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New Responsibilities

The School District of La Crosse honors the rights of its students, parents, guardians, and staff and strives to create a safe and welcoming place for all students. All of us help create this positive and respectful learning environment and the tables below offer a summary of the new responsibilities we share to create a positive culture in our schools and district as our schools reopen amidst the COVID-19 pandemic

Coulee Region Virtual Academy

Students

Responsibilities
Attend and engage in school regularly <ul style="list-style-type: none"> - Maintain effective learner habits by planning your learning space, learning time, and learning schedule - Stay on pace in your classes - Participate meaningfully in your classes
Use technology responsibly and appropriately <ul style="list-style-type: none"> - Use your school device for learning - Communicate respectfully with your teacher and classmates on discussion boards, emails, or chats
Communicate regularly with your teacher and share any concerns right away

Parents/Guardians

Responsibilities
Support your child(ren)'s education <ul style="list-style-type: none"> - Help your learner plan and set up their learning space and schedule - Check-in with your student to help them stay on pace
Build and maintain a positive relationship with staff at your child(ren)'s school
Partner with school staff to receive information about ways to improve your child(ren)'s academic or behavioral progress; including available interventions, supports, services and/or programs
Communicate at least weekly with your child's teacher and share any concerns you have right away

All School District Staff

Responsibilities
Create a welcoming environment. Have high expectations for all students. Connect with students with effective communication and engaging lessons
Build and maintain positive relationships with all students, their families and colleagues and seek regular feedback from students on instructional methods and pacing
Provide timely feedback on student work, assignments, projects, or assessments so students know that they are on track with their learning or have time to make adjustments
Communicate regularly with parents and guardians and share any concerns with them right away
Respond timely to any parent/guardian questions or concerns

Blended Learning

Students

Responsibilities
<p>Attend and engage in school regularly</p> <ul style="list-style-type: none"> - Maintain effective learner habits by planning your learning space, learning time, and learning schedule - Stay on pace in your classes - Participate meaningfully in your classes
<p>Use technology responsibly and appropriately</p> <ul style="list-style-type: none"> - Use your school device for learning - Communicate respectfully with your teacher and classmates on discussion boards, emails, or chats
<p>Keep Yourself and Others Healthy</p> <ul style="list-style-type: none"> - Be diligent and honest when checking yourself for symptoms each day - cough, sneeze, fever, sore throat, etc. - Stay home when you or people living with you are sick or symptomatic
<p>Maintain Safety</p> <ul style="list-style-type: none"> - Watch your distance (physical distancing) - Wash your hands - Wear a mask when you are required to do so
<p>Be Flexible</p> <ul style="list-style-type: none"> - Prepare yourself for new routines - Be patient with yourself and others - Be ready to learn at school and at home - Be your own best advocate....speak up if you have questions or challenges

Parents/Guardians

Responsibilities
<p>Help Maintain Safety</p> <ul style="list-style-type: none"> - Check your students daily for symptoms and keep them home if they have any - Communicate with the school when your student is sick - Help prepare your student to return to school by reviewing and practicing new routines with them
<p>Help your learner plan and set up their learning space and schedule when they are assigned to Remote Learning</p>
<p>Communicate at least weekly with your child's teacher and share any concerns you have right away</p>
<p>Check-in with your student to help them stay on pace</p>

All School District Staff

Responsibilities
Create a welcoming environment. Have high expectations for all students. Connect with students with effective communication and engaging lessons
Build and maintain positive relationships with all students, their families and colleagues and seek regular feedback from students on instructional methods and pacing
Provide timely feedback on student work, assignments, projects, or assessments so students know that they are on track with their learning or have time to make adjustments
Communicate regularly with parents and guardians and share any concerns with them right away
Respond timely to any parent/guardian questions or concerns

Key COVID Procedures, Expectations and Responsibilities

Students who attend the School District of La Crosse are responsible for learning and following various expectations, policies and procedures. The topics referenced in this summary are not all-inclusive and do not cover every policy in effect. In alphabetical order, this section describes key policies, expectations, opportunities and responsibilities in the School District of La Crosse as our schools reopen amidst the COVID 19 pandemic. All administrative policies can be reviewed at <https://www.lacrosseschools.org/administrative-policies/>

Attendance - General

The School District of La Crosse makes a special effort to ensure that all students fully benefit from their education by attending school regularly. Attending school regularly, even while learning virtually, helps children feel better about school—and themselves. It is important that students learn that going to school on time, every day is important. Consistent attendance will help children do well in school, college, and at work.

DID YOU KNOW?

- Missing 10 percent (or about 18 days) increases the chance that your student will not read or master math at the same level as their peers.
- Students can still fall behind if they miss just a day or two days every few weeks.
- Being late to school may lead to poor attendance.
- By 6th grade, absenteeism is one of three signs that a student may drop out of high school.
- By being present at school, your child learns valuable social skills and has the opportunity to develop meaningful relationships with other students and school staff.
- By 9th grade, regular and high attendance is a better predictor of graduation rates than 8th grade test scores.

WHAT WE NEED FROM YOU

We miss your student when they are absent and we value their contributions to our school. We would like you to help ensure that your student attends school regularly to maximize their educational opportunity. If your student is going to be absent from school, in person or virtually, please contact your student's school main office.

OUR PROMISE TO YOU

We know that there are a wide variety of reasons that students are absent from school, from health concerns to transportation challenges. There are many people in our buildings prepared to help if you or your student face challenges in getting to school regularly or on time. We promise to track attendance daily, to notice when your student is missing from class, communicate with you to understand why they were absent, and to work collaboratively to identify barriers and provide supports to overcome challenges you may face in helping your student attend school.

Attendance at the Coulee Region Virtual Academy

Attendance and Engagement Expectations

- Time is the variable whereas learning is the constant. Students are expected to make reasonable progress according to their pacing plan. Attendance will be monitored by the online teacher.
- Attendance in online courses is performance-based. It is measured not only by logging on to the computer, but by successful assignment completion and submission, participation in course activities such as threaded discussions, and communication with the online teacher.
- Failure to attend or to make reasonable progress may result in having the course dropped, and students may not be able to take future online courses.
- Students not meeting the performance-based expectations for attendance may be considered truant from school and in violation of Wisconsin's Compulsory Attendance Statutes 118.15(1)(a) that require a child attend school regularly until graduation from high school, or until the end of the semester in which he/she turns 18 years of age, or until he/she is excused from attendance by the school board.

Attendance and Engagement Monitoring and Intervention

- Early Intervention (Students on CRVA Watchlist): Teachers will monitor students on the CRVA "Watchlist" to monitor for student progress within the course. When a teacher becomes concerned about a student's engagement and progress, they should contact the student and caregiver(s) to discuss the concerns and inquire about any barriers to learning and engagement. Based on the information shared, the teacher may:
 - counsel and monitor attendance;
 - develop and implement an informal attendance agreement;
 - refer the student or family to student services; or
 - refer the student to the administration for follow-up.
- Formal Intervention (Students in "Non-Compliance" on weekly attendance report): Unless there are extenuating circumstances (like the student is sick and unable to participate in learning, etc.), a formal meeting should be scheduled by the building administrator with the student, caregivers, and other stakeholders. The goal of the meeting would be to identify and address barriers to learning so attendance and engagement improve and to outline specific expectations for daily engagement, course completion, etc. While a student is on a formal attendance plan, days in which the student does not meet attendance and/or engagement expectations may be counted and documented as days of unexcused absence under WI 118.15 and will be coded as "Unexcused" in the Student Information System. Also, while a student is on a formal attendance plan, parent/guardian excused absences will need to be requested and approved by the principal prior to the day of absence.

Attendance in Blended Learning (Face to Face and Remote Learning)

Attendance and Engagement Expectations

- Student will be expected to participate and engage in learning during face to face and remote learning.
- Students testing positive for COVID, demonstrating or reporting COVID symptoms, or students who are identified as having COVID exposure through contact tracing will be excused from Face to Face learning and assigned to remote learning for one or more days, until it can be determined that the student is COVID-free. Students may also be assigned a staggered schedule where some of their learning days will be Face to Face and other days will be assigned remote learning.
- While in remote learning, students are expected to maintain instructional pace in their courses, so they remain “on track” for when they return to Face to Face instruction. This includes logging into their Learning Management System account, working on and submitting assignments, participating in course activities such as threaded discussions, and communicating with their teacher.
- Attendance will be monitored and documented by the classroom teacher. Students who do not maintain adequate instructional pace on remote learning days may be marked unexcused for part or all of that school day.
- Students who are unexcused from school or who are not maintaining instructional pace during remote learning may be considered truant from school and in violation of Wisconsin’s Compulsory Attendance Statutes 118.15(1)(a) that requires a child to attend school regularly until graduation from high school, or until the end of the semester in which he/she turns 18 years of age, or until he/she is excused from attendance by the school board.

Attendance and Engagement Monitoring and Intervention

- Early Intervention (4-5 days absence within a quarter): If the teacher becomes concerned about a student’s attendance or pace within a course, they are encouraged to contact the student and caregiver(s) to discuss the concerns and inquire about any barriers to learning and engagement. Based on the information shared, the teacher may:
 - counsel and monitor attendance;
 - develop and implement an informal attendance agreement;
 - refer the student or family to student services; or
 - refer the student to the administration for follow-up.
 - the teacher should retain dates and notes from their contacts with students and caregivers.
- Formal Intervention: Unless there are extenuating circumstances (like the student is sick and unable to participate in learning, etc.), once a student has exhausted their parent-excused days or is at-risk for receiving letters of truancy, a formal meeting should be scheduled by the building administrator with the student, caregivers, and other stakeholders. The goal of the meeting would be to identify and address barriers to learning so attendance and engagement improve and to outline specific expectations for daily engagement, course completion, etc. While a student is on a formal attendance plan, days in which the student does not meet attendance and engagement expectations may be counted and documented as days of unexcused absence under WI 118.15 and will be coded as “Unexcused” in the Student Information System. Also, while a student is on a formal attendance plan, parent/guardian excused absences will need to be requested and approved by the principal prior to the day of absence.

Dress Policy – Hats and Hoods

The dress policy that was updated for the 2020-21 school year included new permissions for students to wear hats and hoods in schools so long as they allowed the face to be observed for student and visitor identification purposes. While masks are required during face to face learning, this permission will be suspended as students will be asked to remove hats and hoods while in school. Once the mandatory mask requirement is lifted, students will be allowed to wear hats and hoods per the district's Dress Policy.

Health Screenings

In order to ensure that anyone entering our buildings is not displaying symptoms to COVID 19 and has not been in contact with anyone who has tested positive for COVID 19 all students, staff and visitors will be required to complete a symptom screening survey. This survey will be accessible through a daily email or a link/QR code provided by your child's school. This survey MUST be completed prior to entry every day that a student is in a school district building or participating in a school district sponsored activity. Any student who has symptoms of COVID-19 or who has been in close contact with someone who has tested positive for COVID-19 will not be able to enter school buildings and will be expected to participate in learning virtually, unless excused from school that day. A student who arrives at school without completing the survey will be required to complete the survey upon arrival.

Please remember to keep your child home if they or a person they live with:

- has symptoms of COVID-19
- has been tested for COVID-19 (due to symptoms or potential close contact with a positive case) and is awaiting results, or
- has been in close contact with someone who has tested positive for COVID-19.

The following are the questions asked for the daily symptom screening survey:

- 1) *Has your child had close contact (within 6 feet for at least 15 minutes) in the last 14 days with someone diagnosed with COVID-19, or with someone who is awaiting results of a COVID-19 test?*
- 2) *Within the last 24 hours, has your child experienced the following symptoms above their baseline: Cough, fever, vomiting, shortness of breath, difficulty breathing, new loss of smell or taste, or taken medication to reduce a fever?*
- 3) *Within the last 24 hours, has your child had at least two of the following symptoms: Congestion, Runny Nose, Fatigue, Muscle and/or Body Aches, Sore Throat, Chills, Nausea, Diarrhea, Headache?*

One YES response to question 1 through 3 will require a student to stay home from school and engage in instruction virtually.

It is expected that parents complete this survey daily (when a student is attending in person school) prior to arrival at school. If a parent is unable to access the survey, they should contact their building administrative assistant for assistance.

Masks and Health and Safety Expectations

Per guidance of the La Crosse County Health Department and State order, cloth facial coverings will be worn by all students (with exception of students under the age of 5).

Students with underlying medical, behavioral health, or sensory concerns that impact their ability to wear a facial covering will be exempted from this expectation with either a note from their medical provider or if agreed upon by an IEP team or building administrator. Please refer to the [CDC Feasibility Guidance](#) on mask usage for considerations related to which students should not wear masks.

Students will be provided two cloth face masks at the start of face to face instruction. Masks can be washed at home or left at school to be washed. Students and families can use face masks that they provide as long as they adhere to the school district appropriate dress policy. Students and families should be sure to consider that a mask must be worn on district transportation and upon arrival to school. Disposable masks will be available in the event a student forgets their mask. Additional cloth masks will be provided in the event a mask is lost or damaged.

Students will be required to maintain physical distancing and wear masks at certain times during the school day. Students will be provided with frequent reminders to do so. Students who decline to wear masks or physical distance when required to do so (without an exception) will be referred to the building administrator and may be assigned to remote learning until a plan for improved behavior can be developed with the student and their family. This will not be considered a disciplinary removal nor suspension as they will be expected to maintain pace in their course(s) while in remote learning.

Screening and Monitoring for Student Needs

Student mental health and wellness is a priority. Parents, guardians and school staff can work together to make sure students are connected and supported and can intervene early when there are concerns. There will be several strategies in place to accomplish this.

1. Prior to school reopening, parents and guardians will be encouraged to report any transition concerns they may have about their student returning to school to school staff. Knowing this prior to school starting will allow school and student services staff the opportunity to make early connections with students and families and address any adjustment issues that may be present.
2. Once the school year starts, parents and guardians will be encouraged to contact their student's teacher or student services staff to report any concerning changes in their student's mood, affect, or behavior.
3. Teachers should report any concerning behaviors or changes in their student's mood, affect, or behavior to caregivers, student services staff and their building principal.
4. Age appropriate signage will be developed and posted within each school building encouraging help seeking behavior for students themselves or their friends.
5. Content Keeper, which actively monitors activity on district owned devices, will report concerning search terms or computer activity to building principals.
6. P3, an anonymous peer reporting application at the middle schools and high schools, will be advertised and administrators will monitor reports for their buildings.