



# **Madison Reopening**

*District Response Steering  
Committee*

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# Guiding Principles

- Attend to the safety of students and faculty
- Promote emotional well-being
- Provide a responsive educational model to meet conditions

# CT State Guidelines



**In Person Learning**



**Hybrid Model**



**Distance Learning**



# In Person Learning



- Cohort Model K-8
- 6 Feet distancing when feasible
- Masks for students and teachers

# Hybrid Model



- Prioritize space/students at 50% use
- Some distance days and some days in school

# Distance Learning Model



Students and staff all  
in homes

- All Distance Learning

## Sample: Ryerson Classroom



Shields ordered for tables in both elementary schools

# Examination of Space

Sample: Jeffrey Grade 3





# Examination of Space

Sample: Polson



## Storage Needs Example

Kindergarten Communal Items that have or will be removed & placed in storage for 2020-2021



# Social/Emotional

Relationships	Racial Consciousness	Instructional Practices
<ul style="list-style-type: none"><li>• Care about their students' engagement with what they are learning;</li><li>• Foster healthy relationships with students;</li><li>• Bring student and family voice into the development of communication systems;</li><li>• Welcome and create home learning connections to engage all of the families within their communities (** also Racial Consciousness)</li></ul>	<ul style="list-style-type: none"><li>• Understand the personal, racial/ethnic, and cultural identities of their students;</li><li>• Ensure that each student feels a sense of belonging in the classroom by helping students affirm their own racial, cultural, and personal identity (** also Relationships);</li><li>• Are willing to address their own biases and stereotypes about the students they support.</li></ul>	<ul style="list-style-type: none"><li>• Develop culturally relevant ways to foster reasoning and problem-solving skills in students so the students can better understand the content;</li><li>• Recognize what the student knows, and how the student thinks, and help students construct meaningful and authentic experiences as they learn (**also Relationships);</li><li>• Seek feedback from their students regarding the new knowledge learned;</li><li>• Examine their classroom practice to incorporate their students' <b>funds of knowledge</b> – sources of knowledge that students gain, such as from their family and cultural backgrounds – to create interactions that stress collectivity (**also Racial Consciousness);</li><li>• Recognize student difference and do not use a color-blind approach</li></ul>

[State Education Resource Center: Equity in Education Series](#)

## Parent Webinar Series

- Finding activities to support student learning (56%)
- Managing my child's schoolwork and learning time (48%)
- Determining when to help my child and when struggle is productive (51%)
- And more...

# Draft of Plan in Development

- Administrative Team meetings scheduled
- Decentralized work to buildings for space and passing criteria
- Task Force Teams creating working drafts for Steering Committee
- Additional projects on hold until the reopening plan is secure