's great White is serving.

"It's a good example for kids that being in the military is a good option," he said. "I hope he's safe there. He's done a good job turning Pioneer around."

This is White's second time around in the military.

After college, he served from 1982 to 1986 in the U.S. Rangers as part of a special operations unit. He was then in the reserves until 1993.

White left the reserves when he and his wife began having children, and he concentrated on his career as an educator.

He rejoined in 2006, after a trip to a military base with his sons, who were then juniors in high school.

It didn't pique their interest in the military. But it did for White.



Principal Michael White stands by a set of lockers at Pioneer High.

Angela Cesere | AnnArbor.com

"I was extremely excited," he said. "(My wife) agreed I could go talk about it (with a recruiter)."

Taking advantage of a program for people over 40 to join, White signed on. He turns 50 in July.

A runner who kept in shape with daily 6- to 10-mile runs, White didn't have a problem meeting the physical requirements.

"It allows me to feel like I'm contributing to this country," White said. "Not that I don't here (at Pioneer), but this is different."

White became principal of Pioneer at the start of the 2007-08 school year, not long after re-enlisting.

"The first year was very difficult to balance the two," he said. "I really have to balance my demeanor here and there. My personality as a military person does blend in here, but also my personality as an educator blends in there."

While he's gone, assistant principal **Tamber Woodworth** will take over as the principal. She's been working with White this school year to gradually assume more responsibility for running the school.

White will be in the school until Jan. 29.

"I always wanted to be a teacher, graduate from college and join the military," he said. "I've done all three, but not in the order people normally do it."

David Jesse covers K-12 education for AnnArbor.com. He can be reached at davidjesse@annarbor.com or at 734-623-2534.



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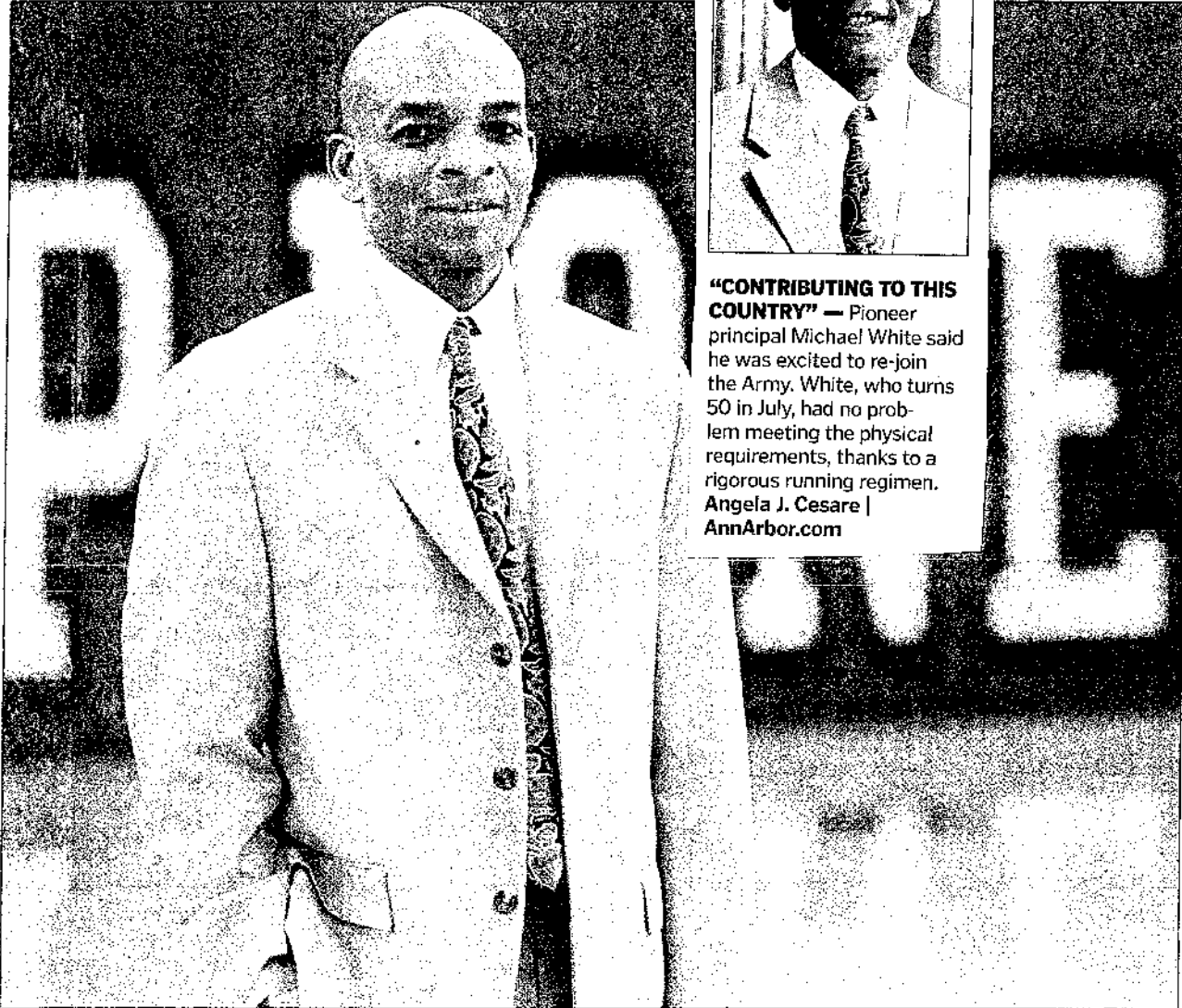
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White was in reserves until '93

Continues from A1



"CONTRIBUTING TO THIS COUNTRY" — Pioneer principal Michael White said he was excited to re-join the Army. White, who turns 50 in July, had no problem meeting the physical requirements, thanks to a rigorous running regimen. Angela J. Cesare | AnnArbor.com



AN EDUCATOR AND A SOLDIER — Pioneer High School principal Michael White stands in the school gymnasium. He will leave the school Jan. 29 to serve as an Army Reserve drill sergeant. Angela J. Cesare | AnnArbor.com



By: Guest Column

GUEST COLUMN - TOM WATKINS

School reforms - the beginning - not the end

Posted: 7:29 a.m. January 10, 2010

66 Comments. [Comment Now](#)

Our state and our schools need to be reinvented. The governor and Legislature are to be commended for making progress on school reform by recently striking a deal on landmark legislative ideas that have been kicking around the state Capitol for a decade.

Clearly, the up to \$400 million of "Race to the Top," U.S. Department of Education dollars provided the right amount of inducement to help strike the deal. The legislation expands the number of high-quality charter schools -- including two new e-learning "cyber schools" -- raises the dropout age from 16 to 18, and gives the state stronger authority to take over 5 percent of the state's academically worst failing schools.

However, regardless of how monumental, these reforms should be viewed as the beginning -- not the end. A recent column (The Do-it-yourself Economy, December 13, 2009) by New York Times columnist and best selling author Thomas Freidman should be required reading by every educator and legislator in Michigan and America.

This quote by Farooq Kathwari, the CEO of Ethan Allen furniture company, stood out: "Our associates recognize that reinvention is vital to our very survival." Teachers and those who run our public schools need to make this statement part of their DNA.

Sadly, just the opposite attitude permeates much of the debate around school reform today.

Holding onto the past and protecting the status quo will not prepare our children, state or nation for the hyper-competitive, global, knowledge and innovative economy where ideas and jobs can and do move around the world effortlessly. Until and unless more and more educators understand and act on this fact we will remain in deep trouble in this state and nation.

Our world has changed in substantial ways and doing what we have always done will not get us where we need to go. What we once had is now gone. Constant and unpredictable change is our new reality.

While we may get momentary reprieves from Federal stimulus funds and the federal department of education "Race to the Top" dollars, no one is coming to our permanent rescue. We can expect the state budget to be strained for the foreseeable future where continuation budgets would be a luxury and continued budget cuts more likely. Given this reality, our schools must follow the new 3 R's: restructure, reform and reinvent themselves to survive and thrive.

What we make of this new reality is up to those that work in our public schools along with all that do not. Currently, Michigan invests one billion dollars per grade for K-12 education. The clamor across the state is that our schools need more money.

Politicians are judged by how much money they pour into or take away from our schools. The more pertinent question should not be how much is given or taken away -- it should be what are the results we are getting for the investment we are making? When viewed through this prism -- the picture is not pretty.

Subhead: Education Matters

Education, creativity, talent, and innovative ability are the commodities that will drive success for individuals, states and nations in the 21st century.

Clinging to our past successes will not enable us to maintain future greatness. Yes, we were the "arsenal of democracy," the state that "put the world on wheels," and gave the world Motown sounds. The greater question is not what we were -- but what we will become? Proclaiming you aced your last test, is, well, interesting history but has little value today.

Michigan and our schools are facing a crisis -- and within this crisis an opportunity lurks to change and innovate. We can choose to drop anchor in the past or set sail for a new prosperous future. Doing the same thing that brought us to this point is not an option.

Subhead: Enough Blame To Go Around

Don't just blame our school problems on the governor, legislature, or unions. As the old Pogo comic strip character would say, "we have met the enemy and it is us."

Regardless if you work in our schools, send your children to them or pay the taxes to support them -- everyone must demand improved productivity and educational outcomes and find innovative ways to deliver quality education within tax resources available or the public support for the very fabric that helped build this great country of ours; our neighborhood public schools will continue to fade.

Yes, superintendents and school boards need to adhere to union contracts. Yet, both

management and labor must be willing to reopen those contracts when new realities make them unsustainable and undercut the core mission of education -- teaching and learning. It is change or die time for our state and our schools. Doing the same thing that brought us to this point is not an option.

Michigan and America are teetering on the precipice. Quality education, skills, talent and the willingness to change and innovate will be our salvation.

As a new year begins, new opportunities await to change and innovate. Failure to act will have devastating consequences.

Tom Watkins served as state superintendent of schools, 2001-05, and as state mental health director from 1986-90. He now is an education and business consultant in the United States and China.

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I agree with what Tom states but it really is very simple. When I was a kid, teachers went into education because they loved kids and wanted to teach, not because they wanted to be able to retire at 55 with a huge fat pension. The NEA and MEA have taught teachers to have a "me first" attitude and damn everybody else. What a sad state this state is in.



stunhsif

Posted 2 days ago

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Huron team managers are stars of the night

BY RICH REZLER
richrezler@annarbor.com

John Dickman lofted the ball from the right corner, and Ryan Hotchkiss, charging straight down the lane, leapt to meet it.

The alley-oop basket went through the net as the fourth-quarter buzzer sounded on the Huron High School boys basketball team's win over Monroe on Friday night. Players and cheerleaders rushed the court in celebration and the crowd at the Riverdome went wild.

Final score: Huron 66, Monroe 37. No, it wasn't a buzzer-beater for a victory. For those involved, it was better.

More
Online

» Video of
Hotchkiss'
buzzer beater
from Friday on
annarbor.com/
sports/

Dickman, Hotchkiss and Ralph Green were making their first — and likely only — appearance of the season for the River Rats.

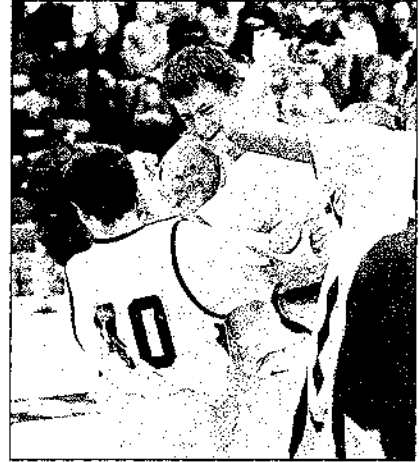
Throughout Friday night's game, they were on the bench in full uniform rather than their typical team manager polo shirts and khakis. They were focused only on the game playing out in front of them instead of filling water cups or charting statistics from behind the bench.

And, for three minutes, they were the stars on the court, drawing the biggest cheers of the night.

"Scoring that basket was amazing," Hotchkiss said. "It seems like that would never happen to me. I appreciate that Coach (Waleed) Samaha would give me the opportunity to do it — and that the team gave us the encouragement to play so well."

The appearance was a planned

See **SIMS**, Page B3



STAR FOR A NIGHT — Huron team manager Ryan Hotchkiss, center, is congratulated by teammates — including fellow team manager John Dickman, left — after his buzzer-beating shot against Monroe on Friday night. **Marcus Ingram | Special to AnnArbor.com**



SOMEONE'S OPEN — Huron team manager John Dickman looks to pass from the post while being defended Friday night against Monroe. **Marcus Ingram | Special to AnnArbor.com**

Huron honors team managers in victory

Continues from B1

reward for the three student managers. With Monroe being a new member of the Southeastern Conference, Samaha didn't know a lot about the Trojans or what to expect out of Friday's game.

But one thing was certain. The managers would hit the floor at some point. The Parents' Night festivities at Huron made it the perfect setting.

"They were going to play, no matter what the score was, and everybody knew that was going to be the case," Samaha said. "I told the (main rotation of players) it was up to them to determine how long."

Up by 11 points at halftime, starter Kyle Baker knew the River Rats had to pick things up in the second half.

"We needed to play our best basketball because we wanted to get them actual minutes to play, not just 30 seconds," he said.

The game was completely under control by the end of the third quarter, and Samaha called down the bench for his managers with three minutes left on the clock.

The River Rats and their

faithful roared in approval throughout.

Green, who had a 3-point attempt bounce off the front of the rim, drew high praise for standing firm while trying to draw a charging foul — something the River Rats strive to do at least three times per game.

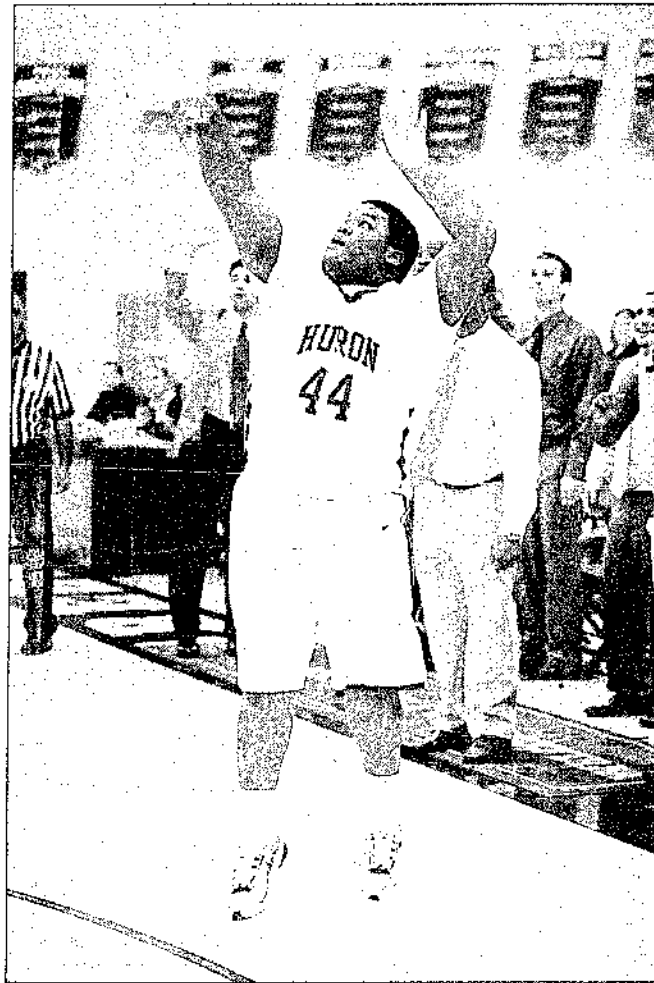
During a timeout, Samaha said he was struck by the scene of watching his starters scramble over sideline chairs to get the managers a cup of water.

"We were just giving them the same respect they give us," Baker said.

Dickman pulled down five offensive rebounds in his debut.

"Coach Samaha always tells us it's who wants the ball more that will get it. I guess I wanted the ball more," said Dickman, who also bravely admitted that the alley-oop pass to Hotchkiss was actually a wayward shot attempt.

"I guess it could be an alley-oop, because he got the rebound on an air ball — I guess an unintentional alley-oop. I'm just really glad that Ryan was there to put it up," he said. "It was a really exciting moment for all of us."



FROM DEEP — Huron team manager Ralph Green attempts a 3-point shot against Monroe on Friday night as the coaching staff looks on in anticipation. Marcus Ingram | Special to AnnArbor.com

InBrief

AnnArbor.com

1/10/2010

Jane Nixon is selected as National Coach of the Year

The National Field Hockey Coaches Association named

Pioneer High School coach Jane Nixon its 2009 High School National Coach of the Year.

Nixon, currently recovering from a serious auto accident in December, was one of five regional finalists. She had one request when she heard of her candidacy: "I better not get any sympathy votes."

She didn't need them. "The NFCHA is proud to honor Jane as our 2009 High School Coach of the Year," said NFCHA president Becca Main Kohli. "She is being recognized not only for her ability to win championships but also for her role as a mentor to her student-athletes and her coaching colleagues."

Nixon has been head coach at Pioneer for the past six seasons after being a co-head coach from 1990 to 2003. She led the Pioneers to their fifth consecutive state championship in the fall and the team has won 17 of their 21 state championships during her tenure.

— Pete Cunningham

AA.com

1/10/2010

Tax defeat might mean students lose valuable programs

My name is Ben, and I am just one of many students being affected by school budget cuts. You're probably thinking, "He was put up to this by his teachers." Well I wasn't. I am writing this of my own accord, without the involvement of anyone over 15 years old.



Ben Freiband
Guest Column

Recently, there was a vote held in Washtenaw County for a school millage. If Ann Arbor were the only town voting on it, it would've won, but just barely. With all of Washtenaw county voting, the millage was rejected with approximately 57 percent of

people voting no. I understand you not wanting to pay more taxes, but you have to consider the effects of your actions. Because of this, we might lose electives, and even our music and art classes!

Did you know that children with music training tend to score a total of around 89

more points on their SATs? If we didn't have music classes, we might not only end up with lower SAT scores, but lower IQs. Also, I think all parents can agree that it's a good thing for kids to have a good time in school, whether that means singing in the choir, acting in performing arts, or building things in technology education. If we got rid of these classes, school really would be a miserable, boring place. I would be lying if I said I like doing schoolwork, but I really look forward to my tabloid (school newspaper) and choir classes each

day. They help make school a fun place to be.

On the front of Tappan Middle School, engraved in stone, it says "The foundation of every state is the education of its youth." I agree with this statement wholeheartedly. If we (children) don't get good a education, what is going to happen in the future of our civilization? Truthfully, I hope we don't have to find out.

Think about this. The schools have so little money that they can't buy tissue boxes for our classes, because they need to spend it on other things. Then, we end up hav-

ing to bring tissues in for our classes because the teachers don't get paid enough to spend money on tissue boxes, while still being able to live comfortably and buy supplies to help our educations. It's just sad!

Children, if you're reading this, try to bring these issues to the attention of your parents. Parents, or any other adults, see if you can let other people know why we need better funding, and change their mind if they were against it. It doesn't matter if they don't have kids in the public schools. That

just means they are very good people to do things for the sake of others. Also, there are some things everyone (who can read and write) can do to help. Write letters to the governor, and maybe ask for another millage proposal. This time, we could ratify it and succeed in getting more school funding. Just remember, this is from a student who cares, and hopes to make a difference by alerting parents of what's going on.

Ben Freiband is a 13-year-old student at Ann Arbor's Tappan Middle School.



By: Rich RezlerAnnArbor.com Staff

Huron High School basketball managers have memorable night on court

Posted: 6:00 a.m. January 10, 2010

2 Comments | Comment Now

John Dickman lofted the ball from the right corner and Ryan Hotchkiss, charging straight down the lane, leapt to meet it.

In one fluid motion, Hotchkiss caught and released the ball. The alley-oop basket went through the net as the fourth quarter buzzer sounded on the Huron High School boys basketball team's win over Monroe Friday night. Players and cheerleaders rushed the court in celebration and the crowd at the Riverdome went wild.

Final score: Huron 86, Monroe 37.

No, it wasn't a buzzer-beater for a victory. For those involved, it was better.

Dickman, Hotchkiss and Ralph Green were making their first - and likely only - appearance of the season for the River Rats.

Throughout Friday night's game, they were on the bench in full uniform rather than their typical team manager standard polo shirts and khakis.

They were focused only on the game playing out in front of them instead of filling water cups or charting statistics from behind the bench.

And, for three minutes, they were the stars on the court, drawing the biggest cheers of the night. (See a video of the final basket here, courtesy of Tina Hotchkiss.)

"Scoring that basket was amazing," Ryan Hotchkiss said. "It seems like that would never happen to me. I appreciate that coach (Waleed) Samaha would give me the opportunity to do it, and that the team gave us the encouragement to play so well."



Huron High School team manager Ryan Hotchkiss (center) is congratulated by teammates - including fellow manager John Dickman (40) - after his buzzer-beating shot against Monroe on Friday night (Marcus Ingram | Special to AnnArbor.com)

The appearance was a planned reward for the three student managers. With Monroe being a new member of the Southeastern Conference, Samaha didn't know a lot about the Trojans or what to expect out of Friday's game.

But one thing was certain. The managers would hit the floor at some point. The Parents' Night festivities at Huron made it the perfect setting.

"They were going to play, no matter what the score was, and everybody knew that was going to be the case," Samaha said. "I told the (main rotation of players) it was up to them to determine how long."



Huron teen managers (from left) Ralph Green, Ryan Hotchkiss and John Dickman pose for pictures after the game. (Photo

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courtesy Tina Hotchkiss)

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"We needed to play our best basketball because we wanted to get them actual minutes to play, not just 30 seconds," he said.

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The River Rats and their faithful roared in approval throughout.

Green, who had a 3-point attempt bounce off the front of the rim, drew high praise for standing firm while trying to draw a charging foul - something the River Rats strive to do at least three times per game.

During a timeout, Samaha said he was struck by the scene of watching his starters scramble over sideline chairs to get the managers a cup of water.

"We were just giving them the same respect they give us," Baker said.

Back on the court, Dickman pulled down five offensive rebounds in his organized basketball debut.

"Coach Samaha always tells us it's who wants the ball more that will get it. I guess I wanted the ball more," said Dickman, who also bravely admitted that the alley-oop pass to Hotchkiss was actually a wayward shot attempt.

"I guess it could be an alley-oop, because he got the rebound on an air ball. I guess an unintentional alley-oop. I'm just really glad that Ryan was there to put it up," he said.

"It was a really exciting moment for all of us."



Ralph Green attempts a 3-point basket during Friday's game against Monroe as the River Rat coaching staff rises in anticipation behind him. (Marcus Ingram | Special to AnnArbor.com)

Rich Rezler covers sports for AnnArbor.com. Contact him at 734-623-2553 or richrezler@annarbor.com.

Share this post:

Tags: high school basketball, Huron High School

2 Comments:

This is a nice "feel-good story." I really like the fact that the starters brought the managers water. There is obviously a great dynamic at Huron right now. That is a credit to the entire program



tater

Posted 6 hours ago

(Flag this Post)


Says a lot about the character of the team. Sounds like the kids are lead by a coach with a lot of character himself.



A2Boy

Posted 3 hours ago

(Flag this Post)

 By Ronald Ahrens

Mackinac Center: Ann Arbor Public Schools a leader in lowering health costs

Posted: Today, 3 hours ago

0 Comments | 0 Likes | 0 Shares

The Mackinac Center for Public Policy says Ann Arbor Public Schools has become a statewide leader among school districts in holding down its health insurance costs.

Other Washtenaw County school districts might have some work to do, according to the Mackinac Center's findings.

The Mackinac Center released a database last week containing information reported directly from schools on all their employer-provided health insurance plans. Details include the plan provider, plan title, monthly premium costs, employee contributions and number of enrollees.

In Ann Arbor, the school district contributes \$916 per month - \$10,992 annually - to coverage for each of its 989 teachers who participate in health plans. The district also offers teachers the choice of spending up to \$332 monthly to expand the coverage. The district has a total of 1,217 teachers.



Health care costs are quickly increasing at local school districts.

"It looks like they're kind of on the forefront in having employees contribute," said Michael Van Beek, director of the Mackinac Center's education policy. "That kind of system is what a lot of schools would benefit from."

A monthly contribution of \$979 is made for each member of the district's administration and support staff, and no employee contribution is required, the center's database shows.

Liz Margolis, spokeswoman for the Ann Arbor school district, expressed surprise at the recognition by the center.

"We did have successful negotiations, and the district's contributions are capped," said Margolis, noting that additional savings will be gained this year by increasing co-pays.

The center created the database to provide details on how the nearly \$2 billion per year is spent for Michigan school district health care costs.

"I think the myth has always been prevalent that school employees sacrifice salary for benefits, and now we know what they're getting," Van Beek said.

The data show that exactly half of the 602 family plans offered to teachers statewide require no employee contributions. Average annual premiums in 2008-2009 were \$15,786. In districts where employees were required to chip in, the average annual contribution was 4.2 percent.

According to an analysis provided by the center, the average Michigan family premium in 2008 for all businesses and industries was \$11,321, and employees contributed \$2,522 - or 22 percent - of the cost.

Several local districts require no contributions from teachers.

The Dexter school district, where family coverage for a teacher is \$1,217 per month, adheres to the traditional model of no employee contributions. Negotiations on a new contract are scheduled for this spring.

Michigan School District Health Insurance

• See the Mackinac Center database

As with Ann Arbor, steady enrollment has helped Dexter avoid suffering a crippling loss of state aid. Currently, 3,650 students are enrolled in the district. Assistant Superintendent

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From Our Partner: The Michigan Daily

Feature photo: Drumming in a New Year
January 11, 2010, 3:03 AM

Caron Sole and her father Brian Sole play the drums in Reon Taiko, a traditional Japanese drumming group, during the Mochitsuki Japanese cultural fair at the School of Social Work Saturday January 9, 2010

'U' says dramatic shift in pay raise funds is not result of LEO grievance
January 10, 2010, 9:44 PM

A significant shift in the funds used to defray the faculty raises is drawing different responses from University administrators and the lecturers' union on campus.

Documents obtained by The Michigan Daily through a Freedom of Information Act request detailed dramatic changes to the four funds used to fund pay raises for faculty which directly impact the size of pay raises for lecturers.

Mary Marshall said.

"We're in a unique demographic position," Marshall said. "People are not leaving. Those we do have are having children."

The district's contract with support staff finalized in December 2008 included the provision that new employees make some contributions to health coverage.

Marshall said double-digit increases in health costs have stressed the district's budget and directed attention to the lack of teacher contributions.

"That world started to change about 10 years ago," she said.

On the other side of Washtenaw County, where Ypsilanti Public Schools faces a tremendous budget deficit, teacher contributions to health premiums totaling \$329,201 are projected as part of the reduction plan filed with the Office of State Aid and School Finance.

Still, the vast majority of Ypsilanti teachers currently pay no premiums.

"Certainly, health care in the K-12 market sector is ripe for reform and long past due," said **David Houle**, who was hired last fall as the Ypsilanti district's chief financial officer.

As of Jan. 1, a group of 16 administrators, including Houle, voluntarily began to contribute up to \$100 per month toward health coverage.

Ypsilanti is different from other districts in that it's self-insured, and Houle stressed the "long-term wisdom" of the strategy.

"The reality of the matter is that there's no free lunch," Houle said, noting that he sees health care spending caps as "excellent ideas."

Since 2004, the district has experienced declining enrollment and the corresponding loss of state aid. Present enrollment is about 3,800 students. The \$53.2 million budget has a projected shortfall of \$6.8 million.

A family plan costs the district \$1,420 per month. Van Beek pointed out that's more than \$500 higher per employee than Ann Arbor.

"It adds up real fast," he said.

Ronald Ahrens is a freelance writer for AnnArbor.com. Reach the news desk at news@annarbor.com or 734-623-2530.

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Ann Arbor Schools Seek Input on Budget Expenses, revenues scrutinized at first of four forums

BY MARY MORGAN

JANUARY 11, 2010



One of the tables at the Jan. 7 Ann Arbor Public Schools budget forum, where participants discussed options for cutting expenses and raising revenues. (Photos by the writer.)

Todd Roberts, superintendent of the Ann Arbor Public Schools, didn't have much good news to deliver at Thursday's budget forum, the first of four that the district is holding this month. Heavily reliant on declining state funding, AAPS faces as much as a \$20.9 million deficit by fiscal 2010-11.

And after voters rejected a countywide schools millage in November that would have brought some financial relief, school officials are faced with difficult decisions as they work to close the funding gap between revenues and expenses.

Despite the season's first significant snowfall, more than 100 people attended the Jan. 7 forum at Huron High School's cafeteria, a gathering that included parents, teachers, administrative staff, some school board members, students and others in the community. Leaders of groups that supported the November schools millage proposal, as well as those who successfully led efforts to defeat it, also attended the meeting.

Roberts told the crowd that it's unlikely the state will see a turnaround anytime soon, and their biggest hope is that revenues for schools at least remain flat. "But that's certainly not a foregone conclusion," he added.

The forum was organized into three parts: 1) an overview of the current fiscal year's budget situation, 2) a presentation of options to cut costs and raise revenues in the 2010-11 fiscal year, which begins July 1, 2010, and 3) small group discussions among participants, giving feedback and offering other ideas to deal with the projected deficit. At the end of the meeting, members from each of the small groups gave a summary of their discussions to the full gathering.

"This is not a plan," Roberts emphasized. "These are options that we want to get feedback on."

AAPS Budget Overview

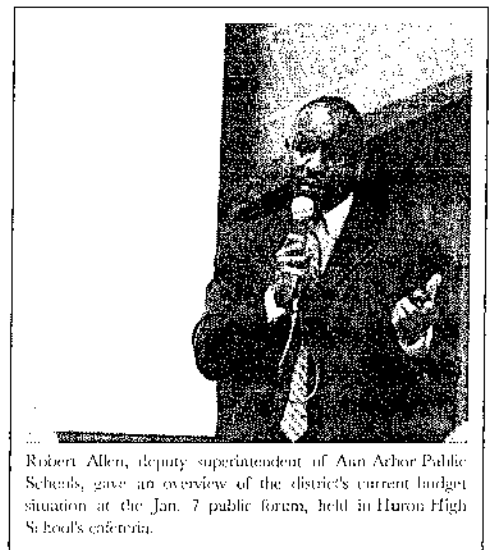
To set the stage for forum participants, AAPS deputy superintendent Robert Allen gave an overview of the district's current funding status. He began by noting that if the district's projections for the next two years hold firm, their budget will be reduced to its 2001-02 levels. [For a detailed look at how schools are funded in Michigan, see Chronicle coverage "[Does It Take a Millage?](#)"]

In the current fiscal year, which ends June 30, 2010, AAPS state per-pupil funding was originally expected to be \$9,723. Last fall, the state reduced that amount by \$398 per pupil, or \$6.5 million - based on 16,489 students in the system. At one point, the district expected another \$127 in per-pupil cuts, but Allen said it now seems unlikely that the state will take that step.

With operating expenses of \$193.9 million, the district faced a \$5 million deficit even before the additional cuts were made by the state, Allen said. Expenses are expected to climb to \$199.3 million in 2010-11. Based on those projections, plus estimates for further cuts in state funding and no change in enrollment, the deficit could reach as high as \$20.9 million, he said.

Expenses are weighted heavily towards personnel. Eighty-five percent of the general fund budget is used to pay for salaries and benefits, he said. Of that, 71% are costs tied to teachers, media specialists, counselors, and social workers.

Allen also noted that the district has a \$27 million fund equity balance - essentially, the equivalent of a savings account that can be tapped to cover a budget shortfall. But if that were the only step taken, the fund would soon be depleted, Allen cautioned.



Robert Allen, deputy superintendent of Ann Arbor Public Schools, gave an overview of the district's current budget situation at the Jan. 7 public forum, held in Huron High School's cafeteria.

2009-10 Budget Reductions

Superintendent Todd Roberts followed Allen's presentation with a look at specific reductions proposed for the current fiscal year. The main goal was not to disrupt programs mid-year, he said. The following steps would trim \$2.59 million in expenses for 2009-10:

- \$700,000 = Reduce discretionary fund budget.
- \$600,000 = Limit all overtime.
- \$400,000 = Keep six FTE vacancies unfilled.
- \$200,000 = Limit textbook replacements.
- \$100,000 = Reduce administrative costs.
- \$100,000 = Limit conference attendance unless funded through grants.
- \$100,000 = Reduce summer school costs.
- \$90,000 = Change to November elections.
- \$80,000 = Reschedule low-enrolled 2nd semester classes.
- \$70,000 = Reduce heating & cooling costs.
- \$50,000 = Reduce high school noon hour staff.
- \$50,000 = Reduce substitute teacher costs.
- \$50,000 = Reduce athletic transportation.

While reductions for the current fiscal year were included in the presentation, the budget forums were primarily intended to get feedback on the more substantive deficit the district faces in 2010-11, which begins July 1, 2010.

Options for 2010-2011 Budget

The AAPS administration has identified options that would help close the projected \$20.9 million deficit by \$17.43 million, through a combination of moderate revenue increases and deeper expense reductions. AAPS superintendent Todd Roberts said that budget decisions will be made based on the impact on student achievement and the number of students affected, among other factors.

Increasing Revenue

Roberts noted that local school districts in Michigan had limited options regarding revenue, because of constraints imposed by state law. One option has recently been rejected – in November 2009, voters rejected a millage proposal that would have raised \$30 million countywide, to be distributed among Washtenaw County's 10 school districts. Of that, AAPS would have received \$11 million annually.

With that revenue source off the table, most of the options presented by Roberts for addressing the budget deficit focused on cutting costs. There were only two suggestions for raising revenue, totaling \$1.23 million:

- \$1.05 million = Increase enrollment in targeted schools of choice: 100 spaces in elementary and middle schools, and 50 spaces in Stone High School and the Roberto Clemente Student Development Center.
- \$180,000 = Increase enrollment in the "options magnet" program. These would be students who live in the district but who aren't currently enrolled in AAPS, Roberts said. They might be home-schooled, for example, or home-bound because of injury or illness.

[For additional background on these revenue options, see Chronicle coverage: "[Revenue Bump in School Budget Draft](#)"]

Cutting Costs

Roberts outlined reductions of \$16.2 million in expenses, both instructional and non-instructional. The largest cuts included \$5 million in salary and health care benefits districtwide. Wages and benefits are the district's single largest expense, Roberts said, and while they don't have control over retirement costs – those are mandated by the state – they do have the ability to reduce wages and health care benefits.

Here's the complete list of options presented at Thursday's forum. Roberts stressed that these are just being considered but are not formal proposals at this point.

INSTRUCTIONAL

- \$960,000 = Reduce K-12 staff by an estimated 12 full-time equivalents (FTEs) by implementing a higher student-to-teacher ratio in targeted classes.
- \$610,000 = Restructure the media and technology program for elementary schools (estimated reduction of eight FTEs).
- \$400,000 = Offer more online high school classes (estimated reduction of five FTEs). Roberts said that close to 300 students currently take online courses offered by AAPS.
- \$400,000 = Redesign alternative programs at Stone High School and the Roberto Clemente Student Development Center.
- \$360,000 = Restructure the middle school planning center (estimated reduction of five FTEs).
- \$320,000 = Restructure K-12 English as a Second Language (ESL) program (estimated reduction of four FTEs).

- \$200,000 = Reduce K-12 textbook budget.
- \$200,000 = Reduce substitute teacher costs by cutting some professional development that requires substitutes.
- \$100,000 = Reduce summer school services and transportation costs.

NON-INSTRUCTIONAL

- \$2.5 million = Reduce custodial and maintenance costs. Options include reducing salary and health care costs, or modifying the level of service. The district has already issued a request for proposals (RFP) to seek options for possibly privatizing this service, Roberts said. [[Link to AAPS online bid site](#)]
- \$1.5 million = Reduce transportation costs. School districts in the county are looking at ways that they might consolidate their transportation services, Roberts said. AAPS is also seeking bids for possible privatization, similar to their RFP for custodial and maintenance services. Another option would be to alter some of their existing transportation services, such as eliminating shuttle buses from Pioneer and Huron to Community High, eliminating noon-hour kindergarten transportation, or having middle school and high school students ride the same bus. Feedback from the forum would be helpful in making these decisions, Roberts said.
- \$700,000 = Reduce overtime costs. These reductions would be targeted for activities on the weekends or other times outside of the regular school day.
- \$500,000 = Reduce athletic costs. Options include reducing the number of freshman games, cutting administrative costs at the middle school level, eliminating weekend transportation to sporting events in Washtenaw County, consolidating some sports, and instituting a pay-to-play system that's augmented by needs-based scholarships.
- \$400,000 = Seek energy cost savings by implementing an energy education and monitoring program.
- \$50,000 = Eliminate high school lunch-hour supervisors, with those duties taken over by administrative staff or community assistants.

COMBINED INSTRUCTIONAL/NON-INSTRUCTIONAL

- \$5 million = Reduce salary and health care benefits.
- \$900,000 = Reduce discretionary budgets for supplies and materials.
- \$600,000 = Eliminate five positions in central administration, and two high school class principal positions.
- \$320,000 = Eliminate eight clerical staff – five in central administration, and two at the high school level.
- \$150,000 = Cut funding for conferences.

Suggestions from Forum Participants

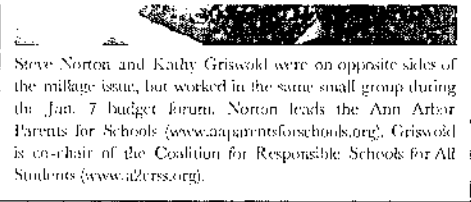
The bulk of the budget forum involved small group discussions among participants seated around tables in Huron High's cafeteria, responding to the specific options that had been presented by Roberts. When those discussions wrapped up, the entire group reconvened and a representative from each table reported a summary of their discussions. Many of the groups cited general support for the options presented by the administration. Here's a sampling of comments from the small group reports:

- If lower state funding levels are the new norm, the district needs to look more aggressively at how to generate additional revenues. That might include developing partnerships with local businesses or philanthropy, and seeking out available grant funding. A specific example cited was the \$350 million distributed to schools nationwide through the [Bill & Melinda Gates Foundation](#). [Wendy Correll – executive director of the [AAPS Educational Foundation](#), a nonprofit that raises money to support the district – attended Thursday's forum.]
- Several groups expressed concern over privatization. Suggestions included looking at long-term savings rather than just the initial amount saved from privatizing a service – perhaps the long-term savings aren't high enough to make it worthwhile. Ethical concerns were raised as well. One group discussed how privatization risks impoverishing community members who are currently employed by AAPS. They cited the example of food service employees who lost their pensions and health insurance, and are "getting paid like McDonald's workers" as a result of the district privatizing food service by contracting with [Chartwells](#).
- Many of the groups said they didn't have sufficient information to form an opinion about some of the options. One group criticized the format – by asking people to respond to options that the administration had already identified, they said, participants weren't being asked to think broadly about how to address the deficit.
- What did the district look like in 2001-02? One group suggested that looking back at those years might give some guidance about the size of staffing and programming, as revenues drop to 2001-02 levels.
- There was general support for pay-to-play as an option to generate revenue from school sports, but some people expressed concern over the amounts suggested [\$150 annually for high school students, \$50 for middle schoolers]. One person earned a laugh when she suggested that everyone should be allowed to play "regardless of their ability." She clarified that she meant "regardless of their ability to pay." However, others felt that additional revenues could be raised beyond what's being proposed. One group suggested that the fee



should be levied per sport, so that students playing multiple sports would pay more than those playing just one. Another group suggested that the pay-to-play concept could be applied to other extra-curricular activities, not just sports.

- High school students who were at the forum were against dropping the 7th hour. One group suggested restricting 7th hours to non-core classes. One recent high school graduate said he was glad to learn that rumors about dropping the humanities program weren't true – he said it had been valuable in preparing him for college.
- Several issues were raised related to transportation. One group suggested finding ways to partner with the Ann Arbor Transportation Authority (ATA). Another group raised concerns over mixing high school and middle schools students on the same bus. And one group cautioned that the district needed to minimize the impact on employees who were the least able to absorb cuts, such as bus drivers.



Steve Norton and Kathy Griswold were on opposite sides of the millage issue, but worked in the same small group during the Jan. 7 budget forum. Norton leads the Ann Arbor Parents for Schools (www.aaparentsforschools.org). Griswold is co-chair of the Coalition for Responsible Schools for All Students (www.a2crss.org).

Other Ideas Proposed by Forum Participants

- Expand the Community Resource program that's in place at Community High School. These courses are taught by "experts" in the community, though monitored by a certified teacher.
- Consolidate Stone High School and the Roberto Clemente Student Development Center with the other high schools.
- Reduce the number of administrators for special education.
- Contact parents who live in the district but who aren't sending their children to AAPS, and ask them why they've decided to pursue other schooling options.
- Seek compensation from the University of Michigan for its student teaching program. The rationale: Student teachers pay UM tuition to teach in AAPS schools and use AAPS resources, so the district should receive funding for that.
- Help the community better understand what the schools do – that might generate more community support for a millage or donations. Make clear how people can advocate in Lansing on behalf of the schools.
- Reduce the number of community hall monitors.
- Find ways to collaborate with the Ann Arbor District Library.
- Charge more for student parking. [Annual parking permits for high school students vary. Permits at Community High and Skyline are free; Pioneer charges \$40 and Huron charges \$60 or \$30, depending on the lot.]
- Look at how to use the district's facilities to generate revenues. One example cited was the possibility of renting the use of swimming pools. Other suggestions: Close buildings that are underutilized, and sell land owned by the district that's not being used.

One participant made the point that regardless of the specific cuts that are eventually made, it's important to demonstrate that serious action is being taken by the district. The reasoning is that the recent millage proposal failed in part because voters didn't believe the schools had reduced expenses as much as possible. If serious cuts aren't made, it would underscore the belief that the millage funding wasn't necessary.

What's Next?

The district is holding three additional public forums this month, focused on the budget. The two-hour meetings, which will follow the same format as the Jan. 7 session, begin at 6:30 p.m.:

- Tuesday, Jan. 12 at the Skyline High School commons, 2552 N. Maple Road.
- Thursday, Jan. 14 at the Scarlett Middle School cafeteria, 3300 Lorraine St.
- Tuesday, Jan. 19 at the Pioneer II High School cafeteria, 601 W. Stadium Blvd.



Todd Roberts, superintendent of the Ann Arbor Public Schools, talks to participants during the Jan. 7 budget forum at Huron High School.

Participants at each forum are also asked to complete an individual survey giving feedback about the ideas presented at the forum, and asking for volunteers to work on the district's strategic planning efforts. [[pdf file of survey](#)]

In addition, an [online survey](#) is posted on the AAPS website to solicit feedback on budget-related options. About 200 people have taken the survey so far, according to Liz Margolis, the district's director of communications.

There are also times reserved for public comment at the biweekly meetings of the AAPS board of education. [[Link to rules for public commentary](#)] Board meetings begin at 7 p.m. in the fourth floor board room of the Ann Arbor District Library, 343 S. Fifth Ave. The next regular meeting is on Wednesday, Jan. 20. In addition, board members can be contacted individually – [contact information is available online](#).

The district has more budget information [available online](#), including links to budget data and other financial documents.

Roberts said that all of this feedback will be factored in as the administration and school board prepares its 2010-11 budget.

Revenue Bump in School Budget Draft Budget proposal estimates \$1 million for extra enrollments

BY JENNIFER COFFMAN

JANUARY 11, 2010

At the first of four budget forums held by the Ann Arbor Public Schools (AAPS) on Thursday night, the 2010-2011 draft budget plan circulated to attendees included over \$16 million in proposed cuts, to deal with the district's projected \$20.9 million deficit. But it also included more than \$1 million in additional revenue.

Several participants at the forum urged district administrators to look even more aggressively at how to generate additional revenue, whether through philanthropy, partnering with businesses, or other approaches.

So how does AAPS hope to generate extra dollars?

The line items in the budget draft list an additional 150 students in the Targeted Schools of Choice program plus an increase in Options Magnet enrollment of 20 students. Those 170 additional students would generate an additional \$1.23 million in revenue, through the per-student allocation to school districts by the state.

At the AAPS Board of Education (BOE) meeting held the night before Thursday's budget forum, several ways to increase school funding were discussed. Strategies include bringing out-of-district students into AAPS, as well as increasing the number of in-district students who are not currently enrolled in AAPS. BOE trustees heard a presentation Wednesday night on the Options Magnet program as part of that strategy.

Other strategies to increase revenue that were discussed at Wednesday's board meeting include new partnerships with local community-based organizations, plus a statewide effort to compete for additional federal funding through the Race to the Top program.

Here, The Chronicle takes a closer look at these revenue-generating options outlined at the board's Wednesday meeting.

Options Magnet Program

A featured item on Wednesday's BOE agenda was a presentation by Susette Jaquette, coordinator of the Options Magnet program. The program is based out of two of Ann Arbor's alternative high schools: Community High School, and Stone High School, and provides a menu of alternatives for earning high school credit beyond the traditional face-to-face classroom. It's open to students residing within the AAPS district, as well as students throughout Washtenaw County who enter the Options Magnet program as a School of Choice.

Though the Options Magnet program was formalized just recently, in 2008, some components of the program have been around a long time, such as the Community Resource (CR) classes popular at Community High.

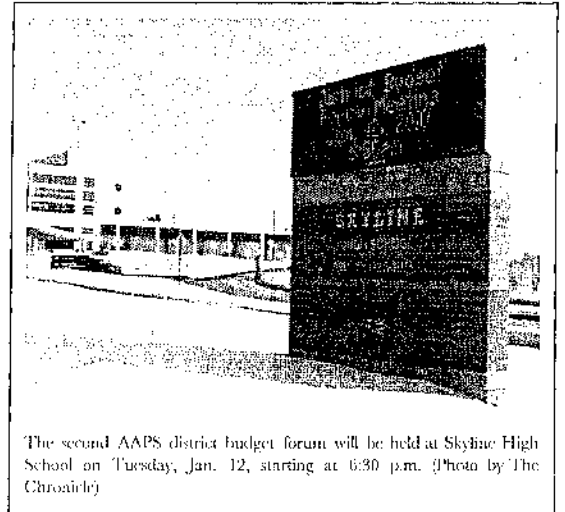
A CR class is described on the Community High website as "a contracted learning experience taught by an 'expert' member of the community." The instruction is monitored by certified teachers, which ensures that students receive official high school credit for the experience. Examples of CR classes include: a wide variety of non-English language classes, silkscreening, public speaking, food science, African studies, ballroom dancing, fencing, history of jazz, sports literature, and internships in skeletal tissue engineering, counseling, and technology education.

A description of CR classes is provided in the 2009-10 Student Services Guide & Program of Studies, and they're available to students districtwide. But trustee Susan Baskett remarked at Wednesday's board meeting that the relative invisibility of CR classes to students outside of Community High makes them "the best kept secret in our community."

Another element of the options program is dual enrollment. In 1996, Michigan passed a law that created the opportunity for high school students to take classes at local public or private colleges or universities if certain conditions are met.

On Wednesday night, a parent of an Options Magnet student who was previously exclusively homeschooled was invited to the podium by Jaquette to speak to the board. Her daughter has now taken classes at Eastern Michigan University, Washtenaw Community College, and the University of Michigan, and she reported: "There are so many rich resources in the community for learning ... From a parent's point of view, [the Options Magnet] is an empowering experience; I am empowered to help my daughter." Another parent who spoke called the program a "godsend," saying, "My son has the best of both worlds!"

In her presentation, Jaquette said that the Options Magnet will provide new efficiencies throughout AAPS as it continues to grow, particularly



The second AAPS district budget forum will be held at Skyline High School on Tuesday, Jan. 12, starting at 6:30 p.m. (Photo by The Chronicle)

in the area of online classes. She reported that additional professional training undertaken last summer would allow many teachers now to offer some kind of online classes – either completely online classes, or “blended classes,” which combine some classroom time with an online component.

AAPS-developed online classes currently include self-paced math classes via a proprietary online software called Aleks, health classes using a technology called Moodle (an interactive website and collaborative content management system), and Michigan Virtual High School classes. One blended class is an American government class out of Huron High School, which primarily uses Moodle to interface with students, but requires some face-to-face attendance.

Other online initiatives at AAPS include “Evening Online at Stone” from 4-7 p.m., Tuesdays and Thursdays, at Stone High School. These online courses are aligned with AAPS curriculum and required for graduation, but are delivered via proprietary online software called E2020.

Sheila Brown, principal of Stone High School, gave a snapshot Wednesday night of some of the 24 students enrolled in the Options Magnet through her school. One of them is in a rehabilitation facility following a closed-head injury; several students have delivered babies and take online classes while home with their infants; one student is incarcerated; and a subset of students have day jobs to support their families, but take online classes in the evening. E2020 classes are also offered during regularly scheduled sections at three of the district’s high schools throughout the day, for students who have failed or withdrawn from a required class and need to recover the credit.

In addition to supporting elements of the AAPS strategic plan, such as creating individualized learning plans, and making efficient use of teachers’ time, Jaquette said that at least half of the 60 students currently enrolled in the Options Magnet would not be enrolled in AAPS at all if not for the program.

This additional enrollment is a benefit to AAPS, as public schools receive a specific dollar amount of state funding per pupil. Later in the Wednesday meeting, during his superintendent’s report, Todd Roberts stated that AAPS is currently receiving \$9,723 per pupil from the state. (Though he also stated a new funding scenario will likely reduce that amount down to around \$9,100.) So, adding 30 students to AAPS this year – even students who have never set foot in a district classroom – has translated to an extra \$278,190 for AAPS.

Though the individual components of the Options Magnet program are currently available to all AAPS high school students, Jaquette’s goal over the next five to six years is to formally embed the program at each high school to streamline access to the full range of choices for high school course delivery. Jaquette closed her presentation by saying that while other districts are scrambling to create similar programs, AAPS should be proud of the vision it has shown, and the hard work it has put in to developing the many elements of the Options Magnet program over the years.

Board secretary Glenn Nelson commented that it’s inspiring to see such collaboration among students, parents, and schools. He also commended the BOE executive committee for including this presentation on the meeting agenda, saying “I hope our agenda continues to have room to celebrate.” Trustee Adam Hollier commended the Options Magnet program, and suggested that it could be used to close the achievement gap. Trustee Baskett and board president Deb Mexicotte both expressed their support for the program. Irene Patalan, the board’s vice president, praised the staff’s dedication to empowering students through this program.

2009-10 Grant Awards

Also on the meeting’s agenda was a report of the grants for the 2009-2010 school year, which totaled over \$8 million. Linda Doernie, director of purchasing and business support services and grants for AAPS, made the presentation on grants.

Glenn Nelson listed some additional examples of grant-funded programs in the district. He said he hopes that people concerned with the salary costs of maintaining non-teaching staff in the district see the value in this type of work. Irene Patalan mentioned that the scope of these grants is huge, and appreciated the work of the grant writing staff.

Sherman Spieser, AAPS director of adult education (AE), then submitted her report, which highlighted the collaborative aspect of current AE programs, including \$65,000 in new funding this year. Spieser asked AE’s community partners to introduce themselves, and talk about the ways they were collaborating with AE. Those partners included representatives from the Ann Arbor District Library, University of Michigan Hospital & Health Centers, Washtenaw County Jail, and Washtenaw Literacy. Spieser concluded her report with an invitation to “Come visit [AE classes] when you’re feeling down!”

Race to the Top

To provide some additional understanding on the BOE action taken on Wednesday in a bid to win federal dollars for AAPS, here is first a bit of background.

In February of 2009, the federal government passed the American Recovery and Reinvestment Act (ARRA), commonly known as the “economic stimulus bill.” Within ARRA were a set of provisions for one-time infusions of federal money into education, intended to meet four main goals:

1. Standardize curriculum and assessments;
2. Establish statewide data systems that track students from pre-kindergarten through college, and link students to teachers;
3. Revamp the teacher certification and evaluation processes, including tying student academic growth to teacher compensation; and
4. Intervene swiftly and effectively to either improve or close the lowest-achieving schools.

The main vehicle for these new infusions of funding is the State Fiscal Stabilization Fund (SFSF) – \$53.6 billion intended primarily to shore

up state education funding and prevent budget cuts for all levels, from kindergarten through higher education. Of the total amount funded, \$48.6 billion is already being distributed among all states whose governors applied, and the remaining \$5 billion is to be awarded through competitive grant processes.

Of that \$5 billion, states are currently competing against each other for a share of the \$4.35 billion Race to the Top Fund (RTTT), intended to “encourage and reward states that are implementing significant reforms in the four education areas described in the ARRA,” according to the U.S. Department of Education. The final \$650 million will be competitively awarded directly to school districts or nonprofits with a strong record of results in improving education, as part of the federal Investing in Innovation Fund.

The second half of Wednesday’s BOE meeting was dominated by a discussion of AAPS’ role in the RTTT grant application being submitted by the state of Michigan. State grant applications to RTTT are due in Washington D.C. by Jan. 19, 2010. Superintendent Todd Roberts gave a brief description of the state’s education reform plan as it now stands.

He then explained that individual school districts have until this Friday to decide whether or not they will sign a Memorandum of Understanding (MOU) signaling local district support by AAPS for the reform plan outlined in the state’s grant application.

Signing the MOU has implications affecting whether a local district gets a share of Michigan’s RTTT money, if it’s awarded to the state. Signing the MOU also affects Michigan’s chances of getting an RTTT award.

Should Michigan be granted RTTT funds, only those districts that have signed an MOU would receive any of the money, and they’d need to spend the money within four years. Roberts estimated the AAPS share of the funds to be approximately \$780,000, but that could change depending on the number of states awarded money and the size of the grants.

The federal scoring rubric for a state’s RTTT application includes a total of 500 points. Forty-five of those points depend on local support for a state’s reform plans. Those 45 local support points depend on inclusion of “as many as possible” signatures on the MOU from the president of the school board, the district superintendent, and the president of the teacher’s union.

Besides local support, the scoring rubric tries to measure a state’s efforts at reform to date. The RTTT application states:

It is important to emphasize that over half the points that reviewers may award to States are based on States’ accomplishments prior to applying – [including] ... enlisting strong statewide support and commitment to their proposed plans, and creating legal conditions conducive to education reform and innovation.

At Wednesday’s board meeting, Roberts explained that waiting for the supportive legislation to pass, among other factors, has caused a delay in finalizing the state reform plan that’s a part of the RTTT application. This has led to somewhat of a timeline bottleneck during which districts are being asked to sign an MOU before having the final draft of the text to which they would be bound.

To mitigate concerns over this situation, Roberts explained, the state superintendent of schools had issued a statement assuring districts that they could terminate their MOUs at any point after signing, if they determine that participation is not in their best interest. For example, if a district determined that it was costing more to implement the RTTT initiatives than the funding it received, that district would be able to opt out.

As an action item at the BOE meeting, Roberts described two courses of action that could be followed. One would be to authorize district representatives (himself as the superintendent, and Deb Mexicotte as the BOE president) to sign the MOU immediately and forward it to the state. The second option would be to call a special meeting of the BOE by Jan. 12 to draft a “Letter of Intent” to sign the MOU once the state plan is finalized and the district has a chance to review it.

This Letter of Intent would still meet the state’s needs in terms of the grant application process, and would relieve the district of the burden of having to undo its MOU if it was later determined to be detrimental. Roberts stated that both options – the MOU, or the Letter of Intent – had legal support from district attorneys. He recommended passing a resolution to sign the MOU, with the rationale that it could be nullified in the future if necessary.

During a brief break in the meeting, Brit Satchwell, of the Ann Arbor Education Association, the local teachers’ union, talked with Roberts. Satchwell expressed his support for the Letter of Intent to sign the MOU – as opposed to signing the MOU before the text of the plan was finalized.

When the meeting resumed, Roberts elaborated for the board on the issue of the scoring metric. He outlined what was required for a district to be counted in a state’s tally of supporting districts, for purposes of its RTTT application. Roberts clarified for the board that the state of Michigan has decided it would accept MOUs from its districts without signatures from union leadership – MOUs needed to be signed only by the superintendent and the president of the school board.

Roberts also clarified that the flurry of legislation enacted by the Michigan legislature at the end of 2009 commits the state to engaging in this reform even if it is not federally funded. That legislation includes three House bills and two Senate bills, tie-barred collectively as “Race to the Top Education Reform.”

In brief, this legislation was designed to align Michigan’s education system more directly with the goals outlined in the ARRA. It calls for the creation of new “cyberschools,” and additional charter schools. It allows the state to more easily take over failing schools, even if that alters collective bargaining agreements. And it creates a statewide data system that ties student academic growth directly to teacher evaluation and compensation.

Trustee Simone Lightfoot expressed some concerns about RTTT, but stated that the opt-out option – described by the state superintendent of schools – made supporting the state plan more palatable. Mexicotte confirmed that an individual district can opt out, not only a countywide intermediate school district (ISD). Baskett asked for clarification on the timeline of implementing the elements of reform contained in the state plan, and Roberts clarified that the grant winners will be announced by the spring. Implementation work would happen over the next school year.

Hollier expressed support for RTTT, saying that the competition was “near to [his] heart” and that he believed AAPS and the state of Michigan to be well-positioned as an applicant. Nelson expressed support, but was wary of changes to the curriculum it would entail, and was concerned about the effect that ranking schools (in order to determine those “lowest-achieving”) could have within the district. Patalan supported the opportunity to bring a new infusion of money to the district, but expressed concern as well. She cited the Options Magnet program described at the beginning of the meeting as an innovation she hoped would not be “undone.”

Mexicotte asked if board treasurer Randy Friedman had any comments, and Friedman “called the question” – a procedural move intended to end discussion and bring the issue to a vote. Mexicotte asked him to withdraw his call of the question until the board could clarify which alternative was being moved – signing the MOU or drafting a Letter of Intent to sign the MOU. Friedman agreed to withdraw his motion to call the question, and Mexicotte prompted the board for a motion. Hollier made a motion to sign the MOU, seconded by Baskett. With no further discussion, the motion passed unanimously, with the votes of all seven trustees.

Upcoming Budget Forums

The superintendent’s report that concluded the main body of the meeting outlined the format for the January district budget meetings. Roberts noted that while he is hopeful that the budget shortfall won’t be as dire as initially projected, the AAPS is still planning cuts in the \$18-\$20 million range: “It’s a very unfortunate situation that we’re faced with this level of reduction.”

During his Ann Arbor Education Association report earlier in the meeting, Satchwell also pleaded with the community to get involved in the budgeting process:

Our school district is about to host what could be the most important meetings in the history of the district ... The days of smaller, incremental compromises are past; we now need the public to climb the learning curve and provide guidance ... We need you to tell us what matters most to you and your children, to make your priorities known, and to weigh them against what is now possible, to advise us as to what new directions we might take.

The slide presentation from the first budget forum, which took place on Thursday, Jan. 7 at Huron High School, is also [available online](#). Remaining budget meetings are on Jan. 12 (Skyline High School), Jan. 14 (Scarlett Middle School), and Jan. 19 (Pioneer High School), each beginning at 6:30 p.m.

Present: Deb Mexicotte, Irene Patalan, Glenn Nelson, Randy Friedman, Susan Baskett, Adam Hollier, and Simone Lightfoot. Also present as a non-voting member was Todd Roberts, AAPS superintendent.

Next regular meeting: Jan. 20, 2010, 7 p.m., at the downtown Ann Arbor District Library’s fourth floor board room, 343 S. Fifth Ave. [\[confirm date\]](#)

Section: Education

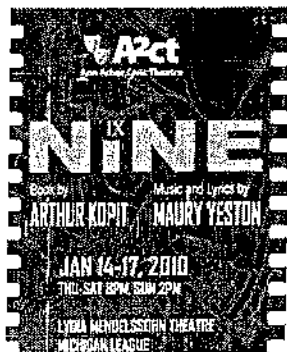
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Ann Arbor Journal > News

Student artwork on display

Tuesday, January 12, 2010

By Lisa Allmendinger, A2 Journal

Art students from the Ann Arbor Public Schools

have their work on display at the University of Michigan Hospitals.

The work, done in a variety of mediums, was created by students from elementary through high school.

"The art curriculum strives to develop creativity and art skills by using a wide variety of materials and techniques, as well as an introduction to the visual arts world," according to information provided by the schools.

The artwork will be displayed from 8 a.m. to 8 p.m. through Feb. 8 at the Gifts of Art Gallery in the Taubman Health Center, South Lobby, Floor 1, at

1500 E. Medical Center Drive, in Ann Arbor.

"For students entering the 21st century workforce, visual arts teach vital modes of seeing, imagining, inventing and thinking," according to information from the Gifts of Art program.

Gifts of Art brings the work of art and music to the University of Michigan Health System.

Art and music are intended to help calm and bring comfort to patients, visitors and staff.

"During times of stress and illness, when anxiety and discomfort threaten to overwhelm us, the arts have the power to nurture and engage," said Carrie McClintock, communication coordinator for the program.

Lisa Allmendinger can be reached at 1-877-995-NEWS (6397) or at lallmendinger@heritage.com. Check out her daily blog at www.A2Journal.com.

URL: http://www.heritage.com/articles/2010/01/15/ann_arbor_journal/news/doc4b4d1c2ce7947245905530.prt

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Ann Arbor Journal

School board considering cuts

Tuesday, January 12, 2010

By Lisa Allmendinger, A2 Journal

At its first community meeting last week, Ann Arbor school officials offered a potential scenario for about \$16.2 million in cost savings for the 2010-2011 school year, including the potential elimination of 34 teaching jobs.

More than 100 people were in attendance, said Liz Margolis, the school district's spokeswoman.

In addition to possible cuts offered up at the end of last year, which included a reduction in salaries for administrators, energy-cost savings and reductions in summer school and substitute teacher costs, here's a list of what was presented at the first of the four community forums.

In the instruction area -- a portion of the district's operations that has repeatedly been spared in previous cuts -- proposed is:

*A \$200,000 reduction in the textbook budget for all grades, which represents a 29-percent cut.

*A \$100,000 reduction in transportation costs for summer school, or a 21 percent cut.

*A \$200,000 reduction in substitute teacher costs for all grade levels to be accomplished by reducing some professional development that requires substitute teachers. This represents a 10 percent cut.

*A \$640,000 restructuring of elementary media and technology programs such as art and music, and represents the possible elimination of eight full-time employees.

*A districtwide \$320,000 restructuring of the English as a Second Language program, and the possible elimination of four teaching positions, by realigning staff and restructuring its implementation.

*A \$400,000 redesign of the high school level alternative programs at Clemente and Stone high school based on student needs, graduation requirements and post-secondary goals.

*A \$360,000 restructuring of the middle school planning center, a spot where students go for disciplinary reasons, which is currently staffed by a teacher.

Alternative options are under consideration to supervise in-school discipline issues that could result in the elimination of five full-time employees.

*Offer more classes on-line at the high school level for more flexibility, which would possibly eliminate five full-time

employees, and reduce \$400,000.

*A \$960,000 reduction and possible reduction in 12 full-time positions to keep art and music teachers, for example, in one school, instead of split between schools and reducing travel times, then look at a higher student-to-teacher ratio for these classes.

In the non-instructional category:

*Reduce overtime costs by \$700,000 for weekend activities and other non-school time activities at a 10 percent reduction.

*Eliminate high school noon hour supervisors for a \$50,000 reduction. The duties will be assumed by "community assistants."

*Reduce transportation cost districtwide, which would potentially save \$1.5 million. This is one of several district union contracts in mediation, Margolis said.

These changes could come from a potential countywide consolidated Washtenaw Intermediate School District busing system or possible privatizing of the district's busing system, she said.

Other ideas on the table include the elimination of shuttle buses from Pioneer and Huron high schools to Community High School, the elimination of noon kindergarten transportation, consolidated bus stops, and the possibility of middle and high school students riding the same bus. Combined, it could mean a 20 percent reduction.

*A \$2.5 million reduction districtwide in custodial and maintenance costs that could include privatization of these services.

During a recent Board of Education meeting, Darrell Wilson, president of Local 1182 for the maintenance, custodial and grounds workers, reminded the board that the total salary budget for this union group is \$3.8 million and, during the last two year, the group has taken two wage cuts.

This group's contract is also in mediation, Margolis said.

Wilson told the board that the custodians are "first responders for after-hour activities.

"We are more than just janitors," he said, adding that his employees shovel snow, cut grass and move furniture, among other things.

"We are always willing to work with the district," he said. "We've been dedicated to the schools. The schools should be dedicated to us, too."

(Pay-to-play athletics at both the high school and middle school levels. A \$150 fee was suggested at the high school level and \$50 at the middle school level with need-based scholarships that would allow all students who wanted to participate the ability to do so.

Also under consideration is the elimination of weekend transportation, a reduction in administrative costs and the number of freshman games by two, as well as the consolidation of some sports for an overall 14 percent savings.

*Districtwide conference funding will be cut for a \$150,000 savings of 70 percent.

*Discretionary spending budgets will be cut district-wide by \$900,000, a 10 percent overall cut in those operational line items.

*Reductions are proposed of \$5 million districtwide in salary and cost benefits for health care, as well as salaries at a 4 percent reduction. This means the teachers' union contract will need to be re-opened.

*Central administration savings of \$60,000 on the high school level by a reduction of seven full-time people includes two high school principal positions and some retirements.

*Proposed \$320,000 of clerical staffing reductions of eight positions in central administration and at the high schools for a 7 percent cut.

Also discussed were increases on the revenue side.

*On the elementary level, opening up spaces for students from outside the district in first- and sixth- grade classes, as well as opening up 50 spots at Stone and Clemente schools, the district's two alternative high schools for an estimated \$1.05 million increase in revenue.

*On the high school level, increase the options magnet enrollment by 20 spots for expected revenue of \$180,000.

Overall, \$16.2 million in reductions and \$1.23 million in revenue have been proposed.

The next budget sessions are scheduled for 6 p.m. Jan. 12 at Skyline High School, Jan. 14 at Scarlett Middle School and Jan. 19 at Pioneer High School.

On Jan. 27, the Board of Education plans a study session to hear additional expense and revenue ideas, and review a compiled list of what has been suggested during the four community forums.

The board is looking for ways to cut about \$20 million from the district's operating budget.

Lisa Allmendinger can be reached at 1-877-995-NEWS (6397) or at lallmendinger@heritage.com. Check out her daily blog at www.A2Journal.com.

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Ann Arbor parents "somewhat support" proposed school district budget cuts

Posted: 10:46 p.m. January 12, 2010

8 Comments. [Comment Now](#)

Most parents who came to Skyline High School Tuesday night for the **Ann Arbor Public Schools'** second budget discussion agreed on one thing: The district needs to do more with less.

And while most parents said they "somewhat support" the district's plans, not all agreed on the best ways to make cuts.

The meeting began with a short run down of the district's budget issues and its proposed budget cuts, led by Superintendent **Todd Roberts**.

The district is facing a budget shortfall of nearly \$20 million in this school year and next.

Among the proposals on the table to save money: Eliminating 34 teaching positions, opening 150 schools of choice seats, a pay-to-play fee for high school and middle school sports, the elimination of weekend transportation for events in Washtenaw County and the consolidation of some sports.



Parents and other community members are shown in break-out groups during the first budget session last Thursday.

Parents and interested community members then proceeded to discuss the budget cuts in smaller groups. After those breakout sessions, each group appointed a spokesperson to share the group's thoughts with the entire room. Attendees also filled out individual surveys in which they had a chance to write specific, detailed criticisms of or alternatives to the district's proposals.

The vast majority of the breakout groups said they "somewhat support" the district's efforts - and many cited appreciation of the public aspect of the process - but the participants took aim at certain options in the plan.

Among the more controversial budget solutions in the eyes of parents were proposals to privatize district transportation and custodial services. Well over half of the breakout groups at the meeting cited concerns with privatization.

The proposal, first introduced last week, includes plans to reduce transportation costs districtwide by \$1.5 million and reduce custodial and maintenance costs by \$2.5 million.

The total cuts announced add up to \$16.2 million.

Where bus lines were concerned, several groups mentioned a partnership with the Ann Arbor Transportation Authority would be preferable to outsourcing busing service altogether.

Parents also questioned whether the district's previous privatization of lunch service had saved money and why cuts seemed to fall hard on a group of employees with the lowest pay and the least political clout. Prior to the meeting, a few members of the district's custodial and maintenance staff handed out fliers detailing how much they'd already returned in the form of concessions.

Paul Guillen, a locksmith with the district, said: "There's not much left to cut from our end. We make so much less money than the administrators."

One table of parents objected to the cuts entirely. But that was a novel viewpoint.

Most parents agreed cuts need to be made, but expressed concerns that the wrong kinds of cuts - eliminating shuttles between Ann Arbor Huron, Pioneer, and Community high schools, for instance - would diminish the character of the district.

Another group said the district's revenue-generation schemes - largely consisting of picking off students from other school districts and local private schools - were uncreative, uninspired, and would leave neighboring school systems with even more problems.


One idea that captured attention was for the Ann Arbor Educational Foundation to supplement the district's general fund budget. Parents said that would give them a greater role in ensuring that Ann Arbor schools have the resources they need, rather than relying on Lansing, which is increasingly unable to do so. A community as well-off as Ann Arbor would certainly be willing to pay to protect its school system, several parents said.

Christy Perros, a foundation board member, said paying for such expenses as teachers and supplies isn't necessarily within the purview of the organization. But its mission has changed since its 1991 founding, Perros said, and could change again.

In her experience, Perros said, most foundation donors aren't looking to write a blank check. After November's failed countywide school enhancement millage, the foundation sent letters to donors asking them to contribute the dollar amount that their taxes would have increased by. The response was impressive - but many donors asked the same question voters did: What are you going to do with the money?

Two more community discussions are planned. The next will take place on Thursday at Scarlett Middle School, and the last is Tuesday, Jan. 19 at Pioneer High School.

James David Dickson can be reached at JamesDickson@AnnArbor.com.

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Tags: [Ann Arbor school district](#), [school funding](#)



By: Jeff Kass

FROM THE FRONT OF THE ROOM

In defense of Community High School

Posted: Today, 4 hours ago

15 Comments. [Comment Now](#)

A recent article on Annarbor.com detailing AAPS' potential plan for slashing its budget elicited numerous proposals from readers to either move students from Community High School into a school-within-a-school at Skyline, or to eliminate Community altogether. I don't teach at CHS, but I think closing it (or moving it) would be an awful idea. In many ways, Community is the perfect counterpoint to larger schools like Pioneer (where I teach), Huron and Skyline, and it provides the district with what I see as a very necessary balance.

While current trends in education call for aligning curricula and teacher-proofing classroom standards and practices so all students and teachers can be on the same page at the same time, Community High - while maintaining academic excellence and even managing to report high scores on standardized tests - defies such trends. That's important. The truth is one-size-fits-all education *doesn't* work for a lot of students. For those kids (who may not need the kind of additional support services offered at Stone School or Roberto Clemente), the quirkiness and flexibility at Community is precisely what allows them to succeed. Anyone who has ever had the privilege to attend a CHS graduation can attest to the fact that students often express a sincere affection both for their Forum leaders and for their overall high school career that's profoundly moving. Pioneer, at times, can feel like a factory. I don't think Community ever feels like that and I, for one, would like to see more of what happens at Community happen at the larger schools.

Don't get me wrong, bigger schools have their strengths too. The extra-curricular programs at Pioneer and Huron are extraordinary (note to public - if you get a chance, check out Pioneer's "Future Stars" Finals this upcoming Saturday @ 7:30 pm), as is the variety of electives and AP classes offered, and for some kids a bigger school is better socially as well. More opportunities to meet new people on a daily basis. Less chance of getting pigeon-holed into a clique. I personally enjoy teaching at Pioneer because I feed off the energy, the uncertainty and occasional befuddlement engendered by so many bodies bumping into each other. Nevertheless, one of the real benefits of the Ann Arbor district is its ability to offer both ways of life - the frenetic pace of what seems like a

teeming city at Pioneer and Huron, and will eventually seem so at Skyline; and the more relaxed, casual rhythms at Community. Some kids need a place where they can feel comfortable playing Dungeons & Dragons in the hallway. The fact that our district manages to offer such a place is something we should celebrate.

I'm sure not everything at Community is perfect. Like at all the schools in our district (or anywhere else) there are likely to be areas where the teaching, classroom management and programs can be improved. Yet, I can say without reservation that in my limited experience conducting the occasional poetry workshop at Community or accompanying a guest writer to an assembly or class visit there, the learning environment has felt academically focused and vigorous. I don't know a whole bunch of teachers at CHS but the ones I do know well - **Tracey Rosewarne, Judith DeWoskin, Ellen Stone** - don't just teach for a living, they make a *life* out of teaching. They light up their classrooms with their passion and spend much of their time outside school figuring out how to become more luminous. They read and they write and they travel and they search and search and search for deeper ways to understand what they teach, and the result is that their students crackle with curiosity. And, yes, they would be great teachers wherever they taught, but that doesn't mean they don't love the building they're in. That doesn't mean they haven't made that old creaky place their own. That doesn't mean they haven't turned Community into a downtown incubator that yields an annual flock of creative, innovative hatchlings.

Case in point - **Davy Rothbart**.

Davy's the creator of Found Magazine, which, if you haven't read, you need to pick up. I think Davy's a kind of genius and Found represents a sort of contemporary above-ground archaeology. The "finds" on display in his magazine are artifacts, fascinating pieces of our zeitgeist, glimpses into our cultural handiwork. Oh, yeah, and Davy writes too. He won something like a dozen Hopwood Awards in Creative Writing as an undergraduate at U-M. I'm not saying he wouldn't have created Found or become a terrific writer if he hadn't gone to Community, but I am betting Community encouraged him to pursue the quirky meanderings of his mind. I am betting nobody at Community ever told him not to follow his muse, not to believe in the value of his voice.

Another case in point - **Steve Hall**.

Not only is Steve one of the countless wonderful musicians to come out of Community, but he was also the driving teenage force behind the initial collaboration between the **Neutral Zone** and the **University Musical Society** - an alliance resulting in Ann Arbor's yearly teenage talent extravaganza at the **Power Center: Breakin' Curfew**. I had the good fortune of being present at the early meetings between the NZ and UMS, and it was clear Steve's education at Community had not only provided him skills but also with a sense of possibility, a belief that any vision, with enough grunt and grease, could be realized.

The list of fabulous young writers I've been lucky enough to work with over the past dozen years who bear the imprint of teachers at Community is long: **Lewis (Sailor J) Wallace; Evelyn Hollenshead; Dan Vellman; Sara Brickman; Maggie Klein; Nina Feldman; Jake and Rafe Scobey-Thal; Maggie Ambrosino; Allison Bondie; Angel Nafis; Aimee Le; Alia Persico-Shamas; Hilary Burch; Gahl Liberzon and Glenna Benitez**, to name just a few. Each of these students shares a love for language and a desire to develop a unique voice. Community helped cultivate that love. It's obviously a fertile field where students who want to write can find the sustenance to grow.

Conservative folks who think of Community as a boutique liberal playground should understand something else too. Out of all the high schools in the district, I suspect it's the one most likely to inculcate a sense of personal responsibility. Unlike at Pioneer where punitive measures like tardy and homework sweeps intimidate students in order to keep them in line, students at Community must develop a greater degree of intrinsic motivation to attend class on time and to complete their work. Some kids may need the more stringent safeguards at Pioneer, true, but some may also come to rely on that kind of external taskmaster in order to accomplish anything. At Community, a kid in many ways has to be his own taskmaster. That too is an invaluable skill to learn.

Lucille Clifton, one of my favorite poets, is fond of saying *Poetry is a house with many rooms*. Well, education is a city with many buildings. Community High School is a thriving one. We'd be foolish to close it.

**** NOTE** - the next big poetry event coming up is when **Ann Arbor Wordworks** presents its annual poetry concert **Homegrown at the Lydia Mendelssohn Theater in the Michigan League on Friday, Jan. 29th**. A whole bunch of poets of tremendous talent - including **Maggie Ambrosino, Mike Moriarty, Ben Alfaro, Courtney Whittler, Aimee Le, Fiona Chamness, Gahl Liberzon, Brittany Floyd, Daniel Bigham, Maggie Hanks, Lauren Weston, Mike Kulick, Peggy Burrows, AJ McLittle, Chris Moriarty and Anthony Zick** - will be rocking the stage. The show promises to be spectacular. It'll run from approximately **7-9 p.m. The Mendelssohn is @ 911 N. University Ave.**, in downtown Ann Arbor a short walk from CHS. Tickets will be \$5 for students in advance, or \$7 at the door. \$10 and \$12 for members of the general public. To reserve tickets at the advanced price or for more information, email me @ eyelev21@aol.com or call me @ 734-223-7443. ******

Jeff Kass teaches creative writing at Pioneer High School in Ann Arbor and at Eastern Michigan University in Ypsilanti, and directs the Literary Arts Programs at the Neutral Zone, including the VOLUME Youth Poetry Project, which meets every Thursday night at 7 p.m. He will post new blog entries every Tuesday and Thursday morning throughout the school year.

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Ann Arbor's Slauson Middle School vandalized

Posted: 1:21 p.m. January 13, 2010


 5 Comments. [Comment Now](#)

Slauson Middle School was broken into and vandalized this morning, Ann Arbor police said.

A security guard and police officers responded to the school on West Washington Street after an alarm went off about 2:50 a.m., a police report said.

A window on the school's north side was shattered, the report said. A display case, water fountain, clock and other items inside were damaged. Total damage was estimated at about \$1,000.

So far, no arrests have been made.

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Tags: [Ann Arbor police](#), [burglary](#), [Slauson Middle School](#), [vandalism](#)

Thursday, January 14, 2010

AnnArbor.com

Ann Arbor parents' mantra: More with less

Most 'somewhat support' school district's plans for budget cuts

BY JAMES DICKSON
jamesdickson@annarbor.com

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Parents and community members

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James Dickson can be reached at JamesDickson@AnnArbor.com.