



STATE OF MICHIGAN
DEPARTMENT OF TREASURY
LANSING

GRETCHEN WHITMER
GOVERNOR

RACHAEL EUBANKS
STATE TREASURER

DETROIT FINANCIAL REVIEW COMMISSION

SCHOOL DISTRICT RESOLUTION 2019-11

**APPROVING THE COMMUNITY DISTRICT'S MAY 2019 CONTRACT
REQUESTS**

WHEREAS, Public Act 181 of 2014, the Michigan Financial Review Commission Act (the "Act"), allows for the creation of the Detroit Financial Review Commission (the "Commission") within the Michigan Department of Treasury; and

WHEREAS, Section 6(1) of the Act empowers the Commission to provide oversight for the Detroit Public Schools Community District (the "Community District") beginning on June 2016; and

WHEREAS, Section 6(6) of the Act provides that during the period of oversight, the Commission review and approve the Community District's applicable contracts, as defined by Section 3(a) of the Act, and that an applicable contract does not take effect unless approved by the Commission; and

WHEREAS, at the Commission meeting on May 20, 2019, the Community District presented applicable contracts, attached as **Exhibit A** to this Resolution, for the Commission's review and approval.

NOW THEREFORE, be it resolved by the Detroit Financial Review Commission as follows:

1. That the Community District's May 2019 contract requests, attached as **Exhibit A** to this Resolution but excluding any contracts a majority of Commission members present has agreed to exclude as noted in the minutes, are hereby approved.
2. That the minutes of the Detroit Financial Review Commission meeting at which this Resolution is adopted take notice of the adoption of this Resolution.
3. This Resolution shall have immediate effect.

Contract Requests

The following contracts are being provided to the Financial Review Commission (“FRC”) for review and approval. Contracts over \$750,000 or a two (2) year period must also be provided to the FRC for review and approval pursuant to section 6(6) of the Michigan Financial Review Commission Act. Please review the individual Action Items provided for more detailed information.

	Department	Contract Number	Description	Contract Request Type	Competitively Bid? If not a new contract, was the original contract competitively bid?	Lowest Bid? If not a New Contract, was the original contract the lowest bid?	DPSCD Approval Date	Comments
1	Office of School Nutrition		<p>Contract Amount: \$21,000,000.00 Contract Period: July 1, 2019 – June 30, 2020 Source: Grant Funds Purpose: To provide storage, distribution and warehousing of food Contractor: : US Foods Location: 28001 Napier Rd. Wixom, MI 48393</p>	New	Yes	Yes	<p>School Board 05.14.2019</p> <p>Anticipated Approval</p> <p>FRC 05.20.2019</p>	<p>An RFP was issued in December 2018, to solicit food and cafeteria services for Detroit Public Schools Community District Schools as well as Charter Schools. Three responses were received.</p> <p>The lowest cost supplier, Sun Valley Foods, withdrew their proposal leaving US Foods as the lowest cost supplier. Additionally, they scored the highest during the evaluations due to their superior performance in meeting district expectations, their ability to serve DPSCD and well as their technical capabilities and ability to integrate with DPSCD systems. Additionally, they allow for continuity of service as US Foods has partnered with DPSCD for the past several years.</p>
2	Facilities	18-0036-C	<p>Contract Amount: \$1,810,147.00 Contract Period: July 1, 2018 – June 30, 2020 Source: General Funds Purpose: Provide management services for the District’s warehouse Contractor: Progressive Distribution Centers, Inc. Location: 18765 Seaway Drive Melvindale, MI 48122</p>	Increase/Renewal	Yes	Yes	<p>School Board 05.14.2019</p> <p>Anticipated Approval</p> <p>FRC 05.20.2019</p>	<p>In June 2018, the Board and FRC approved exercising the renewal of the existing contract with Progressive Distribution Centers, Inc.</p> <p>Due to unanticipated demand of implementing the District’s expanded 1:1 technology initiative as well as removal of inactive curriculum materials resulting from implementing new curricula, the District is seeking to amend the current contract by \$173,798.00 for a total value of \$939,259.00 for FY 2019.</p> <p>Additionally, the District is seeking to exercise the final renewal of the contract for FY 2020 in the amount of \$870,888.00. At the time of the first renewal, the only bid received during the RFP process was 46% higher than Progressive’s proposal.</p>

Contract Requests

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	Department	Contract Number	Description	Contract Request Type	Competitively Bid? If not a new contract, was the original contract competitively bid?	Lowest Bid? If not a New Contract, was the original contract the lowest bid?	DPSCD Approval Date	Comments
3	Transportation		Contract Amount: \$175,949,030.00 Contract Period: July 1, 2019 – June 30, 2024 Source: General Funds & Grant Funds Purpose: Student yellow bus transportation Contractor: ABC, Trinity, DHT Location: 12680 Westwood Detroit, MI 48223 4624 13th Wyandotte, MI 48192 5150 Rosa Parks Blvd. Detroit, MI 48208	New	Yes	Yes	School Board 05.14.2019 Anticipated Approval FRC 05.20.2019	<p>In December 2018 the District issued an RFP for yellow bus transportation for students. Four proposals were received. During the evaluation process, one of the suppliers requested that the District withdraw their proposal from consideration.</p> <p>The remaining suppliers were selected based on their proposals as well as past experience with the District. By entering 5 year agreements, the District was able to negotiate better price schedules achieving a price savings of \$6,000,000.00. Contracts cover services for transportation to and from school, field trips and athletic events.</p>

Contract Requests

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4	Information Technology		<p>Contract Amount: \$1,994,473.00 Contract Period: May 21, 2019 – June 30, 2019 Source: General Funds Purpose: Network infrastructure supplies and materials Contractor: Presidio Networked Solutions Location: 48325 Alpha Dr #150, Wixom, MI 48393</p>	Cooperative	N/A	N/A	<p>School Board 05.14.2019</p> <p>Anticipated Approval</p> <p>FRC 05.20.2019</p>	<p>The District has been installing 21st century tools, including laptops and collaborative learning technologies, in all classrooms as part of it’s effort to expand access to technology.</p> <p>Via a third party audit, the network infrastructure in most District schools has far exceeded its useful and technical life. With the expansion of 1:1 in 27 schools this past school year, the District is now peaking at 80% capacity. The District plans to expand 1:1 in an additional 46 schools this summer which will exceed the current capacity and will result in technical errors and poor performance.</p> <p>The implementation of the proposed network infrastructure upgrades would drastically improve the District’s capabilities and allow it to achieve its educational technology goals. This request is for funds to purchase of materials from remaining funds in the FY 2019 Budget. The installation of these materials are subject to competitive bid and a separate request will come before the Board and FRC in the future to approve the labor contract.</p>
5	Finance		<p>Contract Amount: \$3,973,992.00 Contract Period: May 21, 2019 – June 30, 2019 Source: Grant Funds Purpose: Private Non-Public School (PNP) services Contractor: Wayne Regional Education Service Agency (Wayne RESA) Location: 33500 Van Born Rd. Wayne, MI 48184</p>	Renewal	N/A	N/A	<p>School Board 05.14.2019</p> <p>Anticipated Approval</p> <p>FRC 05.20.2019</p>	<p>The District is required to provide equitable access to federal funds for eligible private and non-public (PNP) school students. Failure to provide these services would result in loss of federal funds for the District.</p> <p>In FY 2012 MDE and US Department of Education required DPS to enter into an agreement with Wayne RESA to administer the PNP program. As a result of the new administration, the District reached an agreement with Wayne RESA and MDE to transfer the administration of the federal PNP programs back to the District in the Fall of 2020.</p> <p>This request is to approve the FY 2019 payment to Wayne RESA for the administration of this years PNP program.</p>

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6	Curriculum & Instruction	18-0074-C	<p>Contract Amount: \$2,190,000.00 Contract Period: July 1, 2019 – June 30, 2020 Source: Grant Funds Purpose: Reading and mathematics diagnostic and instruction programs for Grades K-8 Contractor: Curriculum Associates (i-Ready) Location: 153 Rangeway Rd. N. Billerica, MA 01862</p>	Renewal	Yes	Yes	<p>School Board 05.14.2019</p> <p>Anticipated Approval</p> <p>FRC 05.20.2019</p>	<p>RFP 18-0074 was conducted in April of 2018 to solicit online reading and math diagnostic and instruction programming for K-8 students. Based on the evaluation of the qualifying proposals, Curriculum Associate’s program called i-Ready was selected.</p> <table border="1"> <thead> <tr> <th><u>Respondent</u></th> <th><u>Score</u></th> </tr> </thead> <tbody> <tr> <td>i-Ready</td> <td>86</td> </tr> <tr> <td>Pearson</td> <td>60</td> </tr> <tr> <td>School Spire</td> <td>DNQ</td> </tr> </tbody> </table> <p>MDE requires an assessment solution. This assessment platform is state approved, assesses students’ progress toward meeting grade level standards and provides data which both predicts year-end progress and data driven instructional next steps.</p>	<u>Respondent</u>	<u>Score</u>	i-Ready	86	Pearson	60	School Spire	DNQ
<u>Respondent</u>	<u>Score</u>															
i-Ready	86															
Pearson	60															
School Spire	DNQ															
7	Curriculum & Instruction		<p>Contract Amount: \$1,100,000.00 Contract Period: July 1, 2019 – June 30, 2020 Source: General Fund Purpose: Science kits for grades K-5 and 9-10 Contractor: ECA Science Kit Services Location: 1981 Dallavo Drive, Commerce Township, MI 48390</p>	Renewal	Yes	Yes	<p>School Board 05.14.2019</p> <p>Anticipated Approval</p> <p>FRC 05.20.2019</p>	<p>RFP 19-0032 was issued on DemandStar in June 2018 and four responses were received. Based on evaluation of the proposal, ECA Science Kit Services was selected as the supplier providing the most aligned and high-quality hands-on science material kits at a competitive price.</p> <p>To continue to support the shift to the new Michigan Science Standards (MSS), also known as the Next Generation Science Standards (NGSS), the District will begin implementation of the Mystery Science and CREATE for STEM curriculum after the success of its pilot program this year. The approval of this request will allow for the purchasing of science kits for grades K-5 and 9-10 to ensure science teachers have the resources they need to effectively implement the NGSS science curriculum.</p>								

Contract Requests

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8	Curriculum & Instruction		Contract Amount: \$1,700,000.00 Contract Period: July 1, 2019 – June 30, 2020 Source: General Fund Purpose: Implement Middle School Science Curriculum Contractor: Activate Learning Location: 44 Amogerone Crossway #7862, Greenwich, CT 06836	Renewal	Yes	Yes	School Board 05.14.2019 Anticipated Approval FRC 05.20.2019	<p>RFP 19-0005 was issued on DemandStar in April 2018 and six (6) responses were received. Based on evaluation of the proposals, Activate Learning was selected as the supplier providing the most aligned and high-quality materials at a competitive price.</p> <p>To continue to support the shifts to the new Michigan Science Standards (MSS), also known as the Next Generation Science Standards (NGSS), the District will implement the IQWST curriculum for grades 6-8 in the 2019-2020 school year. During the 18-19 school year, the District piloted the IQWST curriculum in a small number of schools. Moving to a District-wide implementation of the science curriculum is necessary for successful implementation of the NGSS.</p>
9	Curriculum & Instruction		Contract Amount: \$2,072,000.00 Contract Period: July 1, 2019 – June 30, 2020 Source: General and Grant Funds Purpose: Purchase Professional Development and Instructional Materials for Tier 3 Reading Intervention for Grades K-12 Contractor: Brainspring Educator Academy Location: 1409 Allen Dr. Suite F, Troy MI 48083	New	Yes	Yes	School Board 05.14.2019 Anticipated Approval FRC 05.20.2019	<p>RFP 19-0194 was issued in January, 2019 for professional development and materials for students who are identified as needing Tier 3 interventions in ELA/Literacy. Three responses were received. Based on evaluation of the proposals, Brainspring was selected as the supplier.</p> <p>Through an analysis of both State and i-Ready Diagnostic assessment data, there is a clear and urgent need to support students that are significantly below grade level in reading. The proposed materials will empower academic interventionists, ESE inclusion teachers, and K-2 teachers to provide direct, explicit, multisensory, structured, sequential literacy interventions at every school in the District.</p>

Contract Requests

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	Department	Contract Number	Description	Contract Request Type	Competitively Bid? If not a new contract, was the original contract competitively bid?	Lowest Bid? If not a New Contract, was the original contract the lowest bid?	DPSCD Approval Date	Comments
10	Curriculum & Instruction		Contract Amount: \$1,289,646.00 Contract Period: July 1, 2019 – June 30, 2020 Source: General and Grant Funds Purpose: Provide professional development support for ELA/Literacy materials for grades 9-12 Contractor: Leading Educators, Inc. Location: 1824 Orthes Castle Haley Blvd., New Orleans, LA 70113	New	Yes	No	School Board 05.14.2019 Anticipated Approval FRC 05.20.2019	RFP 19-0203 was issued in February, 2019 for ELA/Literacy (Grades 9-12). Four (4) responses were received. Based on evaluation of the proposals, Leading Educators, Inc. was selected as the supplier having the best capabilities, experience and competitive pricing. To support teachers with the implementation of newly aligned instructional materials and ELA/Literacy instructional practices, the District sought a partner to design and support the facilitation of professional learning. Leading Educators has worked with more than 20 school systems to design professional learning, including partnerships with large urban districts. In other Districts, secondary ELA proficiency scores have increased by 5.6% in the first year of implementation.



Agenda Item Details

Meeting	May 14, 2019 - Regular Board Meeting
Category	14. Consent Agenda (Administrative Items)
Subject	14.03 Approval of Contract with US Foods for the Storage, Distribution and Warehousing of Food
Access	Public
Type	Action
Recommended Action	Motion to approve the Office of School Nutrition ("OSN") contract with US Foods for the period of July 1, 2019 through June 30, 2020 for a total amount not-to-exceed \$21,000,000.

Public Content

Recommendation:

That the School Board approve the Office of School Nutrition ("OSN") contract with US Foods for the period of July 1, 2019 through June 30, 2020 for a total not to exceed amount not-to-exceed \$21,000,000.

Description and Background:

This item was recommended for approval to the Board of Education by the Finance Committee on April 26, 2019.

The Food, Storage, Distribution and Warehousing vendor is responsible for receiving, handling, storing and distributing food products for the District's breakfast, lunch, and supper programs. Specifically, the vendor provides fruits, vegetables, perishable, shelf-stable, and end product foods from manufacturers. The contracted work will include receiving, storing, tracking, and distributing all cases of bulk USDA commodities.

US Foods currently provides distribution of commercial food and food service related supply items for the District's food service program and has met the District's expectations since becoming a supplier during the 2012-13 school year. The vendor provides multi-tempered warehouse storage which meets all United States Department of Agriculture ("USDA") and food product specifications. Historically, US Foods has assured the rotation, selection and loading of products in a manner the promotes fresh food and proper handling.

In supporting OSN's initiative to purchase locally, US Foods has consistently demonstrated the ability to procure and distribute Michigan grown fresh fruits and vegetables and Michigan made fresh bread to be served in the National School Lunch Program.

Gap Analysis:

The District requires an appropriate provider to safely process and store food items and provide needed supplies.

Previous Outcomes:

The contract was successfully implemented with no significant disruption or concern with services provided. Below are the historical amounts spent on this contract:

- 2015 - 2016 \$20,400,000
- 2016 - 2017 \$21,500,000
- 2017 - 2018 \$20,264,050

School Year 2018-19 US Foods District Performance Report

Metrics	Definition	Performance
On-Time Deliver	Customer shipment to expected customer date and time (before or within a two hour time window)	Goal 98% Actual 97.56%
Perfect Order	Complete and accurate by rder line item	99.69%
Supplier Quality	Percentage of damaged or spoiled products delivered	Goal <5% Actual <1%
Order to Invoice	Orders match invoice by line item	Goal 98%

		Actual 99.69%
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Expected Outcomes:

Continued safe storage and processing of food items within budget.

Alignment to Strategic Plan:

Whole Child Commitment

Financial Impact:

Not to Exceed \$21,000,000, School Lunch Grant Funding

When coupled with other items before the Board, this represents a total annual spend with US Foods of \$25,000,000.

Bid Process: On December 21, 2018, an RFP (19-0152) was distributed to solicit proposals for the selection of a partner that will assist the OSN in providing food and cafeteria services to Detroit Public Schools Community District Schools as well as Charter Schools. Via Demandstar, 194 companies were notified of the RFP. Three responses were received on or by February 4, 2019. An evaluation committee convened to review the responses.

Contact for Item:

Name: Carl Williams, Executive Director of School Nutrition

Phone: 313-320-9053 

Email: carl.williams@detroitk12.org

Administrative Content[Sun Valley Food - Proposal & Price.pdf \(1,950 KB\)](#)[US Foods \(Sourcewell\) - Pricing.pdf \(225 KB\)](#)[US Foods \(Sourcewell\) - Proposal.pdf \(2,954 KB\)](#)[US Foods \(Premier\) - Price.pdf \(126 KB\)](#)[US Foods \(Premier\) Proposal.pdf \(2,257 KB\)](#)**Executive Content**

**Agenda Item Details**

Meeting	May 14, 2019 - Regular Board Meeting
Category	14. Consent Agenda (Administrative Items)
Subject	14.04 Approval of Contract Amendment and Renewal with Progressive Distribution Systems for Professional Warehouse Management Services
Access	Public
Type	Action
Recommended Action	Motion to approve (i) a contract amendment for Progressive Distribution Systems for the management of the warehouse for the period of July 1, 2018 through June 30, 2019 to increase the not-to-exceed amount by \$173,789 from \$765,470 for a revised amount not-to-exceed \$939,259 and (ii) a contract renewal for July 1, 2019 through June 30, 2020 in the amount not-to-exceed \$870,888.

Public Content**Recommendation:**

That the School Board approve (i) a contract amendment for Progressive Distribution Systems for the management of the warehouse for the period of July 1, 2018 through June 30, 2019 to increase the not-to-exceed amount by \$173,789 from \$765,470 for a revised amount not-to-exceed \$939,259; and (ii) a contract renewal for July 1, 2019 through June 30, 2020 in the amount not-to-exceed \$870,888.

Description and Background:

This item was recommended for approval to the Board of Education by the Finance Committee on April 26, 2019.

In June 2018 the School Board approved a contract for Progressive Distribution Systems to provide labor, materials, supplies and management of the District's warehouse. The initial contract dollar value was \$765,470. During the summer and into the fall of 2018, the warehouse experienced unanticipated demand for its services that necessitated an increase in labor and hours. The warehouse was tasked to support deployment of the 1:1 Initiative. This required the delivery and movement of a tremendous amount of IT related inventory as well as retrieval of its packaging once delivered and set-up in schools. Due to limited rack and floor space to store this equipment temporarily, the warehouse rented storage trailers at a monthly rate. In addition, the warehouse was charged with extracting inactive curriculum as new ELA curricula was purchased for our K-8 schools. This work required the warehouse to increase its staffing and extend its hours to meet Board approved timelines. For these reasons, a contract amendment is needed in the amount of \$173,789 (including \$87,920 for unanticipated technology deployment and \$85,868 for extraction of inactive textbooks) for an increased not-to-exceed amount of \$939,259.

Additionally, the District is seeking to renew the contract with Progressive Distribution Systems for Fiscal Year ("FY") 2019–2020 in an amount not-to-exceed \$870,888 based on continued need for labor and materials to support deployments as part of the 1:1 Initiative and extraction of high school textbooks that will no longer be needed due to the District's plan to purchase new curriculum. Finally, the warehouse must support reactivation of schools that were previously chartered and/or leased.

Progressive Distribution System is a warehouse and distribution company owned by Evans Distribution Systems its parent company established in 1929. Evans Distribution System also owns Central Detroit Warehouse and three truckload carriers (Merchants Forwarding Co., Maverig Freight and Alden Logistics), a transportation management company (Evans Logistics) and a temporary staffing agency (Evans Resource Solutions). In the Detroit area, Progressive's expertise is in automotive logistics, from warehousing to just-in-time deliveries. The company performs logistics for major companies like Girl Scouts of America and Crown Royal.

Gap Analysis:

If the District does not approve the recommended contract amendment for Progressive Distribution Systems, it would not be capable of paying for the unanticipated support services of the 1:1 Initiative nor the labor needed to remove inactive curriculum in which both tasks were needed to support schools. Progressive Distribution Systems via this contract affords the District the flexibility to scale up or down and to only pay for services as needed.

Further, if the contract renewal is not approved, the District would be required to suspend operation of the warehouse until an alternative plan could be identified that could potentially cost the District more in labor and equipment.

Previous Outcomes:

FY	Actual Spend
2015-2016	\$588,283
2016-2017	\$696,520
2017-2018	\$1,072,602

2018-2019 (as of March 30, 2019)	\$517,205
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Expected Outcomes:

The warehouse would continue to be managed by Progressive Distribution Systems this upcoming school year, while the District further evaluates the possibility of in-sourcing this function, taking into account the feasibility of investing in one-time capital costs, i.e., trucks and forklifts along with the possibility of increase in labor costs in comparison to contractor fees.

Alignment to Strategic Plan:

Responsible Stewardship

Financial Impact:

General Funds FY 2019 Not to Exceed Total: \$939,259

General Funds FY 2020 Not to Exceed Total: \$870,888

Bid Process: RFP #18-0078-0-2018/OPS was issued on DemandStar on April 13, 2018 and received only one (1) response. Based on evaluation of the proposal, Progressive Distribution Systems was recommended for a one-year renewal as the supplier due to its competitive pricing, previous experience and customer satisfaction with services.

Contact for Item:

Name: Machion Jackson, Assistant Superintendent of Operations

Phone: 313-873-6532

Email: machion.jackson@detroitk12.org

Supporting Documents/Attachments:**Administrative Content**[LCI Proposal.pdf \(8,960 KB\)](#)[Progressive - Current Contract.pdf \(225 KB\)](#)**Executive Content**



Agenda Item Details

Meeting	May 14, 2019 - Regular Board Meeting
Category	14. Consent Agenda (Administrative Items)
Subject	14.05 Approval of Yellow Bus Transportation Contracts with (i) ABC Student Transportation Inc; DHT Transportation LLC; and (iii) Trinity Inc.
Access	Public
Type	Action
Recommended Action	Motion to approve a five-year contract for yellow bus transportation services with (i) ABC Student Transportation Inc. in an amount not to exceed ("NTE") \$107,460,170; (ii) DHT Transportation LLC in an amount NTE \$18,591,542; and (iii) Trinity Inc. in an amount NTE \$49,897,317; for a total amount NTE \$175,949,030 for the period July 1, 2019 to June 30, 2024.

Public Content

Recommendation:

That the School Board approve a five-year contract for yellow bus transportation services with (i) ABC Student Transportation Inc. in an amount not to exceed ("NTE") \$107,460,170; (ii) DHT Transportation LLC in an amount NTE \$18,591,542; and (iii) Trinity Inc. in an amount NTE \$49,897,317; for a total amount NTE \$175,949,030 for the period July 1, 2019 to June 30, 2024.

Description and Background:

This item was recommended for approval to the Board of Education by the Finance Committee on April 26, 2019.

The District's Office of Student Transportation, in consultation with Academics, the Office of Exceptional Student Education and multiple other District departments, arranges transportation for general education, exceptional student education, career & technical education, foster care and homeless students per District policy. In 2015, under emergency management, an RFP was issued and three-year contracts with two one-year renewal options were awarded to ABC Student Transportation, DHT Transportation, Safeway Transportation and Trinity Transportation. The contract with Safeway Transportation was terminated in April 2017. Below is a summary of the current route allocation to each yellow bus provider.

2018-19 Route Allocation

Vendor	Routes	Percent
ABC Student Transportation	228	61.96%
DHT Transportation	39	10.60%
Trinity Transportation	101	27.45%

Gap Analysis:

This service will allow the District to provide transportation services for up to 15,000 students to access educational services. Transportation services for identified students are mandated by students' Individual Education Plans (IEPs) and/or McKinney-Vento Act requirements, which mandate the provision of individualized services to homeless students. Without transportation, the District would be out of compliance with state and federal law. Due to their individualized needs, disabilities and other impairments, this fragile student population requires special transportation services to access a Free and Appropriate Education (FAPE). This student subgroup is also affected by increased absenteeism rates which affect academic achievement and the District's per pupil funding.

Additionally, the District provides corner stop transportation to K-8 general education students based on District guidelines and distance guidelines as well as shuttle service for high school students attending the District's career-tech centers. Currently, students who attend their neighborhood boundary school and live greater than .75 miles away from the school, receive corner stop transportation within .25 miles of their residence. Without transportation for these students, absenteeism rates would increase, and enrollment would decline.

Extending contracts to three vendors versus one gives the District more flexibility to adjust route assignments as a result of driver shortages and potential penalties involving removal of routes. In addition, the three vendors would operate from five different facilities which allows for route assignments to be made geographically with increased efficiency while reducing drive times to stops and schools. Extending the contract to only one vendor would leave the District exposed in the event of driver shortages and poor performance.

Previous Outcomes:

Currently, the District uses these services to schedule transportation for approximately 14,852 students daily as well as provide students transportation for field trips and athletic trips. Below is a breakdown of the number of students scheduled to receive daily transportation services during the 2018-19 school year.

2018-19 Scheduled Riders

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	Curb to Curb	Corner Stop	CTE Shuttle	Total
Student Count	3479	10400	973	14852

Vendors are required to report AM and PM on time arrivals for each route at each school on a daily basis. The AM is most challenging due to factors such as driver shortages, employee punctuality and absenteeism, late vehicle departures from terminals, traffic delays en route to schools and around schools and unloading delays at schools due to staff start times. For the upcoming contract term, the District will enforce penalties for failure to meet on-time arrival goals.

Below are the year to date payments made to each vendor and the projected expenditures for the remainder of fiscal 2018-19.

Payments & Projections	ABC	DHT	Trinity
Total YTD Payments (July 2018-March 2019)	\$9,798,195.64	\$1,700,885.22	\$4,979,867.30
Projected Payments for daily Routes	\$5,987,692.87	\$952,518.60	\$2,268,000.00
Projected Payments for Field Trips	\$750,000.00	\$150,000.00	\$425,000.00
Total Projected 2018-19 Expenditures	\$16,535,888.51	\$2,803,403.82	\$7,672,867.30

Expected Outcomes:

In fiscal years 2019-2020 through 2023-2024, the District anticipates that this service will transport approximately 15,000 students on approximately 370 bus routes and provide field trip services for schools as well as athletic events. The five-year pricing structure provides the District a savings of \$6,000,000 over the course of five years versus a contract with fewer years.

Five Year Projected Spend & Not to Exceed Contract Amounts (Includes 20% Contingency)

Vendor	ABC	DHT	Trinity	Total
2019-2020	\$17,418,140.06	\$3,013,489.53	\$8,087,819.44	\$28,519,449.03
2020-2021	\$17,766,502.86	\$3,073,759.32	\$8,249,575.83	\$29,089,838.01
2021-2022	\$17,766,502.86	\$3,073,759.32	\$8,249,575.83	\$29,089,838.01
2022-2023	\$18,299,497.95	\$3,165,972.10	\$8,497,063.10	\$29,962,533.15
2023-2024	\$18,299,497.95	\$3,165,972.10	\$8,497,063.10	\$29,962,533.15
Total	\$89,550,141.68	\$15,492,952.37	\$41,581,097.30	\$146,624,191.35
5-Year NTE Amount (20% Contingency)	\$107,460,170.01	\$18,591,542.85	\$49,897,316.77	\$175,949,029.62

Five Year Projected Spend & Not to Exceed Contract Amounts with HS Bell Time Change To 9:00 am (Includes 20% Contingency)

Vendor	ABC	DHT	Trinity	Total
2019-2020	\$16,674,661.80	\$2,886,315.62	\$7,758,471.61	\$27,319,449.03
2020-2021	\$17,008,155.04	\$2,944,041.93	\$7,913,641.05	\$27,865,838.01
2021-2022	\$17,008,155.04	\$2,944,041.93	\$7,913,641.05	\$27,865,838.01
2022-2023	\$17,518,399.69	\$3,032,363.19	\$8,151,050.28	\$28,701,813.15
2023-2024	\$17,518,399.69	\$3,032,363.19	\$8,151,050.28	\$28,701,813.15
Total	\$85,727,771.24	\$14,839,125.85	\$39,887,854.26	\$140,454,751.35
5-Year NTE Amount (20% Contingency)	\$102,873,325.49	\$17,806,951.02	\$47,865,425.11	\$168,545,701.62

The new contract allows for the District to hold the vendors directly accountable with penalties for failure to meet ontime arrival goals in addition to other KPIs related to safety and performance. If a vendor fails to meet the standards set forth in the contract, then invoices will be discounted as set forth in the financial penalties section of the contract. Below is a summary of the categories which involve financial penalties.

Financial Penalties

KPI Category	Financial Penalty
Missed Entire Bus Route	Supplier will pay the District the greater of the daily route rate plus 20% or the cost to provide alternative transportation plus 20%
Missed Portion of Bus Route	Supplier will pay the District the greater of the prorated daily route rate plus 10% or the cost to provide alternative transportation plus 10%
Student Left on Bus	\$5000 penalty plus removal of two routes at the District's discretion
AM On Time	Suppliers below 90% will be placed in performance improvement and will

Arrival (Goal - 95%)	discount the monthly invoice the difference between the 95% goal and actual performance.
PM On Time Arrival (Goal - 92%)	Suppliers below 87% will be placed in performance improvement and will discount the monthly invoice the difference between the 92% goal and actual performance.
Video Surveillance	If the District requests a copy of video surveillance and there is no video footage available for the date and time requested, the supplier will not bill the District for service for that day.

In addition to the penalties detailed above, there are other contract requirements in Section C of the contract under Performance Requirements in which the supplier must comply. Failure to comply with these items may result in the loss of routes.

Alignment to Strategic Plan:

Responsible Stewardship

Financial Impact:

The District was able to establish a pricing structure over five years with each vendor that provides for a savings in excess of \$6,000,000. Below are the daily route, shuttle and field trip rates over the next five years.

Five Year Pricing

Route Description	Current	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
Single - 1 Tier Daily Rate	\$268.79	\$268.79	\$274.17	\$274.16	\$282.38	\$282.38
Double - 2 Tier Daily Rate	\$362.54	\$362.54	\$369.79	\$369.79	\$380.88	\$380.88
Triple - 3 Tier Daily Rate	\$425.04	\$425.04	\$433.54	\$433.54	\$446.55	\$446.55
Mid-Day Shuttle Daily Rate	\$45.46	\$45.46	\$46.37	\$46.37	\$47.76	\$47.76
Field Trip Hourly Rate	\$49.32	\$49.32	\$50.31	\$50.31	\$51.82	\$51.82
Field Trip Distance Charge/Mile	\$1.64	\$1.64	\$1.68	\$1.68	\$1.73	\$1.73

The total projected expenditures over five years is estimated at \$146,624,191.35. A 20% contingency is built into each vendor's NTE amount to allow for route adjustments based on available resources and performance.

Funding Source:

General Funds (Regular school year), Title 1 (Select Field Trips) and 31A (Summer School)

Bid Process:

The District issued Request for Proposal 19-0149 in December 2018 to obtain suppliers to provide yellow bus transportation service to students of the District. Four proposals were received: Trinity Transportation, North America Central Transportation, ABC Student Transportation and DHT Transportation. The evaluation committee reviewed the four supplier proposals based upon criteria which encompassed supplier background, experience, capability, and cost. North America Central asked that we withdraw their proposal from consideration. The team selected three suppliers, including ABC Student Transportation, DHT Transportation and Trinity Transportation who, based on their proposals, strongly fit the needs of the District.

Contact for Item:

Name: Aaron Walter, Executive Director of Transportation

Phone: (313) 505-9598

Email: aaron.walter@detroitk12.org

Name: Machion Jackson

Phone: (313) 873-6532

Email: Machion.Jackson@detroitk12.org

Administrative Content

ABC - Pricing.pdf (83 KB)

ABC - Proposal.pdf (5,649 KB)

DHT - Price.pdf (34 KB)

DHT - Proposal.pdf (3,318 KB)

NACSB - Proposal & Pricing.pdf (9,957 KB)

Trinity - Proposal & Pricing.pdf (5,348 KB)

Executive Content



Agenda Item Details

Meeting	May 14, 2019 - Regular Board Meeting
Category	14. Consent Agenda (Administrative Items)
Subject	14.07 Approval of Cooperative Purchasing Agreement with Presidio for Network Infrastructure Upgrades
Access	Public
Type	Action
Recommended Action	Motion to approve the use of a cooperative purchasing agreement to secure network infrastructure solutions from Presidio, by June 30, 2019, in an amount not-to-exceed \$1,994,473.

Public Content

Recommendation:

That the School Board approve the use of a cooperative purchasing agreement to secure network infrastructure upgrade materials from Presidio, by June 30, 2019, in an amount not-to-exceed \$1,994,473.

Description and Background:

This item was recommended for approval to the Board of Education by the Finance Committee on April 26, 2019.

With an ultimate goal of enhancing student success, the District is committed to putting 21st century tools, including laptops and collaborative learning technologies, in all classrooms. For students and teachers to be able to leverage these tools, the District's network infrastructure and security protocols must be sound.

Unfortunately, the network infrastructure in most District schools has far exceeded its useful and technical life. The District engagement with Plante Moran for the information technology assessment, which included an audit of infrastructure at all schools and the central hub, has identified deficiencies in the network infrastructure that must be addressed.

The old and obsolete technology infrastructure in most of our schools not only prohibits our ability to use updated devices and tools in classrooms, but poses a disruption to daily operations, creates a sporadic and inconsistent support cost model and significantly increases the District's vulnerability to network security threats. As technology has evolved, cyber criminals have found more ways to initiate cyber threats to the masses. As a result, technology infrastructure manufacturers work

tirelessly to create patches, updates and fixes to the security on their equipment. All manufactures have product lifecycles. At some point, the manufactures no longer make and sell the equipment and they eventually stop repairing or even providing operating and security updates.

The District implemented a range of cyber security measures to protect itself and its users from attacks. While we prepare and implement security measures across many aspects of our technology infrastructure, the District will only be as secure as the equipment that makes up the technology environment.

In addition to the needs in the District's current schools and the central hub, the schools returning to the District's portfolio of schools, Hamilton, Barton, Logan, and Edmonson, require technology infrastructure enhancements in order to ensure safe, reliable network connections.

Gap Analysis:

Currently the District has a 10GB connection to the Internet. With the expansion of 1:1 in 27 schools this past school year, the District is now peaking at 80% capacity of that capability. The District plans to expand 1:1 in an additional 46 schools this summer. This significant increase in devices and students accessing District and Internet resources will exceed the current capacity and will result in technical errors and poor performance. This would diminish and discourage the user experience and fall short of the District's goals and objectives intended with the 1:1 student learning and interactive classrooms.

One of the objectives of the Plante Moran audit of technology infrastructure in the schools was to assess the existing infrastructure and align new purchases with current industry lifecycle standards. A significant number of schools have technology infrastructure that is in excess of 15 years old which is more than double the industry lifecycle standards of 7-8 years noted in the Plante Moran audit. This creates school building environments where it is either completely incapable of supporting the new District goals and objectives (such as 1:1 learning, interactive classrooms and safe schools) or is so unreliable that students and teachers give up or come to not count on or utilize the education tools provided. In addition, the severe age of much of the equipment has surpassed the manufacturer's lifecycle (end of sale, end of support) which creates high costs to replace individual components instead of large volume purchases.

In addition, these buildings become significant network security vulnerabilities as security updates are no longer available from the manufacturer . The investment in network security and maintenance is a key focus area for the District, as the District has become a constant target for security threats.

Previous Outcomes:

The District has been making network upgrades to core systems and school building infrastructure. These improvements have allowed the District to expand and implement many new and exciting programs like 1:1 learning and interactive classrooms in 27 schools already.

These solutions also provided an improvement in the previous state of security, however, the security of the network can only be as strong as its weakest or most vulnerable links. In this case, it is the schools with technology infrastructure that far exceeds the industry lifecycles. These network infrastructure upgrades at schools allow us to achieve our educational goals as well as provide a much-needed, proactive security measures.

Expected Outcomes:

The implementation of these network infrastructure upgrades would drastically improve the state of network in the District and allow those facilities as well as the District as a whole to achieve its educational technology goals.

The Core ISP Facing Network upgrade will increase the Internet capacity of the entire District from 10GB to 40GB which will help support the expansion from 27 1:1 schools to an additional 46 1:1 schools this summer.

The Technology Infrastructure upgrades at Barton, Edmonson, Hamilton and Logan will provide the equipment and services needed to reopen those schools in the fall as they return to District operation. The equipment from those schools when they left the District is missing, damaged, or obsolete.

This Board Item only requests funds for the purchase of materials from remaining funds in the FY 2019 Budget. The installation of these materials are subject to bid and a separate Board Item will come before the Board in the coming months to approve the labor contract.

Alignment to Strategic Plan:

Responsible Stewardship

Financial Impact:

\$1,994,473, General Fund

Purchase will be made using the Oakland County Intergovernmental Cooperative Purchase Program (G2G Marketplace)

Core ISP Facing Network Upgrade from 10GB to 40GB	\$130,904.75
Barton, Edmonson, Hamilton and Logan Network Infrastructure Installation	\$299,652.25
School Building Technology Infrastructure Upgrades (based on audit priorities)	\$1,299,412.75
Cisco SmartNet – Core Equipment Maintenance, Support and Security Updates	\$83,186.94
Contingency	\$181,315.67
Total with Contingency	\$1,994,472.36

Contact for Item:

Elizabeth Cutrona, Chief Strategy Officer

Phone: 313-873-6205

Email: elizabeth.cutrona@detroitk12.org

Administrative Content

Executive Content



Agenda Item Details

Meeting	May 14, 2019 - Regular Board Meeting
Category	14. Consent Agenda (Administrative Items)
Subject	14.08 Approval of Wayne RESA Contract for Private Non-Public Schools Services
Access	Public
Type	Action
Recommended Action	That the School Board approve a contract with Wayne RESA through June 30, 2019 in an amount not to exceed \$3,973,992.

Public Content

Recommendation:

That the School Board approve a contract with Wayne RESA through June 30, 2019 in an amount not to exceed \$3,973,992.

Description and Background:

This item was recommended for approval to the Board of Education by the Finance Committee on April 26, 2019 and the Academic Committee on April 29, 2019.

Wayne RESA is a regional educational service agency that provides broad consortium-level services and support to Wayne County's 33 school districts. Per an agreement with the Michigan Department of Education (MDE), Wayne RESA administers the federally required Private Non-Public Schools (PNP) access to equitable federal funding.

Private Non-Public School funding is based on final Federal Grant awards which include the initial allocation and final carryover award. The District received approval of our 2018-2019 federal grants from MDE in March, which finalized available dollars for the PNP program.

Gap Analysis:

The District is required to provide equitable access to federal funds for eligible private and non-public school students. Failure to provide these services would result in loss of federal funds for the District.

Previous Outcomes:

Previously DPS struggled to effectively administer federal programs for eligible PNP schools in Detroit resulting in delayed services for students and inequitable allocation of resources. In FY 2012 MDE and US Department of Education required DPS to enter into an agreement with Wayne RESA to administer the PNP program.

They have fully administered the Private Non-Public school program for multiple years. During the 2017-18 fiscal year the District allocated \$3,686,500 to Wayne RESA for the administration of the PNP program.

As a result of the new administration, the District reached an agreement with Wayne RESA and MDE to transfer the administration of the federal PNP programs back to the District at in the Fall of 2020.

Expected Outcomes:

Wayne RESA will administer the PNP program on behalf of the District and under the oversight of MDE.

Alignment to Strategic Plan:

Responsible Stewardship

Financial Impact:

Not to Exceed Total: \$3,973,992 in Federal Grant Funds

Contact for Item:

Name: Jeremy Vidito, Chief Financial Officer
 Phone: (313) 873-6194
 Email: jeremy.vidito@detroitk12.org

Supporting Documents/Attachments:

Administrative Content

Executive Content



Agenda Item Details

Meeting	May 14, 2019 - Regular Board Meeting
Category	14. Consent Agenda (Administrative Items)
Subject	14.12 Approval of Purchase Order for i-Ready Reading and Mathematics Diagnostic and Instruction program for Grades K-8
Access	Public
Type	Action
Recommended Action	Motion to approve purchase order for i-Ready Reading and Mathematics Diagnostic and Instruction program for Grades K-8 for the period beginning July 1, 2019, ending June 30, 2020 in an amount not to exceed \$2,190,000.

Public Content

Recommendation:

That the Board approve a purchase order for i-Ready Reading and Mathematics Diagnostic and Instruction program for Grades K-8 for the period beginning July 1, 2019 and ending June 30, 2020 in an amount not to exceed \$2,190,000.

Description and Background:

This item was recommended for approval to the Board of Education by the Finance Committee on April 26, 2019 and the Academic Committee on April 29, 2019.

The i-Ready Diagnostic and Instruction program for reading and mathematics combines an adaptive diagnostic assessment with individualized instruction, reliable progress monitoring, and comprehensive reporting for teachers and administrators. In addition to the blended learning environment, the platform provides teachers access to resources which will be utilized for remediation of skills based on student needs.

Section 380.1280f(2)(a) of the Michigan Revised School Code mandates School Board approval of an assessment system from the list of assessment systems approved by the Michigan Department of Education (MDE) beginning in the 2017-2018 school year. The statute also requires that the initial assessment be administered (i) in grades K-3; (ii) at least 3 times a year; and (iii) within 30 school days of the start of the school year.

Section 380.1280 of the Michigan Revised School Code mandates Board approval of an “extensive assessment” which must be delivered to students who demonstrate a deficiency on the initial assessment and will (i) provide a more in-depth look at student ability, (ii) be directly aligned to a specific skill, and (iii) produce support for the placement of students into intervention tiers. Additionally, in Grades 3-8, the District is required to use progress monitoring assessment to monitor students progress toward proficiency in Reading and Mathematics throughout the year prior to the administration of M-STEP.

District-wide, students in grades K-8 will participate in the reading i-Ready Diagnostic three times each year. This will be the third academic year that the diagnostic will be used in K-3 Reading and the second year it will be used in K-8 Mathematics, and 4-8 Reading. Through the use of the i-Ready diagnostic, students will also have access to an adaptive learning environment specifically designed to meet their individual learning needs both below and above grade level. Through a single platform, both MDE testing requirements will be met and students will be provided with aligned instruction. Math teachers will also have access to the i-Ready Math Toolbox, which provides standards-aligned small group lesson plans designed for the daily 30 minute differentiated centers block which will be implemented in Grades K-8. Finally, the District will procure print materials to support Tier II/III aligned interventions in mathematics. This contract also includes Professional Development for Teachers, Leaders, Education Technicians, and Paraprofessionals to support effective implementation District-wide.

Gap Analysis:

With the emphasis on technology, adaptive learning platforms are a necessity in increasing student achievement. As referenced above, MDE requires an assessment solution. This assessment platform is state approved, assesses students’ progress toward meeting grade level standards and provides data which both predicts year-end progress and data driven instructional next steps.

The implementation of these tools was introduced during the 2017/2018 school year beginning with Grades K-3 English, Language Arts (ELA) to respond to Michigan’s Third Grade Reading Law. Following the administration of the first diagnostic assessment, school leaders and teachers began using the assessment results and tools provided for small group instruction. The District has aligned (state mandated) Individual Reading Improvement Plans in Grades K-3 to the i-Ready reading diagnostic ensuring teachers have the required data to develop sound plans for students. The District will also use the i-Ready Reading Diagnostic as an alternative assessment option for good cause exemptions for the pending Read By Grade Three law retention requirements.

Previous Outcomes:

Prior expenditures were as follows:

17/18 School Year (Limited Use): \$592,883.13

18/19 School Year (To Date): \$1,870,720.49

Expected Outcomes:

Through the intentional and guided use of the Diagnostic assessments, online learning path, professional development, and toolbox, schools will increase student academic achievement in reading and math. Through the use of the diagnostic in reading, students will increase student growth rates and close skill gaps as measured by fall and spring diagnostics. Students will achieve growth and proficiency targets as identified in the District’s strategic plan.

Alignment to Strategic Plan:

Outstanding Achievement

Financial Impact:

\$2,190,000, Grant Funds

Product:	Amount:
i-Ready	\$1,288,842
Toolbox for iReady	\$290,326
Professional Development	\$411,000
Total	\$1,990,168
Contingency	~\$200,000
Total:	\$2,190,000

Bid Process: RFP #18-0074 was issued on Demandstar on April 9, 2018 and received 3 response(s) on or by April 30, 2018. Based on evaluation of the proposal, Curriculum Associates was selected as the supplier providing diagnostic assessment, online learning, toolbox access, print materials, and professional development to support Tier 2 and Tier 3 instruction. They have the capability, experience, and competitive pricing to provide the services requested. This approval will include a 10% contingency.

Contact for Item:

Name: Beth Gonzalez, Assistant Superintendent Curriculum & Instruction
 Phone: 313-873-4894
 Email: beth.gonzalez@detroitk12.org

Supporting Documents/Attachments:

[Detroit Public Sch Cmty Dist RepQuote174962.2.pdf \(205 KB\)](#)

Administrative Content

[Curriculum Associates - Proposal.pdf \(77,135 KB\)](#)

[Pearson - Proposal.pdf \(18,402 KB\)](#)

[SchoolSpire - Proposal.pdf \(12,118 KB\)](#)

Executive Content



Agenda Item Details

Meeting	May 14, 2019 - Regular Board Meeting
Category	14. Consent Agenda (Administrative Items)
Subject	14.13 Approval of Purchase Order for ECA Science Kits Aligned to Michigan Science Standards (MSS) in Grades K-5, 9-10
Access	Public
Type	Action
Recommended Action	Motion to approve the purchase of ECA Science Kits for Grades K-5 and 9-10 to support the implementation of Mystery Science, CREATE for STEM, and Mber and Storylines in an amount not to exceed \$1,100,000 which includes a contingency to support the addition of new District schools.

Public Content

Recommendation:

That the School Board approve the purchase of ECA Science Kits for Grades K-5 and 9-10 to support the implementation of Mystery Science, CREATE for STEM, and Mber and Storylines in an amount not to exceed \$1,100,000 which includes a contingency to support the addition of new District schools.

Description and Background:

This item was recommended for approval to the Board of Education by the Finance Committee on April 26, 2019 and the Academic Committee on April 29, 2019.

To continue to support the shift to the new Michigan Science Standards (MSS), also known as the Next Generation Science Standards (NGSS), adopted in 2015, the District will begin District-wide implementation of the Mystery Science and CREATE for STEM the curriculum for grades 3-9 in the 2019/20 school year. This builds on a small pilot launched last year and expands it to include Mystery Science kits for K-2 and Mber and Storylines kits for High School Biology. ECA Science Kits partnered with the Mystery Science, CREATE for STEM, Mber and Storylines curriculum writers to identify the hands-on resources needed to effectively implement the science curriculum.

The CREATE for STEM science curriculum won accolades at the national level and is one of the only science curriculums to be awarded a Badge from Achieve for its alignment to NGSS. Together, the curriculum writers and ECA Science Kit Services created grade-level hands-on material kits as well as exclusive items to give students these essential tools. The approval of this request will allow for the purchasing of science kits for grades K-5 and 9-10 to ensure science teachers have the resources they need to effectively implement the NGSS science curriculum.

Gap Analysis:

Research indicates that “administrators should provide teachers with access to high-quality instructional resources, space, equipment, and supplies that support the use of Framework-aligned approaches to science investigation and engineering design” (National Academy of Science, 2018).

Approval of this request will support effective implementation of the new Michigan Science Standards (MSS), also known as the Next Generation Science Standards (NGSS). The use of hands-on science kits in teaching science has a long-standing tradition and solid research history. Hands-on science materials kits that are aligned to three-dimensional learning investigations found in NGSS not only allow students to construct their own cognitive models for conceptual understanding for scientific phenomena, concepts, and processes, but also provide an opportunity to use common language to construct explanations about their models and design investigations to communicate these concepts. In addition to the opportunity for hands-on learning materials to aid in the cognitive process, they also engage students by focusing on real-world connections in science. Research shows that engaging students in learning about natural phenomena and engineering challenges through science investigations and engineering design increases their understanding of how the world works.

Previous Outcomes:

This is the first year of District-wide implementation.

Expected Outcomes:

With the necessary materials to implement the program, teachers are more likely to embrace the professional learning and implementation of these highly aligned materials and report higher satisfaction rates in their roles. Students are expected to demonstrate higher levels of engagement aligned with our vision for excellent instruction. Additionally, as outlined in the targets of our strategic plan, growth in student outcomes are expected in science in grades K-5, and 9-10. The 2019/2020 academic year will be the first year that the new, Science M-STEP Assessment is fully operational and scores will be reported for students, teachers, schools, and districts in tested grades.

Alignment to Strategic Plan:

Outstanding Achievement

Financial Impact:

\$1,100,000, General Funds.

On June 11, 2018, RFP 19-0032 was issued on DemandStar and received four responses on or by June 29, 2018. Based on evaluation of the proposal, ECA Kit Services was selected as the supplier providing the most aligned and high-quality hands-on science material kits at a competitive price. They have the capability, experience, and competitive pricing to provide the services requested.

Contact for Item:

Name: Beth Gonzalez, Assistant Superintendent of Curriculum & Instruction
Phone: 313-873-4894
Email: beth.gonzalez@detroitk12.org

Supporting Documents/Attachments:

[0323-1804_QuotePack.pdf \(236 KB\)](#)

Administrative Content

[Wards Science - Proposal.pdf \(8,462 KB\)](#)

[School Specialty - Proposal.pdf \(1,720 KB\)](#)

[ECA - Proposal.pdf \(10,787 KB\)](#)

[Animalz 4 idz - Proposal.pdf \(45,300 KB\)](#)

Executive Content



Agenda Item Details

Meeting	May 14, 2019 - Regular Board Meeting
Category	14. Consent Agenda (Administrative Items)
Subject	14.14 Approval of Purchase Order for Activate Learning (IQWST) Science Curriculum for Grades 6-8
Access	Public
Type	Action
Recommended Action	Motion to approve the purchase of Activate Learning (IQWST) Science Curriculum for grades 6-8 to support the implementation of middle school science curriculum in an amount not to exceed \$1,700,000.

Public Content

Recommendation:

That the School Board approve the purchase of Activate Learning (IQWST) Science Curriculum for grades 6-8 to support the implementation of middle school science curriculum in an amount not to exceed \$1,700,000.

Description and Background:

This item was recommended for approval to the Board of Education by the Finance Committee on April 26, 2019 and the Academic Committee on April 29, 2019.

To continue to support the shifts to the new Michigan Science Standards (MSS), also known as the Next Generation Science Standards (NGSS), adopted in 2015, the District will implement the IQWST curriculum for grades 6-8 in the 2019-2020 school year. IQWST is a research-based, project-based, and phenomena driven 6-8 science curriculum supported by the National Science Foundation (NSF). The curriculum supports three-dimensional learning found in the Framework for K-12 Science and the NGSS. The curriculum was developed to support student-driven learning that utilizes the science and engineering practices as well as the cross-cutting concepts to engage students in scientific investigations. With a high focus on literacy, IQWST also supports Common Core Standards around grade-level reading, writing, speaking and listening.

Gap Analysis:

During the 18-19 school year, the District piloted the IQWST curriculum in a small number of schools. Moving to a District-wide implementation of the science curriculum is necessary for successful implementation of the NGSS. Research shows that “engaging students in learning about natural phenomena and engineering challenges through science investigation and engineering design increases their understanding of how the world works. These approaches are more effective for supporting learning than traditional teaching methods, which rely heavily on teachers providing information and students memorizing it,” (National Academy of Science, 2018). The 2019/2020 school year is the first academic year that the new Michigan Science M-STEP Assessment will be fully operational and scores will be reported for students, schools, and districts.

Previous Outcomes:

This will be the first year of at-scale implementation.

Expected Outcomes:

The implementation of project-based learning units that allow for coherence of learning has the potential to improve student engagement and their academic performance. During the first-year of District-wide implementation, teachers will have the opportunity to implement the highly aligned science curriculum with hands-on resources to support the implementation, as well as student lab books and online access to teacher and student resources. Additionally, as outlined in the targets of our strategic plan, growth in student outcomes are expected in science in grades 6-8.

After the first year of implementation, the Science Department will conduct an in-depth review to determine teacher professional development needs, and make adaptations to course supports. In addition, each year the program will continue to grow to include additional grade levels based on the data after each year of implementation.

Alignment to Strategic Plan:

Outstanding Achievement

Financial Impact:

\$1,700,000, General Funds

On April 13, 2018 an RFP (19-0005) was issued on DemandStar during the winter semester of the 2017-18 school year and received 6 responses on or by April 27, 2018. Based on evaluation of the proposal, Activate Learning was selected as the supplier providing the most aligned and high-quality materials at a competitive price. They have the capability, experience, and competitive pricing to provide the services requested.

Contact for Item:

Name: Beth Gonzalez, Assistant Superintendent of Curriculum & Instruction
Phone: 313-873-4894
Email: beth.gonzalez@detroitk12.org

Supporting Documents/Attachments:

Administrative Content

- Detroit 04.02.19.pdf (661 KB)
- Accelerate Learning - Pricing.pdf (5,261 KB)
- Accelerate Learning - Proposal.pdf (7,057 KB)
- Activate Learning - Pricing.pdf (141 KB)
- Activate Learning - Proposal.pdf (16,378 KB)
- Discovery Education - Pricing.pdf (31 KB)
- Discovery Education - Proposal.pdf (15,593 KB)
- HMH - Pricing.pdf (355 KB)
- HMH - Proposal.pdf (1,494 KB)
- National - Proposal.pdf (4,907 KB)
- National Inventors - Pricing.pdf (440 KB)
- Pearson - Pricing.pdf (140 KB)
- Pearson - Proposal.pdf (7,978 KB)

Executive Content

**Agenda Item Details**

Meeting	May 14, 2019 - Regular Board Meeting
Category	14. Consent Agenda (Administrative Items)
Subject	14.16 Approval of Purchase Order from Brainspring for Tier 3 Reading Interventions
Access	Public
Type	Action
Recommended Action	Motion to Board approve the purchase of professional development services and instructional materials for the Tier 3 reading intervention for students in grades K-12 from Brainspring in an amount not-to-exceed \$2,072,000.

Public Content**Recommendation:**

That the School Board approve the purchase of professional development services and instructional materials for the Tier 3 reading intervention for students in grades K-12 from Brainspring in an amount not-to-exceed \$2,072,000.

Description and Background:

This item was recommended for approval to the Board of Education by the Finance Committee on April 26, 2019 and the Academic Committee on April 29, 2019.

Over the past two years the District has invested in the adoption of core instructional materials for ELA/Literacy in grades K-12. This investment has provided materials that are aligned to the shifts and major features of the Common Core Standards, and support instruction designed to teach students at grade level. While this investment has improved core instruction the District must address the needs of students that are two or more years below grade level in reading and lack the foundational skills of literacy required to become proficiently fluent readers.

Orton-Gillingham is a multi-sensory approach for school-based interventions for students who are identified as needing Tier 3 interventions in ELA/Literacy. Brainspring will provide a system of professional development in research-based interventions for students that score two or more years below grade level in ELA/Literacy.

The Orton-Gillingham Approach is a direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy intervention when reading, writing, and spelling does not come easily to students.

Up to 1,600 professional educators in the District will receive 30 hours of professional learning in one of two course options, Phonics First® or Structures, based on their main grade-level assignment (grades K-5 or 6-12). Similar content is covered in both courses with an emphasis on pacing, lesson design, and depth geared towards either the elementary or secondary students. Additionally, each educator will receive all the materials needed to engage in the course and implement the intervention with students.

Founded in Metro Detroit in 1991, Brainspring has been providing internationally-accredited Phonics First® and Structures Orton-Gillingham professional development to teachers for over 25 years.

Gap Analysis:

Through an analysis of both state and i-Ready Diagnostic assessment data there is a clear and urgent need to support students that are significantly below grade level in reading.

% of students meeting proficiency standards in ELA/Literacy	14-15	15-16	16-17	17-18
Grades 3-8	13.6	11.4	11.4	11.5

	K	1	2	3	4	5	6	7	8
% of students 2 or more years below grade level	0%	12%	42%	50%	48%	68%	73%	73%	69%

In a typical school district between 1 and 5 percent of students are at risk for needing Tier 3 interventions in reading through a multi-tiered system of supports like the plan outlined in our Board approved K-12 Literacy Plan. Meaning, they are scoring two or more years below grade level. While the percent of students at risk for Tier 3 interventions varies dramatically based on the grade level, overall the District currently has 45% of its students in grades K-8 at risk for needing Tier 3 interventions.

Offering the direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive Orton Gillingham intervention at scale to students in grades K-8 and a small population of qualifying students in Grades 9-12 will enable the District to begin to close the gap for these students and empower them to read on grade level in a shorter period of time.

Brainspring's Orton-Gillingham professional development program is accredited by the International Multisensory Structured Language Education Council (IMSLEC). National standards of certification in the teaching of reading and language skills using multisensory structured language methods ensure regulated consistency and exceptional quality of instruction. Individuals who carry this certification in an IMSLEC-accredited program such as Brainspring must demonstrate, through participation in rigorous professional development and guided practicum experiences, their personal expertise in the understanding and application of these instructional methods.

Brainspring's Orton-Gillingham professional development program is also accredited through the International Dyslexia Association (IDA) whose standards provide a comprehensive, research supported documentation of what every teacher needs to know and be able to demonstrate, whether they are teaching students with dyslexia, other struggling readers, or the general student population.

Brainspring has a strong history of partnering with a wide-range of educational entities. From large scale, state wide initiatives, like their partnership with the Mississippi Department of Education, to local school districts in Michigan, Brainspring has a proven track record of delivering quality, timely professional development services.

Previous Outcomes:

N/A

Expected Outcomes:

The proposed Orton Gillingham professional learning and materials will empower academic interventionists, ESE inclusion teachers, and K-2 teachers in the District to provide direct, explicit, multisensory, structured, sequential literacy interventions to small groups of students at every school in the District for students that score two or more years below grade level. This will support students with becoming more fluent and proficient readers allowing them to reach grade level proficiency in literacy at a faster rate. Ultimately, decreasing the percent of students 2 or more years below grade level and increasing the percent students scoring proficient on M-STEP and i-Ready.

The District's strategic plan metrics & targets outline an expected 2.85 percentage points increase per year in proficiency.

Orton Gillingham will provide 30 hours of initial training for up to 1,600 educators, coaching and refresher follow up sessions, and all materials needed to participate in training and deliver interventions to students.

Alignment to Strategic Plan:

Outstanding Achievement

Financial Impact:

General Fund and Grant Fund Not to Exceed Total: \$2,072,000

On January 18, 2019, an RFP (19-0194) was distributed to solicit proposals for the selection of a partner that will provide professional development and materials for Orton-Gillingham's multi-sensory approach for school-based interventions for students who are identified as needing Tier 3 interventions in ELA/Literacy. Via Demandstar, 461 companies were notified of the RFP. Three responses were received on or by February 5, 2019. An evaluation committee convened to review the responses. It was determined that Brainspring has the capability, experience, and competitive pricing to provide the services requested.

Contact for Item:

Name: Beth Gonzalez, Assistant Superintendent of Curriculum & Instruction
 Phone: 313-408-6765
 Email: beth.gonzalez@detroitk12.org

Supporting Documents/Attachments:

Administrative Content

[Brainspring - Pricing.pdf \(138 KB\)](#)

[Brainspring - Proposal.pdf \(7,487 KB\)](#)

[Multi Sensory Education - Pricing.pdf \(93 KB\)](#)

[Multi Sensory Education - Proposal.pdf \(27,133 KB\)](#)

[Neuhaus - Pricing.pdf \(68 KB\)](#)

[Neuhaus - Proposal.pdf \(23,206 KB\)](#)

Executive Content



Agenda Item Details

Meeting	May 14, 2019 - Regular Board Meeting
Category	14. Consent Agenda (Administrative Items)
Subject	14.17 Approval of Contract with Leading Educators for Professional Development on Newly Adopted ELA/Literacy Grades 9-12 Instructional Materials
Access	Public
Type	Action
Recommended Action	Motion to approve the contract with Leading Educators to offer year-long professional development support for the introduction, implementation and coaching of newly selected Grades 9-12 instructional materials for ELA/Literacy in an amount not-to-exceed \$1,289,646.

Public Content

Recommendation:

That the School Board approve the contract with Leading Educators to offer year-long professional development support for the introduction, implementation and coaching of newly selected Grades 9-12 instructional materials for ELA/Literacy in an amount not-to-exceed \$1,289,646.

Description and Background:

This item was recommended for approval to the Board of Education by the Finance Committee on April 26, 2019 and the Academic Committee on April 29, 2019.

In March, the Board approved the selection of Pearson MyPerspectives as core instructional materials for the Grades 9-12 ELA program. This core program is aligned to the shifts and major features of the Common Core Standards. To support teachers with the implementation of these new aligned instructional materials and ELA/Literacy instructional practices aligned with the District's Vision of Excellent Instruction the District decided to seek a partner to design and support the facilitation of professional learning that regularly engages teachers and leaders and builds their knowledge and skills in content and effective instruction.

Leading Educators is well positioned to respond to the needs of our District. For over a decade, Leading Educators has partnered with over 20 school systems to design professional learning that offers standards-aligned content, curriculum, and pedagogical expertise which leads to a collaborative and customized partnership model. Similar partnerships with large urban districts have provided the organization with practical experience in the design and implementation of professional learning and systems-level change.

Gap Analysis:

The District's school leaders and teachers will need support through continuous professional learning and onsite coaching that goes beyond simply learning the design principles of the new materials and supports building content knowledge for best practices in teaching ELA/Literacy in grades 9-12. Professional learning and on-site school support is critical to successful implementation and improved learning outcomes for students.

Leading educators has worked with more than 20 school systems to design professional learning, including partnerships with large urban districts. Their longest-running partner being the District of Columbia Public Schools ("DCPS"). In their work with DCPS they partnered with the district to develop a professional learning system and curriculum-aligned content cycles for content leaders to facilitate with their teams. Additionally, they supported DCPS in intensive coaching of content leaders and aligning school conditions for professional learning.

In the first year of district-wide implementation across 115 schools, DCPS saw significant growth in ELA proficiency in schools with support embedded compared to proficiency rates prior to support implementation. In year one of implementing support, secondary ELA proficiency rose 5.6%.

Previous Outcomes:

N/A. This will be the first year of implementation.

Expected Outcomes:

The proposed ELA/Literacy adoption when supported with high quality continuous professional development, coaching and on-site school support for an excellent initial implementation. This will bring more confidence in the District's core curriculum from principals and teachers. This confidence will increase the fidelity of implementation of curriculum materials, which will lead to instruction that is aligned with our Vision of Excellent Instruction and ultimately result in the raising of student achievement. The District's strategic plan metrics & targets outline an expected 3.46 percentage points increase per year in proficiency.

Leading Educators professional development will offer summer institute for up to 500 leaders and educators (including summer professional development specific to Master Teachers and School Leaders), additional District-wide professional learning during the school year, interim

collaborative learning for school and District leaders, monthly turnkey learning for Master Teachers, monthly on-site coaching for all schools, development of model schools within the District, virtual professional development sessions. There will likely be a reoccurring cost as it takes multiple years to learn and implement new instructional materials and develop instructional practices that allow teachers to fully implement the Vision of Excellent Instruction.

Alignment to Strategic Plan:

Outstanding Achievement

Financial Impact:

Not to Exceed Total: \$1,289,646, General Fund and Grant Fund

On February 16, 2019, an RFP (19-0203) was distributed to solicit proposals for the selection of a partner that will provide yearlong professional development support for the introduction, implementation and coaching of newly selected instructional materials for ELA/Literacy (Grades 9-12). Via Demandstar, 474 companies were notified of the RFP and four responses were received on or by February 27, 2019. An evaluation committee convened to review the responses. Leading Educators have the capability, experience, and competitive pricing to provide the services requested.

Contact for Item:

Name: Beth Gonzalez, Assistant Superintendent Curriculum & Instruction
Phone: 313-408-6765
Email: beth.gonzalez@detroitk12.org

Supporting Documents/Attachments:**Administrative Content**[Achievement Network - Proposal.pdf \(52,166 KB\)](#)[Leading Educators - Proposal.pdf \(5,844 KB\)](#)[Pearson - Proposal.pdf \(3,608 KB\)](#)[TNTP - Proposal.pdf \(2,287 KB\)](#)**Executive Content**