



Madison Reopening

*District Response Steering
Committee*

Guiding Principles

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



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



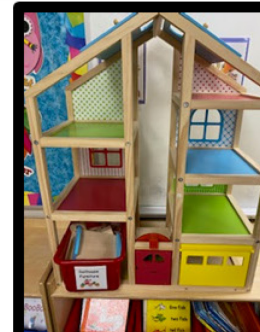
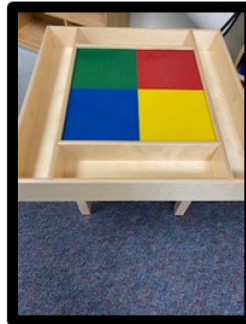
Examination of Space

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

[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