

DPSCD August Community Meetings - Questions & Answers

Question	Answer
When will DPSCD enforce the no cell phone law in schools?	The District's new cell phone policy will go into effect for the 2026-2027 school year. This policy follows the state law which does not allow cell phones during instructional time.
Will the Superintendent talk about the “no cellphone in class” law that passed in MI?	The District's new cell phone policy will go into effect for the 2026-2027 school year. This policy follows the state law which does not allow cell phones during instructional time. Schools are planning for the implementation of this law and policy, and communication will go out to all families after the August 11th Regular Board Meeting when the policy will be up for approval by the Board of Education.
Why do application schools exist? Why can't students have access to ALL schools instead of having to apply for some?	Application schools exist because their programs run on a limited number of seats. For example, our schools built around performing arts or an aviation mechanics program can only serve so many students at a time, and more families want those seats than the buildings can hold. The application provides every family in the city the same opportunity under the established criteria. Every DPSCD student is also guaranteed a seat at their neighborhood school, so applying to these programs provides additional options to stay competitive with charter and private schools.
How do PreK staff get paid for toileting or diapering children with incontinence?	Any additional compensation for Pre-K staff must be collectively bargained. Currently there is no additional pay for toileting or diapering children. The District does, however, have designated support staff who may be deployed to schools if there is an influx of students who need toileting support, especially if they may also be going through the ESE evaluation process.
Will there be an attendance incentive for students again this year?	Yes. The District plans to continue the High School attendance incentive and expand it to middle school.
Is the IEP/evaluation process contracted out to outside companies? If so, can you explain how that process works and how does the district hold them accountable	The evaluation process is managed and overseen by District staff. Due to the nationwide shortage of Exceptional Student Education (ESE) professionals across the nation, the District contracts with qualified School psychologists, speech-language pathologists, and occupational therapists to complete specific components of the evaluation process, as needed. While contracted evaluators may conduct portions of an evaluation, the overall evaluation process remains the responsibility of the District and is managed by District staff.
Thank you for the presentation. I have a question about educational software. If a school or department wants to pilot a new software platform before purchasing it district-wide, what is the typical process, and are there any IT, cybersecurity, or student data privacy reviews that must be completed before the pilot can begin?	All educational software programs must be reviewed and approved to ensure alignment with our curriculum. IT also has to review software for integration with our systems and data and security concerns. The District will post an RFP for potential vendors, you can sign up to receive bids on Demandstar. Go to www.detroitk12.org/procurement to learn more how to sign up to receive information about future bids.
How many certified vs uncertified teachers are on staff?	All teachers are either fully certified or are enrolled in an approved educator preparation program and in the process of obtaining their Interim Teaching Certificate. Substitute teachers covering absences, vacancies or leaves are not required to be certified. In recent years, the District has managed fewer than 30 vacancies across all schools.
Can we have a list of schools and their facility management companies? (ABM, RNA, GDI, JLL, etc.)	The list of schools can be found in the April 14, 2026, Board Item: https://go.boarddocs.com/mi/detroit/Board.nsf/goto?open&id=DSKLDE5606EA
Why is our district dumping ASD students into MiCI classrooms? ASD classrooms have smaller numbers MiCI classrooms have bigger numbers of students. To do this is harmful for the MiCI students and the ASD students.	The Individualized Educational Program Team (IEPT), which is inclusive of the parent, determines the student's educational placement setting that will ensure the student makes educational progress.
Does DPSCD currently have funding, resources, or procedures for providing temporary accessibility equipment (such as wheelchairs, evacuation chairs, walkers, or crutches) to students recovering from injury or surgery? If so, how do students access those resources?	Hi. Please send an email to fair.office@detroitk12.org and we can help connect you with someone who can answer this question for you.
Is it plausible to put a gag order on the podcaster Brandi for repeatedly spreading slanderous lies regarding the district? It is damaging to the DPSCD COMMUNITY as a whole! Misinforming the public and inciting uproar (especially from an outsider) is detrimental to the reputation of staff, parents and students etc. There are pple who have volunteered in these schools and are aware that there are serious falsehoods and misinformation given out to the public on a widespread platform.	The District seeks to amicably resolve issues with individuals prior to resorting to legal action. The country's laws regarding free speech are also strong in these matters.

Please share list of 12 schools NOT to receive new HVAC by 2029 and those schools to be rebuilt.	The following 9 schools do not have HVAC and will not receive HVAC investments as part of the Facility Master Plan: AL Holmes, Academy of the Americas, Bagley, Bunche, Edison, Harms, Osborn, Pasteur
What steps are being taken to address the GAPS for students with IEPs and 504's? How is the district taking steps to ensure students get the proper modifications and accommodation?	Based on a review of multiple sources of data, including academic performance, progress monitoring, attendance, behavioral data, classroom observations, evaluations, teacher input, and parent input, the IEP or Section 504 Team, which includes the parent as an equal member, determines which accommodations and/or modifications are necessary to support the student's educational progress. If concerns arise regarding the student's educational progress or the effectiveness of the current supports, any team member, including the parent, may request that the IEP or Section 504 Team reconvene to review the student's needs and consider revisions to the plan.
Holding central administration accountable at the responsive building level means looking directly at vendor execution. GDI alone accounts for 82.4 Million of our 180 Million facility outlay. Given that vendor profit margins are capped between 2.5% and 5% based on KPIs, what specific mechanism does central administration use at the school level to audit work orders and verify physical plant standards before those profit margins are approved for payout?	Beginning in FY27, the District strengthened its oversight model by tying vendor performance directly to measurable outcomes and independent verification—not vendor self-reporting. For custodial services, we are implementing district-wide performance dashboards that measure cleaning quality, staffing levels, missed cleaning activities, supply usage, and school administrator feedback. District personnel conduct routine cleanliness inspections, and those results are incorporated into each vendor's quarterly performance evaluation. For maintenance services, we have established building-level KPI dashboards by cohort, allowing us to monitor work order performance, response times, completion rates, and asset reliability across every school. Three dedicated Work Order Controllers oversee the daily management, prioritization, documentation, and validation of work orders within our CMMS. In addition, two independent QA/QC Inspectors perform field inspections to verify that completed work meets District standards before it is accepted. This provides an independent assessment of vendor performance rather than relying solely on vendor-reported data. Performance incentive payments are based on this combination of CMMS data, district inspections, school feedback, and independent quality verification, ensuring vendors are compensated based on verified results and contractual performance.
What are the plans for Edison Elementary School? The community does not want us to close!	There are no plans to close Edison Elementary School.
How do local companies get on list	Please email procurement.questions@detroitk12.org
What accountability measures are in place for school administrators and district leadership when maintenance issues or vendor performance repeatedly go unresolved? Are there any consequences for failing to address documented problems, or is accountability limited to the vendors?	If district administrators are not following through on their responsibilities, their direct supervisor addresses those issues with the administrator and if there are serious or repeated issues, it could require disciplinary action.
Aside from individual school communication, I had a really hard time getting through to the admissions office this summer. I left repeated voice messages and emails	We appreciate your feedback and are working to address these issues. Please call 313-240-4377 if you require additional assistance.
What is the training for Parent Outreach Coordinators? Reference to these individuals was made by Dr. Vitti in a meeting last week with regard to them accounting for and assisting with Title 1 fund tracking.	Parent Outreach Coordinators receive monthly training through the Office of Family and Community Engagement on Title I, Parent Academy programming, enrollment, and family engagement strategies. Working with the principal, they help families understand and provide input on the use of the 1% of Title I funds reserved for family engagement activities, to strengthen school-family partnerships and support student achievement.
I also want to address the fact that Noble Elementary-Middle School was designated as an ESE Hub last year without meaningful communication to staff or parents. We continue to hear about the services that should be provided according to policy, but the reality in our building is very different. We are expected to deliver specialized services without the staffing and resources necessary to do so. Some classes are being covered by substitute teachers, and staff members without ESE training are being asked to fill critical roles. Our students deserve qualified, consistent support, and our staff deserve the resources and training needed to provide it. Right now, those expectations and our reality do not align.	The District announced the launch of the Inclusion Sites for the 2025-26 school year in March 2025. Dr. Vitti engaged the Board, Staff, and Families throughout the spring in virtual meetings. ESE staff also held open houses and contacted every impacted family. The Inclusion sites have additional staff, ESE Assistant Principal, dedicated Social Worker, Speech, Nursing, additional Para support and an ESE Parent Outreach Coordinator. The District continues to actively recruit qualified personnel to fill vacancies in Exceptional Student Education (ESE). The District continues to work diligently to fill vacancies, strengthen staffing at Inclusion Sites, and provide the supports and services outlined in students' Individualized Education Programs (IEPs).

What are children supposed to be taught in Art in k-8? I watch the Art teacher, and this teacher is NOTHING like what I had when I was in k-5. Art in k-8 is appalling in DPSCD. There is more to Art then just coloring pages.	The K-12 Arts curriculum is designed to teach students real artistic skills, not just coloring pages. In grades K-8, students build foundational knowledge and skills in areas such as the elements of art, principles of design, spatial awareness, technology in art, and the safe and effective use of artistic tools and materials. The curriculum also integrates art history and culture, providing opportunities for students to study notable artists and how art reflects diverse and varied societies. Beyond making art, students are expected to finish pieces to a real standard and learn how to present and share them with an audience. As part of our ongoing curriculum work, we are also developing essential questions to support teachers in lesson planning. These questions will help ensure instruction is driven by inquiry, critical thinking, and artistic exploration, providing students with deeper and more meaningful learning experiences. Lastly, in addition to classroom learning, students can showcase their creativity and artistic growth through districtwide opportunities such as the All-City Visual Art Exhibition and the Visual Art Exhibition at the Detroit Institute of Arts (DIA).
What about the after-school programs? sports, tutoring and etc.?	The District has after school athletics programs at all schools. Additional after school tutoring and enrichment programs are available at every school. You should contact your school for more information about what programs are available at your school.
This class size limit needs to be evaluated at Bates Academy. They repeatedly exceed these listed numbers.	When the average classrooms exceed the targets we actively work with principals to recruit and hire additional teachers to fill positions or cap enrollment at that grade level
All teachers, parents and staff should be given the budget for the current school year and the budget from the previous school year. If this district wants us to trust them then we need to know where they money is going.	District budgets can be found on our website - https://www.detroitk12.org/about-dpscd/transparency-reports
If I understand correctly, the Prop-S funds were previously dedicated to servicing the DPS operating debt, and that debt is expected to be fully paid in September. Once that occurs, will the revenue (\$112 MM) that had been allocated for DPS debt become available to support the DPSCD operating budget? If the full amount will not transfer to DPSCD, could you explain how those funds will be allocated going forward? More broadly, what is the long term plan for the revenue stream that had been dedicated to the DPS debt, particularly since the revenue is expected to continue for 20 years? How does the District anticipate leveraging those funds to advance its strategic and educational priorities?	The state requires all school district to levy an Operating Millage as part of our school funding formula. If school districts do not levy an Operating Millage, then schools do not receive the full per pupil Foundation Allowance for 2026-27 - \$10,300 per student. The local millage will generate about \$2,400 per student the state will then contribute \$7,900 per student to get the \$10,300. Approving Proposal S shifted the funding from DPS to DPSCD to ensure DPSCD continues to be fully funded.
How many Engineers per shift per school? How are you ensuring that there are adequate staffing especially for bigger schools?	Engineer staffing is a based on the physical size of the school (not student count). Typically, each school has one engineer, but larger schools can have as many as three
Does the school principals suppose to show parents/ community the school's budget? At PTA or Parent meetings?	Yes. Principals engage their parent advisory groups when developing the school-based budget, and parents may contact their principal directly to obtain a copy of their school's budget. School allocations are based on school type and enrollment. District-level budgets are posted at https://www.detroitk12.org/about-dpscd/transparency-reports .
We need ESE staff, ASD teachers ASD paras, there is no way ESE parents keep complaining about the same things but nothing changes.	The District continues to actively recruit, hire, and retain qualified Exceptional Student Education (ESE) personnel, including ESE teachers and paraprofessionals, to fill vacancies and support student needs. The District currently offers an additional \$15,000 on top of the base salary for ESE teachers, and continue to pay among the highest hourly salaries in SE Michigan for Paras. In addition, we are investing in internal talent development through initiatives such as On the Rise and partnerships with local universities to build a sustainable pipeline of qualified educators and address staffing needs in critical shortage areas. As part of these efforts, the District is funding a cohort of teachers to earn their ESE certifications this year, with the goal of adding approximately 20 additional Autism Spectrum Disorder (ASD) teachers to our workforce.
Some custodians say they do not have cleaning supplies to adequately clean buildings. Staff have been buying cleaning supplies so our spaces can be clean. We should not have to spend our own money to keep our buildings clean. How can we change this.	We fully expect our facility management companies to provide cleaning supplies and materials. We stand in partnership with occupants of schools. If there are known cleaning issues including reports of insufficient number of supplies, please notify your principal immediately. You may also contact the assigned custodian compliance officer - the principal can share the contact information.
It's because we don't have the money to pay the veteran teachers what they have stuck around this district and supported them throughout out all these issues.	We have increased teacher salaries dramatically over the last 8 years and the latest collective bargaining agreement has our most veteran teachers earning over \$100,000 in the second year of the agreement. Research has also shown that our teacher retention rate in DPSCD is among the highest in the region.

Proposal S generates \$112 Million annually for the General Fund. Given that General Fund dollars directly fund the \$180 Million vendor contracts (GDI, ABM, RNA), how will central administration guarantee voters that Proposal S operating revenue won't be absorbed by vendor cost overruns or contingency payouts, but rather enforced through strict KPI performance?	Proposal S provides critical resources that strengthen the District's overall financial capacity while our Facilities Management contracts are managed through Board-approved, fixed-price, not-to-exceed, performance-based agreements with strict financial accountability. Each contract establishes a defined scope of work, measurable Key Performance Indicators (KPIs), and a Board-approved maximum contract value. Vendors cannot exceed that amount without additional Board action. In addition, vendor profit is not guaranteed—it is earned through performance. If contractual standards are not met, financial penalties are applied and profit is reduced in accordance with the contract. The District verifies performance through CMMS work order data, building-level KPI dashboards, independent quality inspections, and feedback from school administrators before performance-based compensation is approved. Our commitment is to protect public resources by holding vendors accountable for delivering measurable results that provide safe, clean, and well-maintained schools for our students and staff.
How long ago did we the district have Emergency Management . ? For 2026 millage to pay outstanding debit.	The District exited Emergency Management in 2016. The Operating millage has been repaying DPS Operating Debt, which will be fully repaid in September 2026. Starting in July 2027, the Operating Millage will revert back to DPSCD.
Carver STEM only has 1 custodian in the morning until about 1pm, she's in the lunchroom and if someone need her she's in there. Can GDI send another to help.	Staffing is determined based on building size (square footage) to achieve standard cleanliness. If additional staffing is needed, the facility companies will assess on an as-needed basis.
How many cleanliness complaints were received by the District from the various reporting avenues during the 25-26 school year? What was the District response to these complaints? How many visits were scheduled over the past school year because the response rate was below 80%?	Principals complete cleanliness surveys weekly. Those surveys are reviewed by the Operations team. Surveys with low scores will then be flagged for the respective custodial company for follow up. Quality assurance staff will then visit the schools to ensure survey concerns were addressed
1. The Board recently stated that every parent, employee, and community member deserves timely, clear communication. What specific changes are being implemented to ensure parents and employees receive complete, accurate, and timely responses before decisions affecting their children, employment, or wages are made, rather than having to repeatedly seek answers afterward?	The District endeavors to respond timely to all communications and requests from the community. Emails directly sent to the Superintendent receive responses via email. Moreover, it complies with any and all state and federal laws regarding FOIA, ADA and personnel employment records. If you have a specific concern about a specific statement, please email the District directly.
2. Is DPSCD considering service standards that require departments to respond to parents and employees within a defined number of business days?	The District does expect communications to be responded to in a timely manner. Specifically, emails should be responded to in 72 hours (excluding closures and weekends), knowing that final resolution of an inquiry may take longer.
3. What institutional policies ensure that important communications—including emails, rebuttals, payroll inquiries, ADA-related communications, FOIA requests, and student safety concerns—are tracked, reviewed by the appropriate decision-makers, and responded to in a timely manner?	The District has internal processes in place to track, review, and process all inbound communications. The community can contact us directly at detroitk12.org/Contact
4. What record-preservation policies are in place to ensure that emails, payroll records, ADA accommodation records, personnel records, and other relevant documents are preserved whenever there is a pending administrative complaint or investigation?	The District maintains public records in accordance with the General Retention and Disposal Schedule for Public Schools published by the State of Michigan Records Management Services.
With schools continuing to face needs related to staffing, student support, facilities, and academic resources, how does the district determine when outsourcing services through million-dollar contracts is more beneficial than investing those resources directly into schools?	The District's preference is to staff services directly with District employees. Services are contracted when the District does not have the internal capacity to deliver them. For facilities specifically, the District's in-house facilities team was dismantled under Emergency Management - staff were laid off and vehicles, equipment, tools, and supplies were sold. Rebuilding that capacity in-house is estimated at \$242 million, which includes repurchasing equipment and supplies, hiring support staff, and adding the District's benefits package to existing salaries. Where services are contracted, the District structures joint ventures and partnerships so that small Detroit-based and minority-owned firms that do not have the bonding capacity to take on large contracts can still provide services under a larger umbrella contract.
How frequently has the District reassigned schools to other companies because of reports of uncleanliness? That sounds good however I am skeptical that is truly occurring.	This does not happen frequently. In the past 2 years, only one school was re-assigned due to complaints received.
How many complaints were received regarding the vendor from which the 2 schools were moved?	Only one (1)school was re-assigned due to complaints received. The Northern building (prior to the relocation of Douglass Academy, Virtual School, & the Print Shop) was transferred from RNA to GDI due to repeated complaints regarding responsiveness & cleanliness. The cleanliness issues were related to non-community use events scheduled during weekends (i.e. basketball games) that were not cleaned up by RNA staff prior to staff returning to school on Mondays. No other building transfers occurred.
Can parents participate in the compliance program? Maybe through the PTA?	The best means is to use the hotline and notify the principal of concerns so that they may be formally captured in survey data. This information is used to reduce profit.

Does the board of education go around to the schools and have a gander and check in	Yes, board members are regularly visiting schools and speaking with families to understand their experiences.
Who’s facilitating this mtg? I’d love to hear from the representatives from these companies that are being paid big bucks...	The District engages directly with the public, not through our vendors.
Are you planning to begin using only evidence-based reading/writing curriculum and tutoring programs, if not, why won't you agree to use a standard that is proven to work with the most unique & vulnerable learners?	Our core instructional materials and supplemental intervention programs are selected based on research, alignment to the science of reading, demonstrated outcomes, and their ability to meet the needs of diverse learners, including students with disabilities and multilingual learners. Likewise, our tutoring partners are selected because they provide specialized supports that complement, not replace, high-quality classroom instruction. For example, we utilize different evidence-based tutoring models to address foundational literacy, targeted intervention, and multilingual learner supports based on each student's instructional needs.
Because these contracts came to the public's attention through social media rather than a district report, what proactive systems does DPSCD have in place to regularly review contracts, identify potential issues, and ensure transparency before concerns are raised publicly???	Contracts of this size (over \$250K) are presented, reviewed and approved at Board Committee meetings and Regular Board meetings, both of which are open to the public. Those agendas are also posted publicly ahead of each meeting. All contracts are also posted to our website (https://www.detroitk12.org/about-dpscd/transparency-reports)
There is a mention of employees and businesses being Detroit based businesses and Detroit residents. How important is it to the district to have teachers, counselors, support staff and administrators who are also Detroit residents?	We heavily recruit staff across the city of Detroit, but there is not a requirement that staff live within city limits. We are always seeking to find the very best talent to join the DPSCD team, and it's also an asset if they come directly from the community they serve.
We continue to hear what <i>should</i> be happening according to district policies, procedures, and vendor contracts. However, what staff, students, and families are consistently communicating is that those expectations are not being met in our school buildings. The reality is that many of us are working and teaching in schools with filthy conditions—human waste in bathrooms, urine, blood, mice and mice droppings, excessive dust, and poor air quality. At the same time, educators are expected to maintain rigorous instruction, improve student outcomes, and create joyful learning environments. We cannot continue to ignore the contradiction of expecting excellence from students and staff while asking them to learn and work in conditions that would be unacceptable in almost any other workplace.	Clean, safe, and well-maintained schools are not optional. They are a fundamental requirement for teaching and learning. We recognize that when staff, students, and families report issues such as unsanitary restrooms, pest activity, excessive dust, or poor building conditions, those concerns must be taken seriously and addressed promptly. While District policies, procedures, and vendor contracts establish our expectations, accountability must be measured by actual conditions in our schools. To that end, DPSCD monitors vendor performance through multiple layers of oversight, including daily facility walkthroughs, weekly principal cleanliness surveys, independent inspections by District Compliance Officers, real-time task tracking systems, and direct reports from school communities. Vendor performance is measured against established standards and KPIs, and contractual profit payments are tied to meeting those expectations. At the same time, we acknowledge that any school experiencing the conditions described is not meeting the standard our students and staff deserve. When deficiencies are identified, the District works with vendors to immediately correct issues, tracks recurring concerns, and uses performance data to determine corrective actions, including reassignment of work where necessary. Our focus remains on ensuring every school is clean, safe, and conducive to learning because students and educators should not have to overcome unacceptable facility conditions in order to achieve excellence.
How was the \$242M amount for District insource for facilities calculated? Please provided more in-depth information and comparison to the 3 outsourced companies.	Under emergency management the district's facilities team was dismantled. Staff were laid off, vehicles, equipment, tools, supplies were sold. In addition to adding the district's benefits package to existing salaries, these items will need to be repurchased and support staff hired.
Good afternoon! I would like to know more about the four schools that are being shut down! What is going to happen to the property? I don’t want to see schools shut down and the property can be sold and be accessible for the surrounding community!	Four schools were phased out at the end of last school year. The School Board previously approved plans to demolish those buildings; the Board and District are now planning an RFP to lease or sell the buildings based on best-use and responsible bids.
How can families and taxpayers independently review district contracts without having to submit Freedom of Information Act (FOIA) requests?	All contracts are available on the transparency page of our website - https://www.detroitk12.org/about-dpscd/transparency-reports
What is the plan to oversee and provide necessary services to the exceptional students/unique learners aka special education department if the current vacancies can not be filled in a timely manner by qualified professionals?	The District remains committed to ensuring that students with disabilities receive the programs and services identified in their Individualized Education Program (IEP). The District will review each situation to determine if appropriate compensatory education and/or make-up services, if warranted. The appropriate District department will contact the family, if applicable, to coordinate those services and discuss next steps.
Why are local companies considered minority while out of state companies in Florida and other states aren’t ?	Local companies are not considered minority unless they are certified minority owned. A vendor is considered local if they are headquartered in Detroit.
Why were only these three contracts selected for today's discussion? Were they chosen because they were mentioned publicly, or because the district identified concerns through its own review process?	These three contracts were selected for two primary reasons. First, they have received significant public attention and community interest. Second, with a combined value of approximately \$180 million, they represent the District's largest Facilities Management service contracts. Given the size of this investment, the District believed it was important to provide transparency regarding the oversight, performance measures, and financial controls in place to ensure vendors are held accountable and public resources are managed responsibly.

How does DPSCD ensure opportunities are accessible to Detroit-based, minority-owned, and women-owned businesses while maintaining a fair and competitive procurement process?	The District actively engages local vendors to encourage them to respond to vendors. We host quarterly informational sessions, and offer pre-bid meetings to help local vendors respond to RFPs. Michigan state law requires the District to select the lowest cost responsible vendor for construction RFPs. The District is required to select the lowest cost vendor for goods and materials.
My question is about the outcomes. Can DPSCD share data on how many contracts and what percentage of total contract dollars have been awarded to Detroit-based, minority-owned, and women-owned businesses over the past five years? Additionally, how does the district measure whether its outreach efforts are actually increasing participation and contract awards?	30% of contract amounts go to Detroit businesses, 60% of contract amounts go to Michigan businesses
Are Facility Management contracts renewable? If so, up to how many times?	During 8/4 virtual meeting Dr. Vitti stated “They are renewable, but they are on a two year contract right now. And so they would have to be renewed beyond two years by the board. But we would go through a bid process before a recommendation for renewal would be made. And so right now, they would either be renewed after a bid, if they were selected after the bid, or possibly scaled back if we move to more full-time employment.”
What firm has conducted the Financial Audits over the past 10 years?	Plante Moran has conducted the District audits since 2016. The District issued an RFP for audit services in 2023, and Plante Moran was selected and approved by the Board. District audited financials are posted on the District website here (under Audit Materials). The statements indicate who performed the audit. https://detroitk12org.finalsite.com/about-dpscd/transparency-reports/budget-and-salary-transparency-reporting
Could someone explain, in very simple layman's terms, why there are both DPS and DPSCD? Specifically, what are the differences between the two entities, why do they both exist, and how does funding work between them? I think a plain language explanation would be helpful for many community members trying to better understand the district's structure, funding and expenditures. QUESTION ADD ON If the responses below are accurate, what is the current estimated timeline for fully paying off the remaining DPS debt? Does the outstanding balance continue to accrue interest, and if so, at what rate? Additionally, has there been any analysis of whether it would be financially advantageous to make larger or accelerated payments to eliminate the debt sooner? It seems that carrying this long term financial obligation could continue to limit the district's ability to make meaningful investments and accelerate progress toward its educational priorities.	Dr. Vitti: “DPS, Detroit Public Schools, is still managed by the school board and myself. DPS only existed or exists to pay off legacy debt. This was the debt that was linked to pensions, unpaid POs, and other loans that the district had to issue during emergency management in order to just run the district. So our operating debt will be officially paid off in September. No more operating debt. Starting the 27-28 school year, that money comes in to run our district normally like everyone else. It is general fund and general operating dollars.” The Capital Bond Debt is scheduled to be fully repaid in 2040.
Where are the proposals submitted for a particular services so that we can see how the scoring and evaluation are determined? What is the ratio of minorities? What is the ratio of local vs. out of state?	All proposals are submitted through DemandStar. The District reports out on minority, women, veteran, and Detroit based vendors annually.
How are they going to change the way they are running the process for kids with IEP's? My child's school actually told me not to start an IEP for my child b/c there is zero support at the school. How will you better support kids with special needs?	The District has reviewed and revised its referral process to ensure that all requests are addressed promptly and efficiently. These improvements will help ensure that all students receive the services outlined in their IEPs as quickly as possible. The District follows the requirements of the Individuals with Disabilities Education Act (IDEA). Parents may request an evaluation in writing at any time if they have concerns regarding their child's educational needs. In the interim, schools are expected to implement the District's tiered system of supports, including Multi-Tiered System of Supports (MTSS) and Positive Behavioral Interventions and Supports (PBIS), to address students' academic, behavioral, and social-emotional needs.
Although executed contracts are publicly available, where can we view all proposals submitted in response to a particular RFP? In the interest of transparency, it would seem appropriate for ALL proposals to be available so that everyone can fully understand how the scoring methodology was applied and ensure the evaluation process was conducted fairly.	RFP proposals may be requested through the FOIA process. Please email - foia.request@detroitk12.org indicate the specific RFP number for which you are requesting bid materials.
So you can approve a contract under 200k ?	The Superintendent is the only individual approved to sign contracts for the District. Contracts above \$250,000 must be approved by the School Board prior to the Superintendent signing the contract.

How will they adjust the cleaning in the schools? Last year at my child's school, the highered contractors were spending time running an illegal barber shop. This clearly went on for a while and ended with someone being killed. Also my child constantly said they had pee and poop in the corners of the bathroom and they had no soap and towels. I ended up using my own money and bought a few bottles or soap. How is this going on in so many schools?	First, concerns regarding the cleanliness, safety, and supervision of our schools are taken very seriously. Every student and staff member deserves to learn and work in a clean, safe, and well-maintained environment. Beginning in FY27, the District significantly strengthened its oversight of custodial services. We have added dedicated Custodial Compliance Officers whose responsibility is to conduct routine building inspections, validate cleaning performance, and ensure vendors are meeting the District's cleaning standards and contractual requirements. In addition to district inspections, vendor performance is monitored through building-level KPIs, school administrator feedback, cleaning quality inspections, staffing reviews, and supply usage reporting. These measures provide multiple layers of accountability and allow the District to identify and address issues much more quickly than in the past. When expectations are not met, the District works directly with the service provider to require immediate corrective action, and contract performance—including financial incentives, is impacted when contractual standards are not achieved. Our expectation is clear: every school should consistently have clean classrooms, restrooms that are properly serviced and stocked, and a learning environment that reflects the standards our students, families, and staff deserve.
Who comprises the DPSCD Evaluation Committee? How are community members selected for the Committee?	The District evaluation committee is at least three people, with content expertise to evaluate the proposals. Services that will impact schools also include school principals on the evaluation committee. The Procurement Department facilitates the process, but does not have a role in scoring vendors or making recommendations. The District has included other stakeholders - parents, teachers, students on specific RFPs for curriculum and other services that impact those groups. Non-district individual input is included in the overall evaluation, but they do not serve as formal evaluators.
How many FT employees comprise the Procurement department?	The Procurement department is comprised of 8 team members
How are the quarterly engagement sessions advertised?	The Procurement team captures potential vendors through referrals as well as vendor outreach efforts. Potential vendors can register for quarterly informational session on our website. https://www.detroitk12.org/services-and-supports/services/procurement
Who is on the committee ? So you do sit in on it ? Will that be intimidating?	The RFP evaluation committees are comprised of District staff with specific knowledge of the service being bid (subject matter experts). RFPs that impact schools (e.g., curriculum, student enrichment, school specific purchases) have evaluation committees that include school representatives such as Principals, Assistant Superintendents, Techers, etc. The Superintendent very rarely serves on evaluation committees.
Were these steps taken for these current contracts ? If so can proof be provided ?	Yes. The current contracts followed the District's standard procurement process: the RFP/RFQ was posted publicly, proposals were scored by an evaluation committee made up of school and/or central office staff with expertise in the area being bid, and the procurement team conducted reference checks and follow-up calls as part of the evaluation. Proposals are scored on three criteria - responsiveness to the proposal, the firm's capability and past performance, and pricing. The average number of RFP/RFQ respondents was 13 for the 2025-26 school year. Contracts above \$250,000 were then presented to and approved by the Board of Education at Committee and Regular Board meetings, both of which are open to the public. Board agendas and executed contracts are posted at https://www.detroitk12.org/about-dpscd/transparency-reports .
Who is on the team that review the bids?	The evaluation committee will vary based on the bids being reviewed. Each committee is comprised of school and/or central office personnel that have expertise in the area that is being bid.
With one principal now overseeing the elementary, middle, and high school, how will the district ensure each school receives the level of leadership and attention necessary to meet the unique developmental and academic needs of each age group? (At Marygrove)	Marygrove has an allocation for 2 APs and 2 Deans this year to support the principal with oversight and support for students on the K-12 campus. There is a building that houses K-5 students and the high school building will now house 6-12.
How can we stop principals from going behind the contract and not following through on the new PreK letter of agreement? Not all schools are doing the same thing and following the LOA.	If there are any issues with the implementation of any negotiated letters of agreement, please reach out directly to Labor Relations.
Do you go over the budget for the contracts for them to be reviewed and adjusted ?	Procurement rules prevent us from spending beyond the contract amount. The District monitors vendor spending, and if a vendor is approaching their limit, we can increase the contract amount through a contract amendment which would be signed by the Superintendent. Contract increases greater than \$250K require board approval.
Will ancillary receive a budget for supplies?	ESE Ancillary staff can request supplies through their direct supervisor.

With the middle school now being added under the same leadership, what specific supports and structures are in place to ensure the elementary, middle, and high school each receive the dedicated leadership, attention, and support their students, staff, and families need? (Marygrove)	The School at Marygrove was proactively staffed with 1 Principal and 2 Assistant Principals, even though the school only added a grade level each year. Each Assistant Principal is responsible for specific grade levels, similar to other larger schools. The allocations for the school are based on enrollment so as additional students have been added, teachers and ancillary staff have also been added. As with all schools, we will continue to monitor enrollment and support. Feel free to email me at alycia.meriweather@detroitk12.org if you have additional questions.
How many other companies bid on the current contracts ? Who approves those selected ?	The average number of RFP/RFQ respondents was 13 for the 2025-26 school year. The evaluation team reviews RFP proposals to score and make recommendation on selected vendor.
\$160 Million dollars for facilities maintenance but they aren’t cleaning the schools properly. Who is holding them accountable?	The District's Facilities team is responsible for holding our Facilities Management Service Providers accountable for meeting their contractual obligations. We do this through routine building inspections, CMMS work order oversight, school administrator feedback, and independent quality assurance reviews. Beginning in FY27, we strengthened that oversight by adding dedicated Custodial Compliance Officers to conduct regular inspections and verify cleaning performance. Vendor performance is measured against established KPIs, and financial incentives are tied directly to those results. When contractual standards are not met, corrective action is required and financial penalties may be applied. Our role is to verify performance, enforce accountability, and ensure every school is clean, safe, and to support student learning.
Can you help us understand how one principal is able to effectively meet the unique needs of both the elementary and high school students? (Marygrove)	DPSCD has other schools where 1 principal manages the K-12 campuses - Academy of the America's and Durfee and Central.
Respectfully, referencing other schools doesn't answer my question. Every school community is different. I'm asking specifically about The School at Marygrove. What data or evaluation criteria will DPSCD use to determine that this leadership model is meeting the needs of Marygrove's elementary, middle, and high school students, and at what point would the district reconsider the structure if those outcomes aren't being achieved?.....Those are different school communities with different enrollment, campus layouts, staffing structures, and student populations	Every school community is slightly different. The data the District initially utilizes to determine the number of Assistant Principals is student enrollment, then other factors such as campus layout are considered. As Principal Williams shared when she met with you following the meeting, the current administrative staffing for The School at Marygrove allows for the principal to provide overall direction and vision for the entire campus, spending time in each building, however, the Assistant Principal assigned to the Elementary building has specialty and expertise in Elementary Education and the Assistant Principal assigned to the Secondary building has specialty and expertise in Secondary Education. They work together as an administrative team to monitor and problem solve. The District is open to feedback if a model is not working. At this point, The School at Marygrove leadership team has developed a system that is working and we are excited about the last phase of development for the school with the addition of the middle school grades.
Why can’t the contracts be partnered with local affiliates? Why do services have to be outsourced ?	The District actively engages local vendors to encourage them to respond to vendors. We host quarterly informational sessions, and offer pre-bid meetings to help local vendors respond to RFPs. Michigan state law requires the District to select the lowest cost responsible vendor for construction RFPs. The District is required to select the lowest cost vendor for goods and materials.
Will there be changes to ways teachers are evaluated? It's ridiculous that teachers are evaluated, often by only one person (principal), who lacks knowledge in grade level and/or district curriculum.	There are not currently changes proposed to the evaluation process. Teacher evaluation procedures were last negotiated during the 2024 collective bargaining process as a result of changes in state law. Additionally, principals are trained each year on the Observation and Feedback cycle as well as how to use the Curriculum Guidance, Look For tool and Thrive rubric to properly evaluate and support teacher performance. If there are concerns about the principal's ability to effectively evaluate teacher performance, we address it directly with their supervisor, the Assistant Superintendent.
Why all schools doesn't have handicap parking signs in the staff parking lots? 2. When will the schools with old boilers receive AC ? Both of these are at Carver STEM. I am a staff member.	Accessible parking is required where applicable. If a school is missing required signage, we encourage the school admin to submit a work order so the issue can be reviewed and corrected. As we move forward with the FMP projects, more buildings will be outfitted with A/C. The district will continue to assess the additional \$1.2 billion dollar need for building renovations and repairs, including schools that will remain without A/C.
When will all schools have air conditioning?	All but 8 schools will have HVAC or air conditioning by the end of the 27-28 school year, and that the remaining older, low-enrollment buildings without air conditioning would either be rebuilt or closed rather than retrofitted.
When will the high schools get new Smart boards? They’re outdated and I’m not able to use all of the features anymore.	High schools are two years away from their scheduled Smart Board replacement cycle. In the meantime, at the request of staff, the Technology department can upgrade the existing units with the new AM60 processor, which supports many of the latest features and extends the functionality of the current boards
How do teacher who have had ASD students in their classrooms during the 2025-2026 school year get their money?	Those payments are being calculated internally and will be issued on the August 11th paycheck.

He said that contracting is done when hiring can’t be completed... what does that mean? He said that contracting is done when hiring can’t be completed... what does that mean?	Services are contracted when the District cannot hire enough qualified staff directly to deliver them. Rather than leave positions unfilled and services undelivered, the District contracts with a vendor to provide that coverage. For facilities, the in-house team was dismantled under Emergency Management, and rebuilding it is estimated at \$242 million - which includes repurchasing the vehicles, equipment, tools, and supplies that were sold, hiring support staff, and adding the District's benefits package to existing salaries.
Why can't we see how the principals are using the money they get. Some principals are showing their staff how much they value their staff other principals are just using words and back up nothing. We are tired of get junky presents that we throw away. Stop wasting money and value your teachers.	The District provides supplemental funding for principals to recognize and support their staff. Please share feedback with your principal on recommended recognition.
Dr. Vitti, the Board recently stated that “no parent, student, employee, or community member should ever feel unheard or silenced” and that every family deserves “timely, clear communication.” What specific changes are you implementing to ensure employees and parents receive complete, timely, and accurate responses before decisions affecting their employment, wages, or children are made, rather than having to repeatedly seek answers after the fact?	2-way communication is essential for our shared success. The District welcomes feedback, and we encourage the community to provide feedback through the website (detroitk12.org/contact), by attending our monthly board meetings, or by calling 313-240-4377. Additionally, we have added online tools, including an online chatbot, to help the community find answers to their questions on our website. Through these engagement sessions, we hear that we need to be more timely in our communication, and will work to do so.
I have teachers saying they don’t have laptops! Have you spoken to teachers directly?	We're unaware of any teachers saying they do not have laptops. We encourage them to reach out directly if they do not have a device for any reason.
Are there any outside audits done, regarding all the purchase orders and contracts?	All school districts are required to have an external financial audit annually. This is completed and shared with the state by November 1 and publicly with the school board and community at the November committee. DPSCD also have external audits of our Literacy Lawsuit expenditures, and additional state and federal audits.
When will resource teachers begin to get paid for students going over caseload limits like everyone else?	This determination is based on a bargaining contract between DFT and the District
Why aren't all buildings getting some updates with bond money? Why aren't the grounds at all schools being cared for. Overgrown playgrounds and terrible parking lots full of potholes and no lines.	The District does not have any bond funds. The last bonds were issued in 2010 and those funds were spent under Emergency Management. The District has been using unrestricted general fund dollars to address facilities. We have \$1.2 billion in outstanding facility needs after the Facilities Master Plan improvements are complete. Grounds and parking lots repairs are paid for through our general fund budget. We continue to respond to the needs within our available budget.
Hello, my daughter was concerned regarding some of the old produce given to the students during breakfast at Detroit School of Arts. I just wanted to address this here, thank you for your time.	Thank you for bringing this to our attention. Providing fresh, high-quality produce is our priority. We take concerns like this seriously and will follow up with Detroit School of Arts to review the situation and ensure our quality standards are being met.
After procurement is done and the vendor is in place is there any ongoing vendor management/third party risk management. Who is reviewing SIAs and making sure they are being met and what does that process look like	District staff manage and hold vendors accountable for delivering goods and services. Vendors who do not deliver required goods or services may have their contract canceled or modified.
Has DPSCD conducted a comparison of its breakfast and lunch menus with neighboring districts such as Dearborn, Dearborn Heights, or Utica to determine whether Detroit students are receiving meals of comparable nutritional quality and variety? If so, will that analysis be made public?	All school districts participating in the National School Lunch and Breakfast Programs must meet the same USDA nutrition standards, ensuring comparable nutritional quality. Since 2015, DPSCD has also implemented a Clean Label Initiative, eliminating foods containing seven harmful ingredients, demonstrating our commitment to serving healthier meals beyond federal requirements.
What's the plan in case proposal S don't pass?	Proposal S passed in the August 4th 2026 primary election
How are you using the money the district get to save teachers from principals who are harmfully harassing and hurting teachers?	The District takes any and all allegations of harassment seriously. Please encourage any employees who believe they are experiencing harassment to reach out to the employee relations department.
Will students and/teachers/classrooms receive school supplies before the first day of (which ones? How many? When?)	A Hub post will be posted which outlines the additional supplies that are being provided to classrooms. All schools have budgets for supplies, AI's can request supplies through your school request process.
How can we obtain budget details for particular schools? I have been able to locate the information for the entire district, but not for specific schools and would like to review those.	Principals engage their parent advisory groups when developing their school based budget. Parents can contact their principal to obtain a copy of their school based budget. School allocations are based on school type and enrollment. The allocation formula will be presented at the end of this presentation.

Why is it EXTREMELY DIFFICULT to have your child TESTED for IEP’S or 504’S ?

The District has reviewed and revised its referral process to ensure that all requests are addressed promptly and efficiently. These improvements will help ensure that all students receive the services outlined in their IEPs as quickly as possible. The District follows the requirements of the Individuals with Disabilities Education Act (IDEA). Parents may request an evaluation in writing at any time if they have concerns regarding their child's educational needs.

In the interim, schools are expected to implement the District's tiered system of supports, including Multi-Tiered System of Supports (MTSS) and Positive Behavioral Interventions and Supports (PBIS), to address students' academic, behavioral, and social-emotional needs.

Has there been discussion about a new math curriculum to replace Eureka Math? Also what reading/literacy supports will be provided to elementary students, if any?

The District periodically reviews its curriculum options. If/when the District opts to change its curriculum that is posted as an RFP for proposals. The District is not currently considering a change from its K-8 math curriculum (Eureka) but could consider it in the future. Elementary students receive support through Academic Interventionists who provide literacy intervention to students needing additional support.

Good evening, members of the Board.

I would like to raise a concern about the relationship between school enrollment, attendance-based funding, and the availability of quality educational opportunities within DPSCD.

We know that student attendance directly impacts district funding. However, the current enrollment process appears to create an unintended consequence. Many families are seeking admission to application schools because they believe those schools offer opportunities that are not consistently available elsewhere in the district. As a result, application schools fill quickly, families are placed on lengthy waitlists, and some are still waiting for placement just weeks before the school year begins.

This leaves many parents in an impossible position. They are told to consider their neighborhood school, but in many cases that is not viewed as a comparable option. Families are then forced to choose between accepting a school they do not feel meets their child’s needs or leaving DPSCD altogether for another district.

My question to the Board is this:

If attendance and enrollment are so critical to district funding, what is the district doing to ensure that all neighborhood schools receive the resources, programming, and investment necessary so that families are choosing them, not simply settling for them because they couldn’t get into an application school?

As a parent, I am considering enrolling my child in DPSCD next school year. However, I am concerned that we will face the same uncertainty with application school waitlists. If that happens, my alternative will likely be another school district. I don’t believe families should have to make that choice.

I encourage the Board to consider whether resources are being distributed in a way that strengthens every neighborhood school rather than concentrating demand in only a handful of application schools. When families have confidence that every school offers a high-quality education, the district is more likely to retain students, increase attendance, and strengthen funding over the long term.

Thank you for your time and for considering this concern.

We want all families to find a place in DPSCD. There are resources at the school and central office level to support families in making the best choice for their students, and we are committed to ensuring that all neighborhood schools receive strong resources, programming, and investments so that students thrive in those settings. We do have a small enrollment team in the central office who engages regularly with families who may be thinking about an application school or are considering their neighborhood school. In addition, principals engage with families regularly. Through our priority of High School Redesign, which aims to give every student a more relevant, career-connected high school experience and that leads to credentials, post-secondary credit, and a clear path to college and career. This Redesign is focused on our neighborhood high schools - expanding dual enrollment programming and building schedules that maximize student support and guidance. Additionally, as mentioned in the presentation, our school staffing model sets a standard for staffing at every school in the District, while providing additional resources to all neighborhood schools.

Will the district be partnering with the evaluation teams to ensure adequate staff is available for the large workload? Will the district ensure a representative is available to check that facilities contracts are completed as agreed? For example, not only cutting grass but including maintenance of overgrown shrubs and bushes and picking up trash on the grounds.	The District's Operations team works closely with our vendors to ensure staffing is sufficient to meet workload. The Operations teams has staff (Quality Assurance agents) dedicated to assess the work quality of the custodial vendors.
Will the district be reviewing effectiveness and privacy of iready considering the new information and current lawsuit? Will the district consider or plan for reducing screen time for students in K-2, at minimum.	i-Ready is designed to support teaching and learning while maintaining strong privacy protections. Student information is used only for educational purposes, is never sold, and is not used for advertising. Curriculum and Associates also limits data collection to what is necessary to deliver i-Ready and works closely with districts to ensure appropriate safeguards are in place.
The schools "Big Three" Cass, King and Renaissance have been the topic of conversation as being "better resourced" schools over others in the district. I'd like to know how many of the seats in these schools go to Detroit kids AND what is being done to ensure students seats at these "gems" (my own choice word) are prioritized for DETROIT students. I've recently heard about tons of kids from outside of the district placing in. If people from outside the city /district want to transfer into DPSCD they should be sent to schools closest to their homes AND not get to access Cass, King or Renaissance because they know how fantastic they are. In short, what is being done to ensure priority for kids who have been here and live in the city, especially as we consider enrollment needs across the district.	Three out of four seats at Cass Technical, Renaissance, and King go to students who live in Detroit. As of fall 2025-26, the three schools enroll 4,895 students, and 3,711 of them are city residents. Non-resident enrollment runs from 15.5 percent at King to 27.5 percent at Cass Tech, higher than the 11 percent across all District high schools. Our admissions rubric weights the application toward our own students: current DPSCD 8th graders receive a 10-point bonus, and students continuously enrolled here since 6th grade automatically receive the 5-point GPA bonus that out-of-district applicants have to document to earn. As a schools of choice district, we enroll non-resident students under Michigan's schools of choice law and within the enrollment windows the state sets.
Is it too late to enroll my daughter in the 5th grade?	It is not too late. Please call 313-873-7490 for assistance
When is sophomore orientation	Orientation dates vary by school. Please reach out to your respective high school directly to confirm the specific orientation dates and times for each grade level.
What are the cleaning days for bates academy?	All schools are cleaned daily
Can my child attend school if	Please call 313-240-4377
Why is Detroit the biggest school district in Michigan, but we have the worst student improved in Michigan. I shouldn't have to go out of Detroit school district for a half way decent school and education.	The 2026 Education Recovery Scorecard, from researchers at Stanford and Harvard, found DPSCD students gain 1.21 grade levels of learning per year, ahead of the state of Michigan at 0.97, and named DPSCD one of six Districts on the Rise for gains in both reading and math. Detroit students are learning faster than students in 91 percent of school districts in the country since the pandemic. Our graduation rate also reached an all-time high of 83.2 percent, within one percentage point of the state average. We are not where we want to be, and our proficiency rates still trail the state, but the gap is closing faster between the District and the state.
When will each school get new HVAC, specifically air conditioning?	Through Facility Master Plan investments, 87 schools will have full or partial HVAC. 72 full building, and 15 with partial by 2029. 9 schools will still not have HVAC in 2029 (AL Holmes, Academy of the Americas, Bagley, Bunche, Edison, Harms, Osborn, Pasteur). Details of the Facility Master Plan can be found at https://www.detroitk12.org/about-dpscd/initiatives/fmp
"Many parents have shared that they either don't receive district communications or receive them too late to participate in events and programs. What specific improvements will DPSCD make this school year to ensure every family consistently receives timely information about school events, district resources, and opportunities to get involved?"	Based on feedback received through these community engagement sessions, the District will engage with families this Fall (through targeted focus groups) to identify how to improve communication with parents about upcoming events and programming.
When will testing be available for incoming students 2026-2027 school year?	The evaluation process is measured in school days. A referral for an initial special education evaluation may be initiated beginning on the first day of the school year.
1.) What is DPSCD doing about staff turnover and the constant rotation of adults in special education classrooms, especially when consistency can be critical for students with disabilities? 2.) When a school doesn't have a certified special education teacher, what is the district's plan to ensure those students continue receiving appropriate instruction and their IEPs are implemented? 3.) How many DPSCD special education classrooms are currently without a permanent certified special education teacher? 4.) What system prevents a child from going months or potentially longer without someone at the district level noticing that required services aren't being consistently provided? 5.) When the district knows it cannot provide a service listed in an IEP because there isn't enough staff, what happens next? Does the parent receive written notification?	The District always works to retain its staff as much as possible. Data shows that DPSCD actually has a higher teacher retention rate than other Districts and charters in the region and our turnover of ESE support staff is both low (less than 10%) and stable over the last several years. That being said, anytime there is turnover it can be a challenge and the District works to prevent unnecessary changes in assignments unless they occur during natural break periods (e.g. semester). In addition, higher wages continue to help retain our current staff. If a student doesn't have a certified ESE teacher, then a substitute teacher who has ESE experience is placed in the classroom and any IEP evaluations, etc. are monitored by the school's certified ESE Lead Teacher. At the end of last school year, there were 19 ESE vacancies. ESE administrators and support staff who also interact with students can identify if a student is not receiving their necessary services or supports--parents are also encouraged to reach out to their school if they believe a student is not receiving the necessary services as articulated in the IEP. If a service isn't being provided for any reason, the District will reassign staff, rely on contracted support to provide the service and those students may be entitled to compensatory services later to ensure they receive the minimum hours necessary.

I want everyone in this room to put themselves in my shoes for a moment. If this were your child with a disability, and for two years your child did not have a consistent teacher, while you were also questioning whether the services and supports written into their IEP were being provided consistently and appropriately, would staffing shortages and turnover be enough of an explanation for you? And if you learned that speech services were sometimes being provided while students were at lunch, wouldn't you question whether that was truly an appropriate environment for your child to receive meaningful speech and language services? Would you not wonder what your child actually received during those two years, how the lack of consistency affected their progress, and what educational opportunities they may have lost? If you wouldn't accept that for your own child, why should I or any parent of a student with a disability in DPSCD be expected to accept it for ours? Most importantly, how is DPSCD determining what services these students actually received, what they missed, how they were impacted, and what the district is going to do to make it right? What is DPSCD going to do to address the educational impact on the students who have already been affected and make sure another family isn't sitting in this same position years from now?	We agree, every child deserves and is entitled to an excellent teacher and ancillary service staff. The District is committed to providing all services outlined in a student's IEP. The District has hired additional staff and contractors to ensure we are fully staffed. When services cannot be provided during the year, the District offers compensatory services over the summer.
With the homeless crisis that's currently occurring within the City of Detroit, what is being done by DPSCD schools to make sure that McKinney Vento candidates are being properly identified? Why aren't teachers aware that they can identify and report a homeless student or family? I think this needs to be reviewed and the protocol to identify needs some tweaking. Transportation and enrollment are the number one factors in absences. And all homeless students absences are to be excused by law. The numbers I'm being told by staff don't reflect that. These are federal dollars that need to be properly used to enhance enrollment and attendance!	Identifying and supporting students experiencing homelessness is a priority for the District, and we've made significant progress in this area — from identifying only a couple hundred students under McKinney-Vento nine years ago to over 4,000 students identified today. Our identification process works on multiple levels. Every school has a designated McKinney-Vento point of contact who receives monthly training (the second Monday of each month) on recognizing warning signs, engaging families sensitively, and referring them to our Homeless Services office. Clerical staff and principals also receive dedicated training throughout the year — including a session at this year's Principal's Academy — and schools can invite our team to present directly to staff. Every school is required to post visible signage in high-traffic areas so families know this support exists. Beyond the schools themselves, our team conducts shelter visits, hosts a back-to-school resource fair with wraparound services, and shows up at community events, faith-based gatherings, and summer programming across the city to raise awareness directly with families. To directly address the concern that teachers aren't aware they can identify and report a homeless student or family: teachers are trained on this. Our office presents at district PD days and offers a McKinney-Vento 101 session, in addition to the school-based trainings above. It's not the case that all absences for identified students are automatically excused by law. Absences are excused when they result from a specific barrier — such as lack of transportation or unstable housing — and once a student is identified, we work to remove that barrier directly. That includes providing transportation to keep students at their school of origin, or gas cards for families with their own vehicle, along with connecting families to other supports for housing, disability, and basic needs that contribute to absenteeism. Families must be re-identified each year, and our office processes referrals in the order they're received once a family completes that process — which begins with proactive outreach (robocalls and texts) to previously identified families each year. We recognize there's always more work to do to reach every family who needs this support, and we'll continue investing in outreach, training, and services so that no student's education is disrupted by housing instability.
Is it not a conflict of interest to have someone who previously worked for the District receiving a contract?	No. Former employees can respond to RFPs/RFQs and be considered as a vendor for goods or services that the District is looking to buy. That vendor would be considered through the evaluation process and compared to the quotes provided by other potential suppliers. However, according to the District's conflict of interest policy (Policy 1130), the former employee cannot have a family relationship with any employee of the District that would somehow benefit personally from the contract. Therefore, nothing in and of itself would prevent a former employee becoming a contractor and then bid for a contract or based on the District's purchasing thresholds.
Could you provide a complete list of all companies, consultants, and individuals who have been awarded facilities-related contracts or service agreements? Please include the scope of work, contract amounts, contract terms, and the procurement process used for each award. This information would help the public better understand how facilities funds are being allocated and promote transparency and accountability in district operations.	All District contracts can be found on our website - https://www.detroitk12.org/about-dpscd/transparency-reports/procurement-contracts

Why are we paying \$160 million for facilities maintenance when our schools are clean couldn't we find a contractor locally?	Deputy Superintendent Machion Jackson commented on 8/3 session: "Currently, our facility management contract, which covers 2 years, is for \$180 million. That includes custodial work, engineering, also parts, materials, et cetera, across all of our buildings, not just the schools." "Many small Detroit-based businesses do not have the bonding capacity to take on large contracts. And so what we have done purposely under this administration was created joint ventures or created partnerships so that small Detroit-based and small minority companies have access to provide service to Detroit public schools under the umbrella of a larger company." She also noted in-sourcing was studied and would cost more: "to insource those services, it would cost the district \$242,966,008 for a two-year contract compared to the contract that has been given to these three companies. That's an increase of 26%."
How to deal with outside rumors that tarnish our reputation as a whole?	When misinformation spreads, it can be discouraging, especially for the students, staff, and families who experience our schools firsthand and know the real story. Our approach is to address concerns head-on. If individuals have concerns about the District, we ask them to contact us directly to engage in constructive dialogue. Our reputation is built on consistency, what we do every day for our students and families. If we stay focused on this, we trust our community to help us in combating misinformation.
Would the district consider allowing parents or members of the community to review reports or tour these facilities so they can better understand the condition of the buildings and the maintenance challenges staff face?	Principals engage their parent advisory groups when developing their school based budget. Parents can contact their principal to obtain a copy of their school based budget. School allocations are based on school type and enrollment. The allocation formula
Why are our children's IEP's not being completed or even started and it's a contracted service, but these people aren't completing the IEP's every percentage of IEP's and complete is a child. What are you going to do about that?	When concerns are raised regarding IEP implementation, the District reviews the student's records, including service documentation, attendance, and progress data, to determine whether services were provided as required. If the review identifies missed services or other implementation concerns, the IEP Team will determine the appropriate next steps based on the student's individual circumstances. This may include consideration of compensatory education services or other supports, as appropriate, to address the impact of any missed services.
They are teachers in elementary schools with no books no laptops no paper. Why is that?	We are unaware of any teachers without textbooks, laptops, or supplies. Please provide specific examples.
How does the district prioritize repairs and capital investments when major mechanical equipment is out of service? What standards are used to determine when repairs or replacements are approved?	Any repairs or investments that impact health and safety are highest priority, and will be addresses immediately. Once those issues are addressed, we then work within our allocated annual budget to determine what work can be completed in the school year, and what needs to be moved to a future school year.
Why does the superintendent have a \$500,000 salary that's the largest salary for superintendent in North America and we have grown incrementally	The Superintendent's salary is less \$500,000. His salary is negotiated and approved by the School Board in accordance with his contract. His contract increases are consistent with negotiated increases for teachers.
How does the district recruit, evaluate, and hire facilities managers, supervisors, and engineers? What qualifications, certifications, and experience are required, and what measures are in place to ensure that the individuals overseeing our buildings have the technical knowledge necessary to manage them effectively?	Ultimately, our reputation isn't built on managing what people say about us — it's built on what we do every day for our students and families. We stay focused on that, and we trust our community to help us set the record straight when it's needed.
At the last meeting, there was a question from a board member to the superintendent regarding a model to show hiring prospects has that been completed?	The District conducted analysis and bringing custodial services in-house would increase the budget by \$53 million, which was shared during the community engagement sessions

Good evening, I am a community member with a family member who works for one of the district's facilities contractors. I have several questions regarding facilities operations and contracting. First, can the Board explain the process used to award facilities contracts to companies such as GDI, ABM, RNA, JLL, and other contractors? What criteria were used in selecting these vendors, and what oversight exists to ensure the contracting process is fair, competitive, and in the best interest of the district? Second, what due diligence does the district perform when working with outside vendors and consultants, particularly those involved in licensing, training, or facilities operations? How does the district ensure these relationships are ethical, transparent, and free from conflicts of interest? Third, my family member has shared that employees have been requesting basic tools, supplies, and operational support for months but continue to experience delays. What is the district doing to ensure facilities staff have the equipment and resources necessary to safely and effectively maintain our schools? Fourth, will the Board consider providing greater transparency regarding the condition of district facilities, including boiler rooms, chiller rooms, air handling equipment, and other mechanical infrastructure? Would the district consider allowing parents or members of the community to review reports or tour these facilities so they can better understand the condition of the buildings and the maintenance challenges staff face? Additionally, how does the district prioritize repairs and capital investments when major mechanical equipment is out of service? What standards are used to determine when repairs or replacements are approved? Finally, how does the district recruit, evaluate, and hire facilities managers, supervisors, and engineers? What qualifications, certifications, and experience are required, and what measures are in place to ensure that the individuals overseeing our buildings have the technical knowledge necessary to manage them effectively? Thank you for your time and for answering these questions.	The District's procurement policies can be found at: https://www.detroitk12.org/services-and-supports/services/procurement On November 18, 2025, the District issued a Request for Proposals (RFP) through DemandStar for Facilities Management Services. A total of 1,628 vendors were notified of the RFP, and 14 responses were received. An Evaluation Committee convened to review and evaluate the proposals and determined that ABM Education Services, GDI Integrated Facilities, and RNA Facilities Management were the most qualified vendors. The RFP responses and supporting Board documentation can be found here: https://go.boarddocs.com/mi/detroit/Board.nsf/goto?open&id=DSKLDE5606EA The District requires all vendors doing business with the District to comply with a number of standard terms and conditions. These requirements are outlined in Section I of the District's standard contract and include, but are not limited to: I.06 Compliance with Applicable Laws I.07 Licenses and Permits I.08 Licensed Personnel I.09 Criminal Background Screening I.10 Equal Opportunity I.11 Subcontractors and Outside Consultants I.19 Removal of Employees, Agents, or Subcontractors I.20 Project Personnel I.21 Photo Identification Badge I.22 Performance Meetings I.30 Audit, Examination, and Retention of Records I.32 Conflict of Interest I.43 Anti-Kickback Procedures Section E of the Facilities Management Contracts outlines the Computerized Maintenance Management System (CMMS) and workflow requirements that all awarded vendors must utilize. These requirements ensure the availability of auditable data that can be used to measure adherence to scope and contractual obligations. Section E also establishes the Key Performance Indicators (KPIs) and metric tracking requirements that provide additional accountability and performance oversight for the District's Facilities Management partners. Community members interested in touring a school should contact the school's principal directly to coordinate the visit. Key improvements: corrected grammar and spelling errors, clarified procurement language, improved sentence structure and readability, and standardized terminology while preserving the original content and intent.
Why is it our job to tell you that the schools are not being clean as the superintendent your administration should be walking every single school and documenting this inside of the performance reviews for every single contract! How are you going to make sure that this is actually happening going forward if you haven't this entire time	This year, the district is moving forward with expanding the compliance officers that go out into buildings to review schools and document performance. Part of our contracts include that if the standard is not met within these reviews, the vendor is not given its profit. We will also continue to conduct our weekly cleanliness surveys for principals so that they can report direct challenges to administration.
What policies, procedures, and training does the district have in place to protect students, parents, and staff from harassment or intimidation related to immigration status or perceived immigration status? Additionally, how does the district plan to respond if federal immigration enforcement activity occurs near or on school property, and what guidance has been provided to school administrators to help ensure a safe, orderly, and supportive learning environment for all families?	All administrators received immigration sensitivity training to properly respond to immigrant intimidation. Resources were provided to administrators to share with parents that need support. Additionally, the District has a policy on being a Sanctuary District, which can be found here - https://go.boarddocs.com/mi/detroit/Board.nsf/goto?open&id=CEAQ9863C0FC
If voters are being asked to authorize an operating millage expected to generate \$112 million in the first year so the district can receive its full foundation allowance, what specific accountability measures will ensure those operating dollars translate into consistent staffing and legally required services for students with disabilities?	Proposal S shifts the Operating Millage from DPS to DPSCD it does not increase funding for the District. The District is legally required to provide all services outlined in an IEP. District staff review student records to ensure services are provided.

Why are all the contracts inaccurate, inconsistent, unproductive, and granted out of Michigan?	Ms. Jackson addressed the Detroit-based contracting concern during 8/3 session: “Many small Detroit-based businesses do not have the bonding capacity to take on large contracts. And so what we have done purposely under this administration was created joint ventures or created partnerships so that small Detroit-based and small minority companies have access to provide service to Detroit public schools under the umbrella of a larger company.”
When is DPSCD going to consider the feelings of the community?	The District welcomes feedback. The public is encouraged to provide feedback through the website (detroitk12.org/contact), by attending our monthly board meetings, or by calling 313-240-4377
Why won't DPSCD cease demo with Cooley High and sell the building?	In past years, the District solicited partnership opportunities to sell/re-purpose the building. The proposals received by the school board were ultimately rejected. The structural damage over the years (from vandalism and arson) has rendered the building unsafe, with extremely high restoration costs. The decision was made demolish the structure and repurpose the land to make athletic fields for DPSCD schools to utilize.
Why does Renaissance high school offer a baccalaureate degree but only ensure that only 1 student received the curriculum to obtain it?	All students at Renaissance receive access to the same curriculum. Student receipt of the IB Diploma is dependent upon the student earning qualifying scores on IB examinations which varies by student.
What would it take to distribute programs and funding equitably to every school in the district?	Dr. Vitti's staffing-model section explained the district's per-pupil allocation formula (deans, lead teacher stipends, class-size limits, counselors, security, etc.) and stated neighborhood schools receive more allocated positions than exam/application schools, which speaks to equitable distribution of staffing and programming.
Why is Cooley High being torn down?	Cooley had undergone structural damage over the years due to vandalism and arson, making it unsafe and unusable. The decision was made demolish the structure and repurpose the land to make athletic fields for DPSCD schools to utilize.
Motion to create/specify a new minimum "standard of operations" for every school. What has been the challenge with implementing a standard across the district? i.e. increase equitable teacher supply funds, equitable student textbooks, equal functioning sanitation services, equal hvac conditions...	The District does have a standard for all of our schools as it relates to funding, textbooks, and operations. Schools do receive equal funding as well as materials. In the case of operations, our reality is we have over 100 school buildings, constructed in different eras, and many of them have unique infrastructure challenges, requiring specialized support. We continue to address these infrastructure issues through our Facility Master Plan (https://www.detroitk12.org/about-dpscd/initiatives/fmp)
Will you reevaluate, audit, cancel and reallocate funding in light of information of sanitation services not delivering daily sanitation? What steps are needed?	If the vendors are not making or meeting the expectations of the district, then their profit is reduced
What are the plans for the Crysler Elementary building now that it is slated to close?	Chrysler Elementary is not slated to close
When will the old buildings with no air get air.	Not all old buildings will receive HVAC through the Facility Master Plan. The following 9 schools will not get HVAC (AL Holmes, Academy of the Americas, Bagley, Bunche, Edison, Harms, Osborn, Pasteur). Details of the Facility Master Plan can be found at https://www.detroitk12.org/about-dpscd/initiatives/fmp
Before contracts are approved or renewed, is there a due diligence process that includes checking references from other districts or reviewing publicly available feedback? I've noticed that several vendors whose contracts have been approved or renewed have consistently poor ratings and I'm wondering whether that information is considered during the evaluation process.	Yes, our procurement process includes conducting reference checks as well as publicly available feedback on vendors.
Why isn't there summer high school orientation for incoming 9th graders in MICI classes?	All high schools host an orientation for incoming students before the start of the school year. During the orientation at the student's assigned school, parents have the opportunity to meet with and speak directly with the assigned MICI teacher to ask questions, learn more about the program, and receive additional information regarding services and supports.
Why don't our schools have computer class when computers are the way of the world now. Why are our scholars not learning how to write in cursive anymore?	The District's daily schedule guidance includes time for handwriting instruction for students in grades K–5. The District also purchases handwriting books for every K–5 student. Students in grades K–2 focus on letter formation and printing, while students in grades 3–5 practice cursive writing. For additional questions about handwriting instruction, please contact Cassie Williams, Executive Director of K–12 Literacy, at cassie.williams@detroitk12.org. Our students do receive computer science instruction, although it may not always look like a traditional standalone “computer class.” We integrate computer science and digital learning throughout students’ educational experience. Beginning in the elementary grades, students develop foundational skills such as computational thinking, problem-solving, coding, digital citizenship, and responsible technology use. As students progress through middle and high school, they have opportunities to take more advanced computer science and technology courses that build programming, cybersecurity, data science, and other career-ready skills.

Does the district have a written procurement policy that requires service contracts to include specific scopes of work, measurable deliverables, reporting requirements, and oversight? If so, how is compliance verified, and are contracts routinely or randomly audited? Where can the policy be found?	Board policies pertaining to purchasing are outlined in Policy #6320 - https://go.boarddocs.com/mi/detroit/Board.nsf/goto?open&id=D7JQ8A68062F Where there is not a policy requiring specific contractual components, each contract is reviewed and approved by the requesting department(s) prior to execution. Compliance is initially verified by the department(s) responsible for overseeing the contract's scope of work and is subsequently confirmed through the various audits the District undergoes each year.
Is there an age cutoff for students to get evaluated? If not, why am I being ridiculed, judged, and ignored for requesting an evaluation for my teen daughter? I have gone through several DPSCD staff members, and only 2 of them seemed genuinely interested in getting my daughter the help she needs. The others are mad that she's older and just got diagnosed a year and a half ago. If they took a moment to speak with me, they would know that I have tried to get her help since elementary school, but because her grades weren't affected, and then adding in the COVID years, that's how she got a late diagnosis. That is not her fault, so please do not treat her like it is!	Children from birth to age 3 who are suspected of having a developmental delay or disability may be referred for an Early Intervention evaluation (1-800-327-5966). Individuals ages 3 through 26 may be referred for a special education evaluation if there is a suspected disability and a need for special education services, provided they otherwise meet Michigan eligibility requirements. If you need support or have questions about the process, please reach out to your school's ESE Lead Teacher or your school administrator for assistance.
Does the school board follow any laws or regulations that govern procurements?	Per Board Policy 6320 the procurement of all supplies, materials, equipment, and services paid for from District funds shall be made in accordance with all applicable Federal and State statutes, relations, Board policies, and administrative guidelines/procedures. Key sections in State law are MCL 380.1267 and MCL 380.1274, which regular competitive bidding, and establish procedural standards. Key Federal statues pertaining to procurement are largely outlined in the Uniform Guidance for Federal Grants (2 C.F.R. Part 200). Per Board Policy 6320 the procurement of all supplies, materials, equipment, and services paid for from District funds shall be made in accordance with all applicable Federal and State statutes, relations, Board policies, and administrative guidelines/procedures. Key sections in State law are MCL 380.1267 and MCL 380.1274, which regular competitive bidding, and establish procedural standards. Key Federal statues pertaining to procurement are largely outlined in the Uniform Guidance for Federal Grants (2 C.F.R. Part 200). Per Board Policy 6320 the procurement of all supplies, materials, equipment, and services paid for from District funds shall be made in accordance with all applicable Federal and State statutes, relations, Board policies, and administrative guidelines/procedures. Key sections in State law are MCL 380.1267 and MCL 380.1274, which regular competitive bidding, and establish procedural standards. Key Federal statues pertaining to procurement are largely outlined in the Uniform Guidance for Federal Grants (2 C.F.R. Part 200).

If I’m understanding correctly, does the school board generally award contracts based primarily on the lowest cost in an effort to save the district money? If so, does vendor performance and past results carry significant weight in the decision-making process? It seems that if a contractor has a history of poor performance, consistently receives negative feedback, or fails to meet the expectations outlined in their contract, those factors should be considered before awarding or renewing another contract. While cost is certainly important, choosing the lowest bid doesn’t always provide the best value if the work isn’t completed effectively or the agreed-upon results aren’t achieved. Wouldn’t it make more sense to evaluate a vendor’s track record, performance history, and ability to fulfill contractual obligations alongside cost? Otherwise, it can create the perception that some companies continue receiving public funds despite failing to deliver the level of service the district expects.	District contracts with vendors that provide the greatest value to the District. The District evaluates service providers based on the scope of their proposal, their past performance and their cost. Vendor past performance is considered as part of the overall evaluation process. District purchases goods and materials through a request for quote. Those purchases are based on the lowest cost. For example we are purchasing books, we purchase the lowest cost vendor for a specific book. The District purchases services through a request for proposal process (RFP) RFP process allows the District to contract with vendors that provide the greatest value to the District. The District evaluates service providers based on the scope of their proposal, their past performance and their cost. Vendor past performance is considered as part of the overall evaluation process.
Is there a repository for contractors past performance?	As part of the our procurement process, we conduct reference checks on vendors
Are there any programs that the district has to support small businesses?	Dr. Vitti mentioned in 8/3 session: “We have had a concerted effort to try to build our broader supplier base, including Detroit-based, minority-owned, and women-owned businesses. ... we are constantly doing community engagement sessions just with vendors. We do this every quarter to explain the bid process, to explain scopes of work, maybe future projects that we’re anticipating so companies can get things in order. ... This is also where, especially when we go through the contract process, this is where we often will promote subcontracting.”
Does each facility management company have the same core duties?	Yes, the facility management companies are responsible for three core services - Custodial Services, Engineering, and trades (HVAC, plumbing, electrical, etc.)
How do I sign my daughter up	Families may enroll their child(ren) online at detroitk12.org by selecting Enrollment, or visit their neighborhood school's main office to enroll in person. Families needing assistance or help identifying the right school are encouraged to contact the Office of Enrollment Outreach at (313) 873-7490.
There are over 100,000 K-12 school age children in the district why has the district failed to attract a larger portion of those students? Why is the attendance been so poor with chronic absenteeism and why has the district failed to adequately address this problem?	Dr. Vitti addressed in 8/3 session: "We are actively working on enrollment through our district team canvassing. We have block parties that are happening throughout the district, especially in low enrolled areas. And then we have school level staff that are canvassing as well their neighborhoods to recruit and retain students.” Regarding Chronic Absenteeism, multiple research studies have been published that identify the main causes of Chronic Absenteeism as a function of larger structural barriers that exist in various communities. Detroit happens to rank in the highest for each of the following: % of adults with asthma, violent crime per 1,000 people, unemployment rate, poverty rate, average monthly temperature, etc. Because these structural barriers sit outside of the District's locus of control, the District has attempted to address them through various levels of support. The 10 Health Hubs strategically placed across the city provide physical and behavioral health services, food and basic needs distribution and a full time Navigator who assists families with connecting to additional resources that provide access to services that can address some of the structural barriers. The District also implemented the high school attendance incentive and will add an incentive for middle school this year. Schools have focused on creating environments where teaching and learning is happening every day and improving culture and climate so that schools are places where students want to attend. The District has made consistent improvement in addressing Chronic Absenteeism, ranking in the top 90% for Districts that have improved Chronic Absenteeism since the pandemic. For high schools specifically the District reduced Chronic Absenteeism by 10% over the last 2 years. The District has made progress, but is consistently seeking additional support and ideas that work for this area. If you have suggestions on how to improve Chronic Absenteeism, please contact alycia.meriweather@detroitk12.org
If the district says there's no money for school programming, why does unspent Title I money go back instead of being used for kids?	Title I dollars are restricted by category (e.g., parent-involvement funds). Underspending typically comes from unfilled positions or lower-than-budgeted salaries, and unspent dollars roll over to the next year rather than being lost — they can't be redirected to facilities, raises, or general student services beyond what's already funded.
Many school soccer fields have goals with no nets and no equipment, and there's no dedicated district funding for it — how can the district partner with him to expand access to soccer and fix the equipment gap?	Funding for nets and equipment is not a funding constraint. The district needs to better survey student interest in sports school-by-school and then recruit coaches to run programs.
Is CMA going to be ready on opening day? Do we know the projected date of when the facility will be ready for CMA students to perform home advantage?	CMA classrooms will be ready for students on opening day. The athletic field will be ready this fall (with hope of hosting homecoming there), and a new regulation-size gymnasium is expected to be completed by the end of 2028; until then, the team will continue competing at other gyms.

Can Title I funds be used to cover driver's training?	No, Title I funds cannot be used for driver's training. That must come out of general fund
What is the status of the Vetal Elementary reactivation project (planned to relieve overcrowding at Gompers), which has fallen behind its winter start date, and how can the district communicate facility master plan updates to residents better going forward?	Vetal is in Series 5 of the six-series facility master plan; design/development work hasn't started yet because the district is still procuring an architecture and engineering firm, though an owner's representative has already been procured to help plan the site. The district does engage communities once projects reach the design stage (as with Cody) and may consider another round of neighborhood updates on Series 5/6 projects.
What is the district's actual goal for students — grade-level proficiency and workforce readiness?	All students reaching grade level with at least one year of growth, graduating in 4 years, and being ready for college (without remediation) or a livable-wage job.
Why aren't district/board meetings on the public calendar, and why is notice (robocalls) given only a day in advance?	Board meetings dates can be found on https://www.detroitk12.org/board-of-education . We will work to create a more prominent calendar to increase awareness
Can the district offer a workshop so parents understand Title I funding?	Yes, we will work to provide information about Title I on our website
Why do special-education service gaps (ABA, speech, PT, social work) keep recurring year after year with no resolution?	ESE services is an area of focus this year. We will be engaging with families throughout the year to better understand pain points and how to address them
What is happening with curriculum? Specifically: why rely on i-Ready (screen time) when children shouldn't be on devices all day; and has the district removed vocabulary, phonics, social studies, geography, African American studies, science fairs, and cursive writing from the curriculum?	i-Ready is a supplemental skills-practice tool, not core curriculum, and student screen time in DPSCD is tracked and is lower on average than peer districts. The district has actually added more phonics materials in K-2 beyond the core curriculum, expanded African American studies at the high school level, developed a locally-authored “Detroit Curriculum” taught K-5, had an outside parent committee review curriculum materials for bias, and does teach cursive at the elementary level (not state-required, but included).
At Pulaski, there's no after-school program, and the reason why they can't have the program is because they can't find a leader of the program. But then when I look online, the job is not posted	The District funds after school math and literacy tutoring for all schools through Title I funding. Latchkey programs are not allowable under Title I, so the District allows schools to offer parent paid latchkey programs either through a 3rd party vendor or District staff working additional work assignments. Not all schools are able to offer Latchkey programs due to the limited number of qualified vendors and the limited number of staff who want to work additional hours after school.