



Good Afternoon LPS Families,

July 17, 2020

We hope that you and your families are enjoying this beautiful summer weather! As you know from previous communications, the district is bustling with activity in preparation to Return to Learn in the fall.

We know that this fall will be unlike those of years past and that we will need to adjust to new routines and procedures to ensure safe school environments. With that said, we are confident that our Return to Learn plan will present families with the best possible options while maintaining a successful environment for our students and staff.

As you know from the [Return to Learn slide presentation](#) shared in early June, we are following a specific process as we progress through this important work.

Our 200+ member LPS Return to Learn Task Force, which consists of five subgroups, led by a steering committee, has been working diligently throughout the summer -- researching, meeting and formulating plans for a safe and effective return to school.

Amid the COVID-19 pandemic our students, staff and families have shown an incredible cooperative spirit and a willingness to pull together for the safety and well-being of our 14,000 students and nearly 2,000 staff members. We appreciated the more than 7,000 responses to our most recent staff and parent surveys and have taken the responses into account throughout our work.

Today, we would like to update you on some key elements of our planning process and provide you with some important information that may be helpful as we move toward finalizing our recommendations.

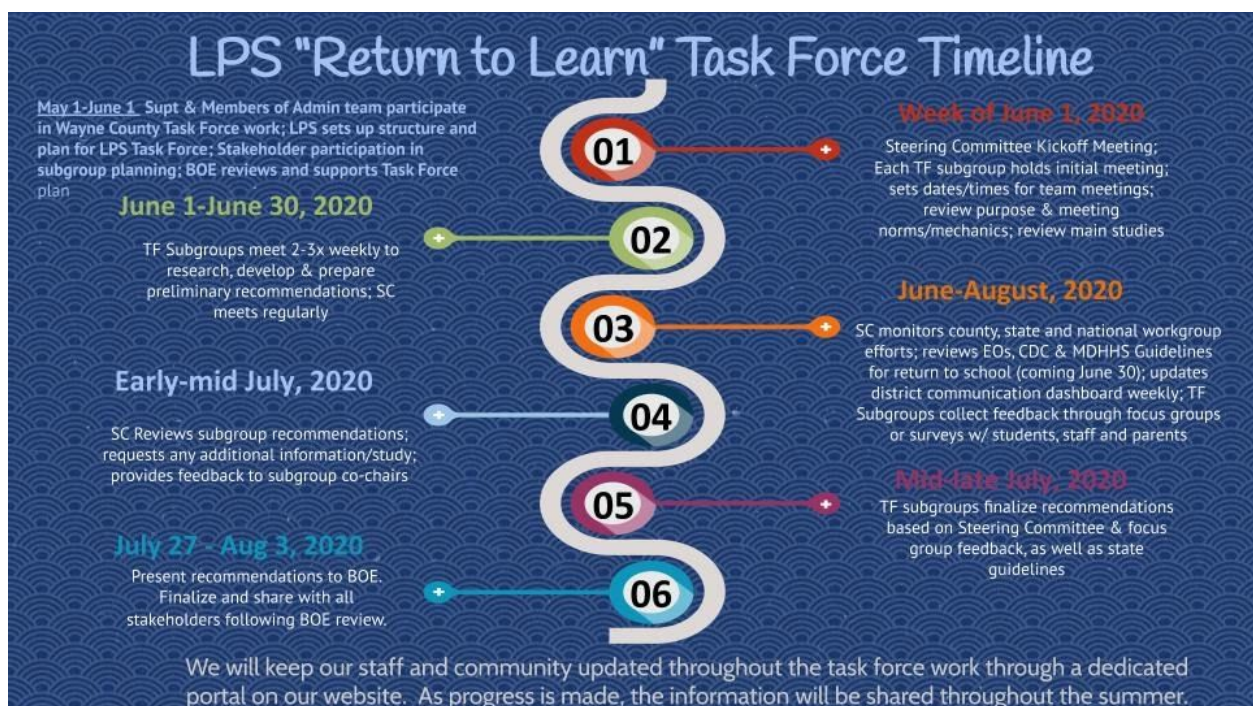
The task force has presented preliminary recommendations to the 20-member Steering Committee, representing the voice of parents, every employee group and our district leadership. The Steering Committee has reviewed these plans and has given its support in moving forward to finalize the elements of our Return to Learn. Our task force subgroups will be doing the same over the next week.

All of these plans are being fine-tuned in consideration of the state's Michigan Safe Start Roadmap recently announced and will be presented to the Board of Education for consideration

and approval during its July 27 meeting, as shared in our initial timeline. Those plans will then be outlined for general feedback from parents, students and staff later this month.

In the meantime, we are pleased to inform our community that we plan to offer a fully online program, *LPS Virtual*, for grades K-12 for parents who would like to choose that option for their child. *LPS Virtual* will utilize our own teaching staff and will align with our curriculum and all state standards. More information will be shared in early August, so please watch for updates if this option seems best for your child or children.

As a reminder, the LPS Return to Learn website is designed to serve as a dashboard for updated information. Please visit www.livoniapublicschools.org/return for more information. As previously communicated, the following is the timeline for this process:



We appreciate all of the hard work by our task force members throughout the summer. Below you will see highlights of each subgroup and their focus these past 6 weeks. Together, as our strong LPS community, we will work hand-in-hand for a successful Return to Learn on Tuesday, September 8.

Please watch for further updates and continue to check our dedicated webpage as well at www.livoniapublicschools.org/return.

Grateful for your partnership,
Andrea Oquist, Superintendent

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Task Force Steering Committee & Subgroup Information:

The LPS Return to Learn Task Force developed recommendations for the Board of Education and Steering Committee while seeking guidance from county, state and federal resources. The proposed plans follow the recently-released Michigan Return to School Road Map. This document highlighted requirements, strong recommendations, and recommendations for various areas, all of which have been studied by our five task force subgroups.

Task Force Subgroups:

- ❖ **Academics** (Remote learning, elementary, secondary and instructional electives)
- ❖ **Business Office / Human Resources / Support Services** (Budget, Enrollment, Staffing, Transportation, etc.)
- ❖ **Extra-Curricular / After-School Activities** (Athletics; Marching Band; Extra Curricular Activities; SACC; PTA Activities, etc.)
- ❖ **Health / Safety** (Safe workplace/learning protocols; cleaning protocols; Communication)
- ❖ **Special Education** (IEP delivery & coordination; county, state & federal guidelines, etc.)

The LPS Return to Learn Task Force members represent all stakeholder groups, including:

- ❖ **Board of Education**
- ❖ **Each LPS Employee Group (LPA, LSA, AFSCME, SEALS, LEA, LEADS)**
- ❖ **Parents**
- ❖ **School, Department & Program Representation**
- ❖ **Union Leadership**
- ❖ **ALT (School and District Leaders)**
- ❖ **Cabinet**

Each task force subgroup has been meeting 1-3 times per week since late May / early June. Below, is a description of each task force group and its areas of concentration.

Academics

(Remote Learning, Elementary, Secondary, Instructional Electives)

Chaired by LPS Chief Academic Officer Theresa O'Brien & Andrew Pesci (Remote); Cindy Scott & Bill Green (Elementary); Theresa O'Brien & Kevin Etue (Secondary & Instructional Electives)

The Academics Task Force Subgroups focused on remote learning (25 stakeholders), elementary (32 stakeholders), secondary (26 stakeholders) and instructional electives (13 stakeholders). The groups have been meeting since June 3 and continue to fine-tune the recommendations. The teams are comprised of teachers, board members, parents, union representatives and administrators.

This task force subgroup was charged with identifying recommendations for the Board of Education (BOE) and Steering Committee in the following areas:

- ❖ Teaching and learning expectations
- ❖ Return to Learn (first 8 weeks and beyond)
- ❖ Resources and learning platform
- ❖ Assessments, grading, report cards
- ❖ School day schedule/delivery of instruction
- ❖ Professional development
- ❖ Calendar of learning
- ❖ Virtual learning options

Business / Human Resources / Support Services

Task Force Subgroup

Chaired by Human Resources Director Keith McDonald and Finance Director Alison Smith

The Business/Human Resources/Support Services Task Force has been meeting regularly since June 3 and has conducted smaller work group meetings as well. The team is comprised of 30 stakeholders representing teachers, paraprofessionals, secretaries, bus drivers, food service, building supervisors, administrators, and parents.

This task force subgroup was charged with identifying recommendations for the Board of Education (BOE) and Steering Committee in the following areas:

- ❖ Transportation
- ❖ Food service
- ❖ Enrollment & pupil accounting
- ❖ Substitute staffing
- ❖ Information technology
- ❖ Building use & community education

- ❖ Collective bargaining implications
- ❖ Staff expectations
- ❖ Cost-containment strategies / cooperatives

Extra Curricular / After-School Activities Task Force Subgroup

**Chaired by Director of Secondary Programs Daniel Willenborg and Franklin High School
Assistant Principal John DiPonio**

The Extra-Curricular and After-School Activities Subgroup consists of 30 stakeholders, including parents, teachers, administrators, athletic coaches, transportation staff, along with custodial and maintenance staff. This subgroup has met several times throughout the month of June and has conducted smaller workgroup meetings as well.

This task force subgroup was charged with identifying recommendations for the Board of Education (BOE) and Steering Committee in the following areas:

- ❖ Assemblies, Concerts, Theater, etc.
- ❖ Athletics
- ❖ Marching Band
- ❖ Before- and After-School Care (SACC); Childcare
- ❖ Extra-curricular activities
- ❖ Parent/Teacher Conferences, Open Houses, School Tours, etc.
- ❖ PTA Activities

Special Education Task Force Subgroup

**Chaired by Director of Student Services Jen Taiariol and Webster Elementary
Principal Lora Boka**

The Special Education Task Force Subgroup consists of 35 stakeholders and focused its work on a Return to Learn plan that is designed specifically for our students with special needs. This includes our entire continuum of special education services for students ages 2 years, 9 months to age 26 in self-contained county programs, local center programs, and resource level programs.

The task force subgroup members include special education teachers from every level, pre-K - post secondary, behavior specialists, coordinators, principals, social workers, psychologist, occupational therapist, speech pathologist, team leaders, teacher consultants, IT, secretary, counselor, paraprofessionals, transportation and parents.

This task force subgroup was charged with identifying recommendations for the Board of Education (BOE) and Steering Committee in the following areas:

- ❖ IEP meetings - implementation, & modifications
- ❖ Instruction (remote/in-person)
- ❖ Needs assessment and PD
- ❖ Evaluations (initial, 3-year re-evaluations)
- ❖ COVID-19 impact considerations
- ❖ Cross district programming/schedule variance
- ❖ Transportation
- ❖ Social emotional needs of students and staff

Health/Safety/General Operations & Communications

**Chaired by Director of Operation Phil Francis and Administrator of District
Communications Stacy Jenkins**

The Health/Safety/General Operations & Communications Task Force Subgroup consists of 34 stakeholders, including teachers, secretarial staff, board members, administrators, union representatives, maintenance and custodial staff, parents and a district public health professional. This subgroup met several times throughout June and met in small workgroups as well.

This task force subgroup was charged with identifying recommendations for the Board of Education (BOE) and Steering Committee in the following areas:

- ❖ Safe workplace/learning protocols
- ❖ Arrival/Dismissal/lunch/passing times/recess/etc.
- ❖ Cleaning Protocols
- ❖ Facilities/Environment
- ❖ Sick Staff & Students
- ❖ Social Emotional Well-being
- ❖ Social Distancing Protocols
- ❖ Communications/Public Relations