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# 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. This section describes key policies, expectations, opportunities and responsibilities in the School District of La Crosse as our schools reopen during 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. Students will be marked absent if not logging in/attending synchronous classes or meetings AND not making sufficient progress in classes (less than 60%).
- A single day absence is communicated to the online teacher. Consecutive, multiple day absences should be reported to the principal, online teacher, and administrative assistant.
- 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, close, 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 (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 Person Learning

### Attendance and Engagement Expectations

- While in in-person instruction, regular attendance expectations and processes should be maintained as outlined below in this document. This includes coding absences as excused, unexcused, or exempt (where applicable). 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 in-person learning until it can be determined that the student is COVID-free. Instruction for extended absences will be determined on a case by case basis.
- Students are expected to participate and engage in learning activities during extended absences so they remain “on track” for when they return to in-person learning. This could include logging into their Learning Management System account, working on and submitting assignments, participating in course activities such as threaded discussions, and/or logging into Zoom classroom sessions. 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 absent 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 (2-4 days absent within a quarter): If the teacher becomes concerned about a student’s attendance or pace within a course, they are encouraged to contact the caregiver(s) to discuss the concerns and inquire about any barriers to learning and engagement. Based on the information shared, the teacher may:
  - counsel, close, and monitor attendance;
  - refer the student or family to their school counselor or school social worker; or
  - refer the student to the student success coach; or
  - refer the student to the building principal for follow-up.
  - The teacher should retain dates and notes from their contacts with students and caregivers.
- Formal Intervention (5+ days absent in one semester): 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 principal or their designee with the student (if appropriate), caregivers, and other stakeholders. The goal of the meeting should be to identify and address barriers to attendance and engagement and outline specific expectations in a formal attendance plan. 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.

## Masks and Health and Safety Expectations

At times, masks will be required to be worn by students as part of the district's mitigation efforts related to the pandemic.

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 primary doctor or physician 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 face masks as needed. 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. Masks must be worn on district transportation. Disposable masks will be available in the event a student forgets their mask.

When students are required to maintain physical distancing and wear masks during the school day (including when returning from a shortened quarantine period), 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.