

Dear Principals and Teachers,

LWEA and LWSD have received a number of questions from elementary teachers and principals about section VI. 9.d.i. of the LOU. The section reads, “Teachers shall schedule a daily SEL/Relational/Engagement check in and check out to encourage student engagement.” LWEA and LWSD met today to develop clarification on what Wednesday check in and check out time should be.

The intent of this section of the LOU was to make sure there are daily checks with students. Unlike M, T, Th, and F however, teachers are not delivering synchronous instruction on Wednesdays. Because Social and Emotional Learning (SEL) lends itself better to times when teachers are synchronously connecting with students, we provided guidance that an “SEL” check-in was not required on Wednesdays.

Social and Emotional Learning and the related activities are a process through which students learn a set of social, emotional, behavioral, and character skills required to succeed in school, the workplace, relationships, and citizenship. The district’s Student Services Department has developed social emotional learning activities that support social-emotional skill-building and that can be delivered during M, T, Th, F.

At the same time, maintaining relationships and engagement with students remain important, which is why this section was included in the LOU. **For this reason, teachers should still plan on providing some form of relational/engagement checks with all students on Wednesdays starting next week.** These checks do not need to be time-intensive for students or teachers and can be completed asynchronously. The Wednesday check in and check out times are when asynchronous, engagement/relational tasks are available for students. As per section VI 9.d. of our LOU, buildings should use the Decision Making Matrix process if they have not already done so, to identify when predictable times for when check-in and check-out tasks should be posted and available. Teachers have discretion for what the check in and check out entails, and how and when students complete the tasks.

For example, teachers might post check in and check out tasks such as those listed below by Wednesday morning and ask students to complete the check in and check out task(s) before the end of the day, or at some other point in the day.

Example Tasks:

- Post or provide a short, written message or pre-recorded video with

- A relational message for the class and have students submit a response or
 - Provide a preview of what's ahead for the week or
 - Provide encouragement about the work completed by the class for the week
- Send a reminder to students about times or ways in which they can get extra help or support.
 - Have students complete a simple form, survey, journal entry, or send in an email where they:
 - Express how the week's going for them* or
 - Rate their experience for the week on a scale of 1-10 or
 - Record or provide an update on goal(s) for the day/week/semester, etc. or
 - Describe what's working well for them or that they like about what they're learning or an area that they want to improve for the remainder of the week

**Student services will provide additional information about how to access this resource next week.*

These tasks are not intended to be graded. Rather they can be used to get a sense of how students are doing overall, and/or to provide general feedback to the class as a whole. They may be used for attendance.

This list is not intended to be comprehensive, rather it provides examples of ways to check in with students on Wednesdays so that they remain engaged in school when remote.

Thank you for a great first day and the tremendous efforts to support our students and families. We'll continue to update and provide support and guidance as we learn together in the coming weeks and months.

Katie Badger, Acting President LWEA
 Dale Cote, Assistant Superintendent
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