

Lake Chelan School District

WASA Small Schools Conference

March 22, 2021

*When students are holding
ACES, play your ACES:*

Address Adverse

Childhood Experiences

with Accessible

Challenging Engaging

Student-Centered

*learning! (And they are all
holding ACES!)*



Barry DePaoli, Superintendent

Sarah Clarke, Director of Student Services

K. C. Knudson, Director of Teaching and Learning

Gratitude and Recognition

We can't change the history of colonization. We can, however, take a small step to repair its damage. Today we express our deepest respect and gratitude to the Chelan Tribe for their enduring care and protection of the lands and waters where we live. The Chelan are one of 12 aboriginal tribes that make up the Confederated Tribes of the Colville. We recognize that their story deserves a more public and frequent telling within our community.

**Access to the
back channel!**



<https://tinyurl.com/pn2td2hp>

Chat alert:

Cards on the table, how are you feeling today?

Pick a color and/or emotion and share it in the chat.

ENERGY

Enraged	Furious	Frustrated	Shocked	M	Surprised	Upbeat	Motivated	Ecstatic
Livid	Frightened	Nervous	Restless	O	Hyper	Cheerful	Inspired	Elated
Fuming	Apprehensive	Worried	Annoyed	O	Energized	Lively	Optimistic	Thrilled
Repulsed	Troubled	Uneasy	Peeved	D	Pleasant	Joyful	Proud	Blissful
M	O	O	D	M	E	T	E	R
Disgusted	Disappointed	Glum	Ashamed	E	Blessed	At Ease	Content	Fulfilled
Mortified	Alienated	Mopey	Apathetic	T	Humble	Secure	Chill	Grateful
Embarrassed	Excluded	Timid	Drained	E	Calm	Satisfied	Relaxed	Carefree
Alone	Down	Bored	Tired	R	Relieved	Restful	Tranquil	Serene

PLEASANCE



Showing Our Hand: Desired Learning Outcomes

Part I: Understand the importance of engaging in **Visionary Work**, ~~even~~ especially during the pandemic.

Part II: Understand critical ideas and frameworks that support **Inclusionary Practices**.

Part III: Understand the systems, processes, and practices needed to move **toward a Vision of Inclusion**.

Aspire to design learning that is:

- **A**ccessible
- **C**hallenging
- **E**ngaging
- **S**tudent-Centered



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School District**



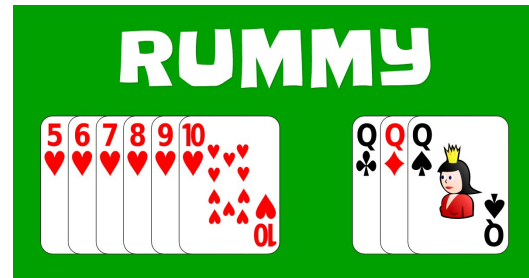
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Lake Chelan School District

CHAT ALERT: What card game best describes what you feel like in your role as an educator right now? Why?



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Part I

Understand the importance of
engaging in **Visionary Work**,
~~even~~ especially during the
pandemic.



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CHAT ALERT

How are you balancing the urgent work of responding to the pandemic with the long range work of your school/district?

CHAT ALERT

All are feeling the impact of emotional isolation.

ACEs = Adverse Childhood Experiences

The 3 types of ACEs include

ABUSE



Physical



Emotional



Sexual

NEGLECT



Physical



Emotional

HOUSEHOLD DYSFUNCTION



Mental Illness



Incarcerated Relative



Abuse toward Parent



Substance Abuse



Divorce

Preferred Future



- Focus on **hope**.
- Focus on the **future**.
- Create a feeling of **eustress**.
- Ensure a sense of **belonging** for each and all.
- Ensure rigorous learning experiences, **accessible to all**.
- Enact social emotional learning in the service of **academic development**.



Patience
Openness
Listening
Empathy



How We Get There

Too busy with the present to plan for the future.

Feeling **scattered**.

Longing for how it used to be.

Feeling **isolated**.

Feeling **disconnected**.

Feeling like we must catch them up.

Lowering expectations as an act of kindness.

Feeling **distressed**.

SEL in place of academics.

SEL as stand-alone lessons.

Change **fatigue**.



Current Reality

Fixating on Pandemic
“Learning Loss”
Undermines the Need to
Transform Education

THIS ARTICLE IS A MUST READ!

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Part II

Understand critical ideas and frameworks that support **Inclusionary Practices.**



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What is your data telling you?

- Who belongs, and who doesn't belong yet?
- Who is successful? Who isn't successful yet?
- What students see themselves reflected in the curriculum?
- Who has a voice?
- Who is honored?
- Who has power?



Especially about your classrooms?



Brain Science & Learning

STEP 1

Know your learners

Know your learning outcomes

Build awareness about your student's cultures, interests, and strengths prior to the lesson. Be aware of your own biases.

Identify the big ideas and skills from the grade level academic and SEL standards that are critical for your learners.

STEP 2
STEP 3
STEP 4
STEP 5
STEP 6

Recruit Interest & Agency



- Pose an essential question about the big idea.
- Help learners make personal connections.
- Activate the Reticular Activating System (RAS) in the brain with novelty, curiosity, and relevance.
- Facilitate authentic/real life learning and doing.
- Create relaxed alertness through the environment, your relationships, and active classroom entry.

Scaffold Inputs



- Provide inputs in right-sized bits (no more than 10-15 minutes at one time).
- Provide multiple means of input related to the big idea: text, video, audio, various language, etc.
- Allow the learner to choose and find other inputs.

Scaffold Thinking



- Provide processing in right-sized bits (no more than 5-10 minutes).
- Provide think time and cognitive routines like discussion protocols, sentence stems, and graphic organizers. Support discussion and written reflection as options.
- Help learners to "play" with ideas and share ways of knowing. Allow the learner to choose.

Scaffold Expression



- Provide options for the learner to demonstrate understanding and mastery: writing, audio, video, mixed media, discussion, etc. Allow the learner to generate other ways of sharing that they met the standard.
- Support an authentic product, performance, or service, when possible.

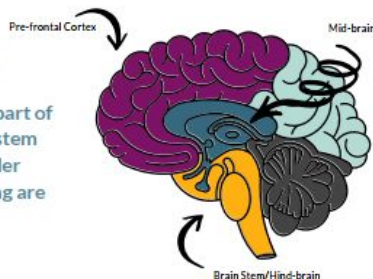
Fix



- Review, revisit, and apply learning to consolidate neural pathways within 24-48 hours.

Create cycles of input and processing until learners are ready to demonstrate understanding and mastery.

All learning occurs in the pre-frontal cortex. It is impossible to access this part of the brain when the brain stem and limbic system are under siege. Safety and belonging are critical to learning.



Brain Science Vocabulary

Reticular Activation System (RAS): The RAS is the part of the brain that determines what is important to pay attention to.

Amigdala Hijack: When the learner cannot access the learning or rejects the learning through passive or aggressive non-participation, the survival state and emotional states of their brain take over, causing an amygdala hijack or "flip."

Flow: When a learner is fully immersed in a feeling of energized focus, full involvement, and enjoyment (Csikszentmihalyi). When a learner is identity-affirmed, both learning and contributing the learning of others.

Executive State: The executive state lies in the pre-frontal lobe or neocortex of the brain, which is the most "human" and advanced part of our brain where all learning occurs. Our executive state helps us problem solve, think critically, and answer "what can I learn from this?"

Emotional State: The emotional state lies within the limbic system and is highly linked to our ability to self-regulate. When we experience an amygdala hijack, the emotional state of our brains is in charge and learning cannot occur.

Survival State: Sometimes referred to as the "lizard brain" because it is in charge of our most primitive functions, the brain stem is constantly answering, "am I safe?" and governs whether we fight, flee, or freeze.

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→ Challenging

→ Engaging

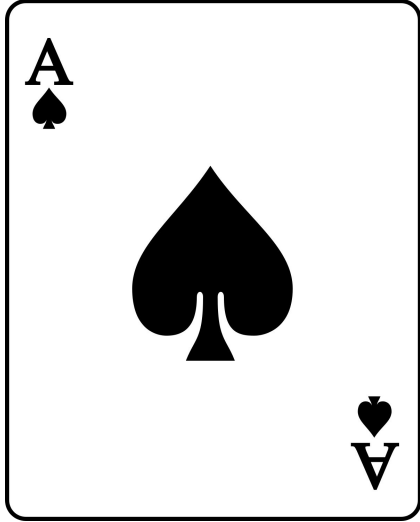
→ Student-Centered



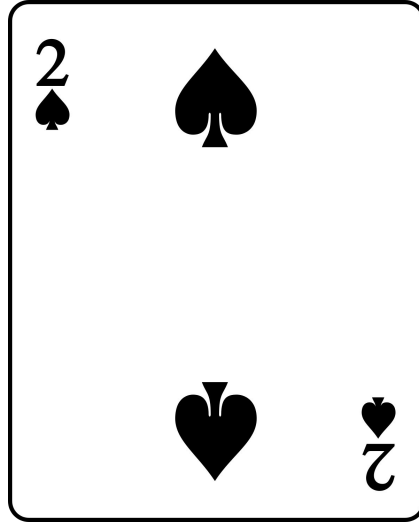
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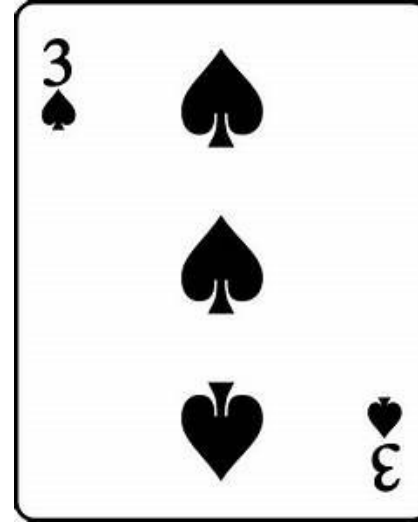
6 Minutes to Engage



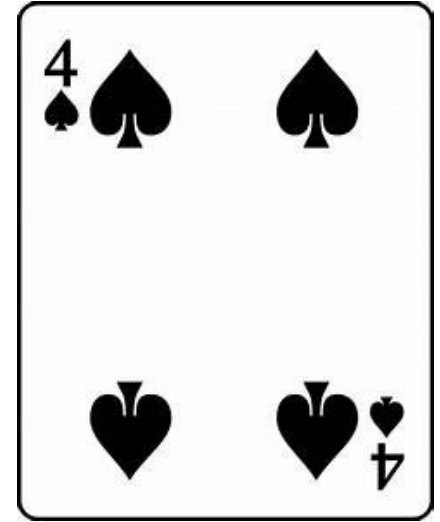
[The Dignity Framework](#)



[What is UDL](#)
Video



[Quadrants of Inclusion Graphic](#)



[UDL Interactive Framework](#)

5 Minutes in Breakout Rooms

5 Minute Breakout Rooms

OPTION 1

Whip Around

Each person shares for one minute on the essence of their artifact.

OPTION 2

Adding On

Person 1 shares an idea that stemmed from their artifact, others connect to that idea. Start again as needed.

OPTION 3

You decide!

5 Minute Breakout Rooms

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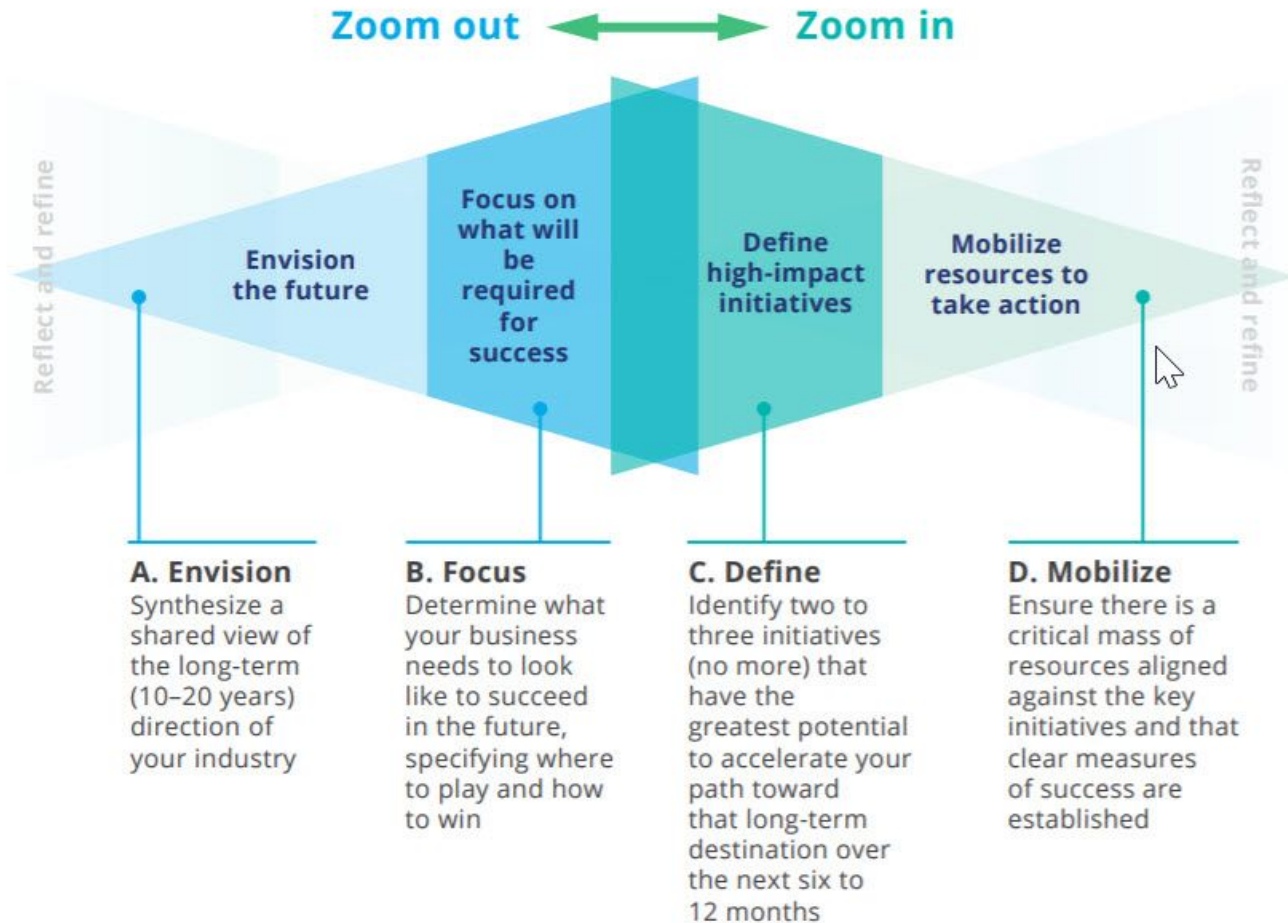
Part III

Understand the systems,
processes, and practices needed
to move **toward a Vision of
Inclusion.**



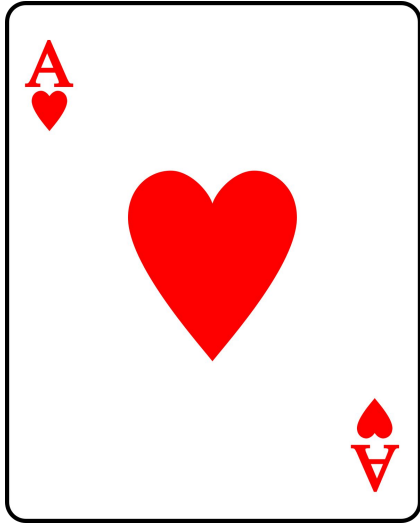
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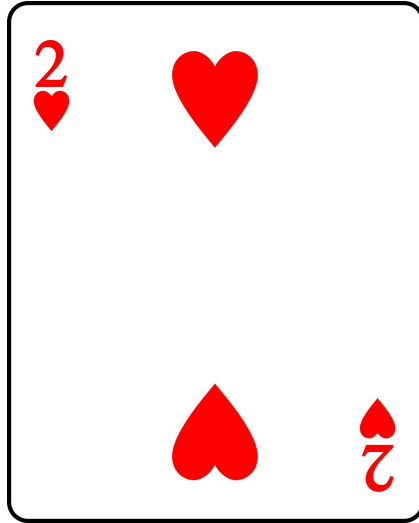


“Where there is no vision, the movement suffers”
(Cobb & Krownapple)

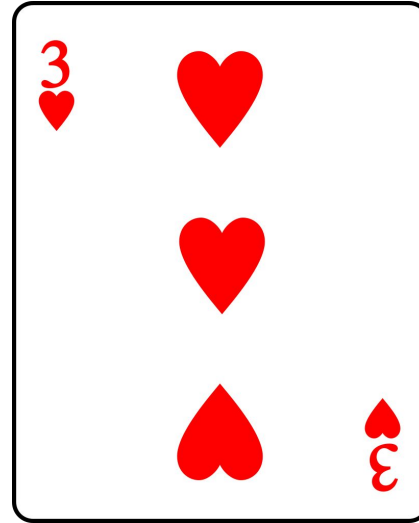
6 Minutes to Engage



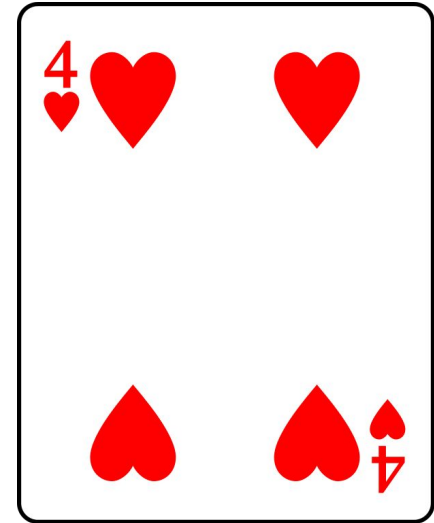
[Tiers are not a location Video](#)



[Collective Efficacy & Leadership Infographic](#)



[The Evolution of Inclusion Video](#)



[Implementation Science Video](#)

5 Minutes in Breakout Rooms

5 Minute Breakout Rooms

OPTION 1

Questions Only

Use only questions to discuss your artifacts
(Warning: this one is not easy!)

OPTION 2

Popcorn

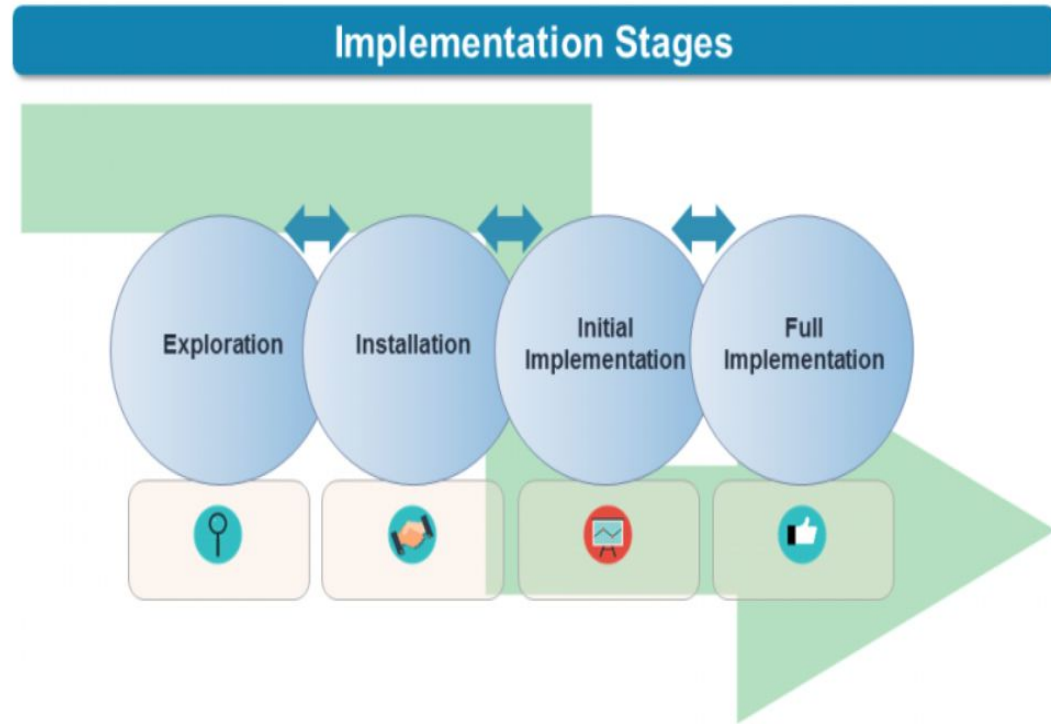
Person 1 shares an idea that stemmed from their artifact, then calls on another person to respond or share an idea of theirs. The pattern continues.
It's OK to pass.

OPTION 3

You decide!

5 Minute Breakout Rooms

“The shift from strategic planning to strategic *discovery*”
(Cobb & Krownapple)



District Strategic Plan

2020-2025

Winter 2021 UPDATE

Lake Chelan School District



Inclusion Project Needs Assessment

Focus and Coherence -- Mission/Vision, Policy and Plan

Develop a clear mission, vision and equity policy that prioritizes efforts to include and better serve our historically marginalized students, including students with disabilities, non-English primary languages, non-dominant cultural backgrounds, and non-dominant gender identities.

- Develop a strategic plan that clearly articulates the steps that we will take to manifest our mission.
- Determine what we need to start doing, stop doing, and continue doing in the service of these students.

Building Capacity -- Professional Learning and Collaboration

Provide high quality, professional learning for all stakeholders in our district that is focused on ensuring access and equity for all students and families, and that builds understanding of what it means to value variability.

- Prioritize the time and structures that support effective professional learning and professional collaboration.
- Model Universal Design for Learning in all professional learning sessions.

Culture and Mindset

Build an organization-wide understanding of inclusion, equity, belonging and dignity..

- Address the beliefs and biases that we bring to our work about what certain students can and cannot do.
- Instill the belief that all students can learn together moving towards grade level standard.
- Create a culture of Radical Candor in the service of our focus students and families.
- Create a system of internal accountability, ensuring our commitment to each other and this work, and to make our practice transparent. (Special education as a service, not a place?)
- Racial literacy?

Learning Design

Employ Universal Design principles in order to deliver accessible, standards-aligned student learning and professional learning experiences.

- Provide the resources necessary to deliver on these design principles, including the necessary technology.
- Ensure that our focus students, those at the margins, are driving our learning design.
- Build understanding and skill to integrate social emotional learning standards and culturally responsive practice.

Stakeholder Engagement

Engage all stakeholders, including students, staff, families, and the broader community.

- Universally design all engagement activities to support access and participation of students, families, and community members that are historically "not at the table."
- Ensure reciprocal communication occurs between the district and the stakeholders.
- Employ practices that help us understand the funds of knowledge that are inherent in our students and families.

Systems

Create fiscal, operational, and programmatic systems that prioritize support for our focus students.

- Create a Multi-tiered System of Support (MTSS).
- Develop inclusionary schedules, curriculum processes, and teaching structures.
- Ensure discipline and attendance procedures are equitable.
- Ensure that co-curricular opportunities and processes that determine participation are equitable.
- Hire staff who reflect the demographics of our students.
- Develop a budget framework that prioritizes support for our focus students.

Success Metrics

Identify the key metrics and measures that will help us understand if we are making progress, including LRE data, student surveys, staff attitude surveys, academic achievement data, and qualitative measures.

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Ensure rigorous learning
experiences, **accessible to all**.

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in the service of **academic
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Patience
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How We Get There

Website

<https://bit.ly/2NfD7ec>



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March 23, 2021

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The long history of district and school reform:

