



Distance Learning

May 4th, 2020 - Distance Learning & ELs with Disabilities

Checking In

- Our meeting will start shortly.
- Please complete the “Do Now” activity as we wait for everyone to sign in and check their equipment.
- Do Now:
 - Please share your name and organization in the chat.
 - Also share one thing you are looking forward to taking away from this meeting.

Welcome

Distance Learning Module Series Overview

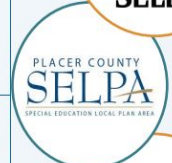
SELPA LEAD DISTANCE LEARNING MODULES

The California Collaborative for Educational Excellence (CCEE), the California Department of Education, and the System of Support SELPA Leads are excited to offer a free online module series to support special education leaders (e.g. SELPA, LEAs). Presented by Special Education Resource (SELPA) Lead Agencies, this series will introduce relevant topics for education leaders who support teachers and administrators in the implementation of special education services and distance learning plans.



Series Overview

5/4	<p>Distance Learning and EL Students with Disabilities—Imperial County SELPA Lead</p> <p>This presentation will offer a closer look at the <i>California Practitioners' Guide for Educating English Language Learners with Disabilities</i>, with exploration of key concepts described in Chapter 7: Teaching and Learning to Meet Student Needs. Participants will reflect on key questions and explore guidelines and resources to refine the quality of programs of instruction and support, provided via Distance Learning for students with disabilities who are also English language learners. Click here to register! Click here for more from our SELPA!</p>
5/4	<p>Making Distance Learning Accessible to Students with Disabilities Part 1—Placer County SELPA Lead</p> <p>The webinar will focus on the role of special education teachers in developing and implementing a distance learning model that is linked to the general education platform, but is specifically designed to meet the specific needs of special education students and providers. Click here to register! Click here for more from our SELPA!</p>
5/11	<p>How Educators Can Support Students with Autism and Their Families Through Distance Learning—Marin County SELPA Lead and CAPTAIN</p> <p>An overview of some of the evidence-based practices (EBPs) and methods that educators can use when providing home based instruction to students with Autism Spectrum Disorder (ASD) and their families/caregivers through distance education. Click here to register! Click here for more from our SELPA!</p>
5/18	<p>Making Distance Learning Accessible to Students with Disabilities Part 2—Placer County SELPA Lead</p> <p>More details to come! Click here to register! Click here for more from our SELPA!</p>
5/18	<p>Designing an Inclusive Distance Learning Plan—South County SELPA Lead</p> <p>In this webinar, the South County SELPA explores how we might empower ourselves to make inclusive education the center of our distance learning planning. Members will learn about adapting human centered-design techniques, building awareness of population's individual needs, and scaling the plan with a support network that sustains efforts. Click here to register!</p>



Presenters



Lupita Olguin-Rubio
SELPA Coordinator
(760) 312 - 6180
lolguin@icoe.org



Dr. Deborah E. Montoya
SELPA Senior Director
(760) 312 - 6417
dmontoya@icoe.org



Vanessa Lopez
SELPA Coordinator
(760) 312 - 6199
vanessa.lopez@icoe.org

Virtual Working Agreements

Be present and
listen deeply

Step up,
step back

Try both/and
statements

Use "I"
statements

Take care of
yourself

Identify
assumptions

Session Outcomes

1. Participants will reflect on practices related to the provision of Integrated & Designated ELD for English learners with disabilities.
2. Participants will review key themes of literacy and ELD instruction across content areas for ELs with disabilities.
3. Participant will reflect on recommended teaching and learning strategies to support ELs with disabilities via Distance Learning.



Resources



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



Office Hours

- Next session planned for May 7th at 1:00pm
- Follow-up Survey: <link>

Distance Learning & English Learners with Disabilities

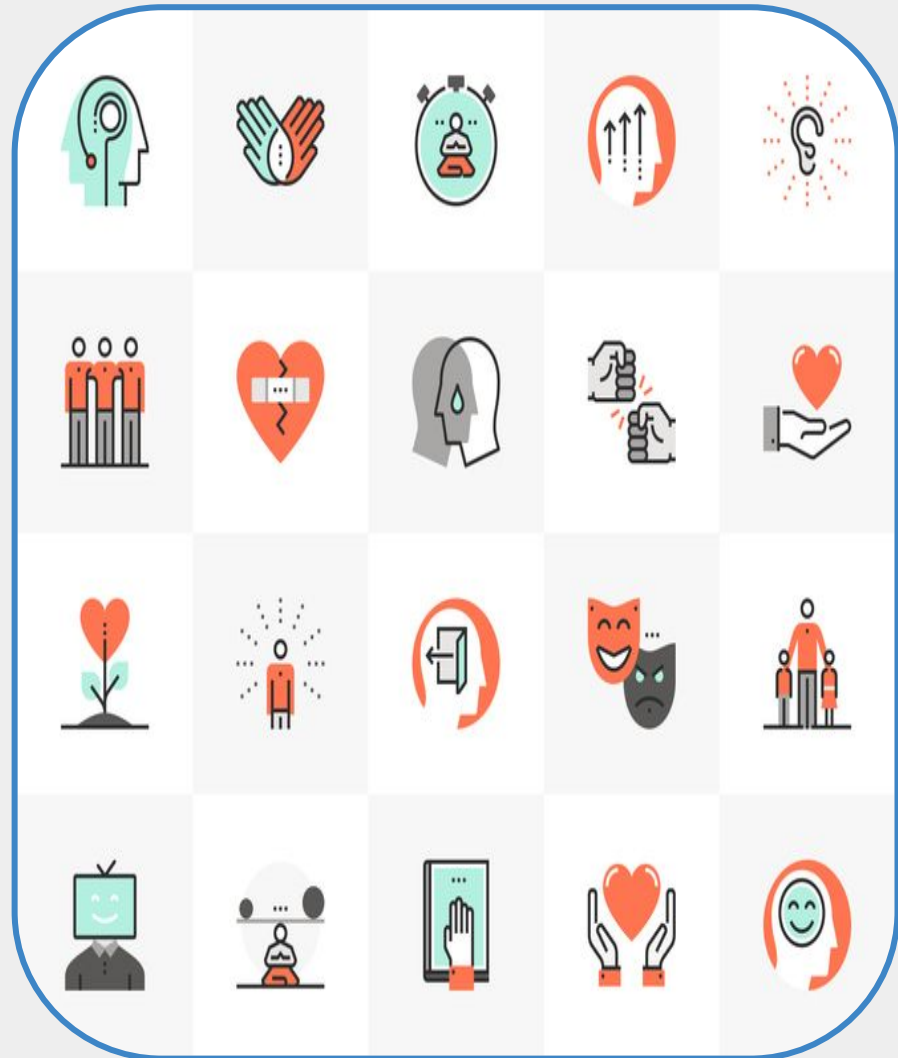
Deborah E. Montoya Ed. D.
Lupita Olguin Rubio
Vanessa Lopez

May 4, 2020

**Improving Outcomes for
English Learners with Disabilities**



***Practice patience
& kindness...
with yourself & others.***



Who are ELs with Disabilities?

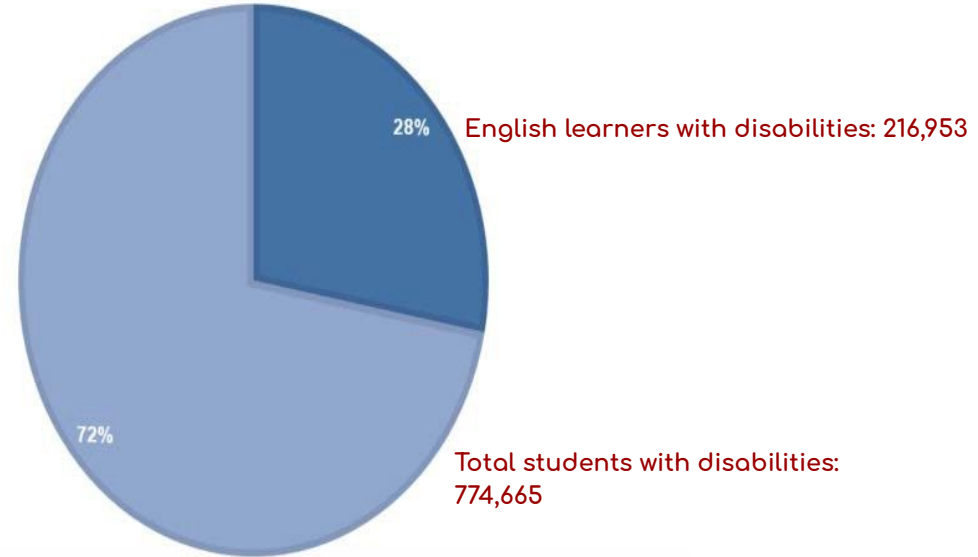
English language learner(s) (ELL):

Students of a national-origin-minority who are limited in English language proficiency (United States Department of Education, Office for Civil Rights, 2016). The acronym ELL or ELLs, is used to refer to students whose home/native language is any language other than English, and who are in the process of learning academic English (CDE, 2015).

Student(s) with a disability (SWD):

A student who has been formally identified as having a disability in one or more of the 13 disability categories as indicated in IDEA (IDEA, 2004). A SWD is a student whose disability adversely affects their learning, such that special education services and/or related services are required and necessary for the child to make educational progress (IDEA, 2004).

- EL students with disabilities
- Students with Disabilities not categorized as English learners



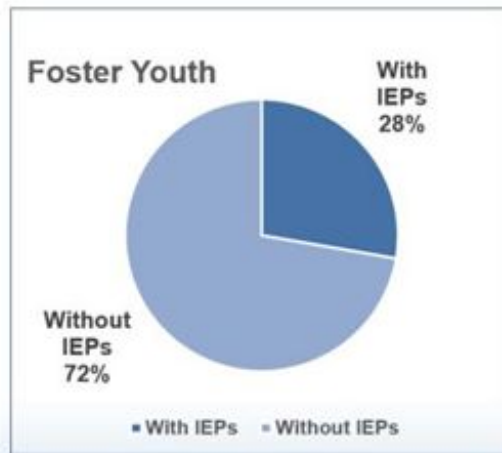
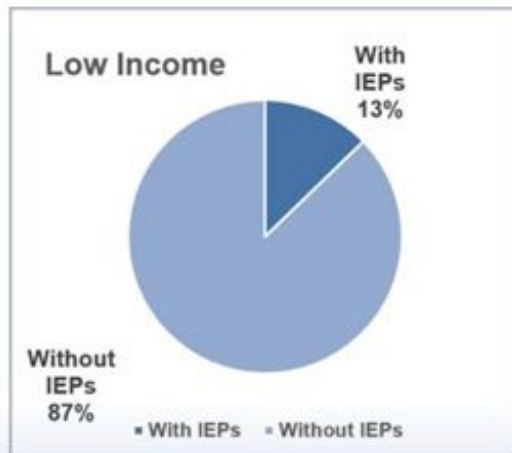
Students with Disabilities Total Population for Ages 0 to 22 Source: CASEMIS, December 2017





Students in LCFF Student Groups with IEPs, 2018–19

TONY THURMOND
State Superintendent
of Public Instruction



Source: CALPADS Fall 1



IDEA: Federal & State Guidance



Guidance from the California Department of Education: *"The IEP that was in effect at the time of physical school closure remains in effect, and LEAs should, to the greatest extent possible, continue to provide the services called for in those IEPs in alternative ways.*

Accordingly communication from the **United States Department of Education (USDOE) Office of Special Education and Rehabilitative Services (OSERS March 21, 2020 guidance)**, stated:

- *"[T]hese exceptional circumstances may affect how all educational and related services and supports are provided...*
- *the provision of [free and appropriate public education (FAPE)] may include, as appropriate, special education and related services provided through distance instruction provided virtually, online, or telephonically . . .*
- ***schools may not be able to provide all services in the same manner that they are typically provided . . .***
- ***federal disability law allows for flexibility in determining how to meet the individual needs of students with disabilities. The determination of how FAPE is to be provided may need to be different in this time of unprecedented national emergency.***

Please Note:

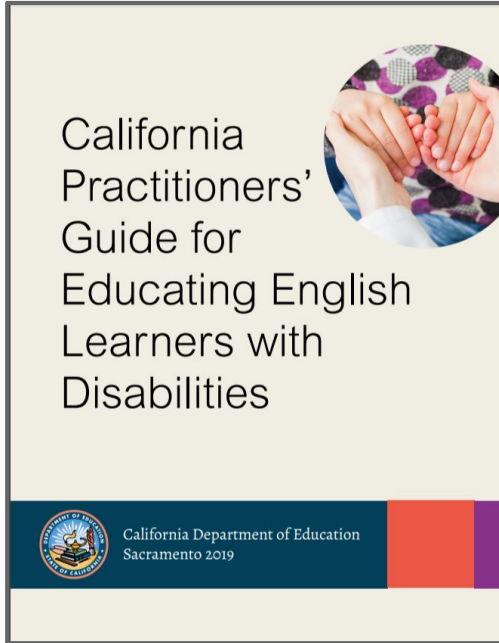
The guidance provided in the California Practitioners' Guide for Educating English Learners with Disabilities is not binding on local educational agencies or other entities. Except for the statues, regulations, and court decisions that are referenced herein, the document is exemplary, and compliance with it is not mandatory.

[See California Education Code \(EC\) Section 33308.5.](#)

California Practitioners' Guide for Educating English Learners with Disabilities



California Department of Education
Sacramento 2019



[Practitioners' Guide](#)



Section 1- Identification of ELs, MTSS, and Pre-referral Interventions

Section 2- Pre-referral and Referral, Assessment, and IEP Process

Section 3- Educational Programs and Instructional Strategies

Section 4- Proposing Exit from Special Education Services

Section 5- Reclassification from EL Status

Section Assessm

Chapter 3: Spec
Chapter 4:ASSE

Se
In
Cha
Cha
Cha

Section 3: Educational Programs and Instructional Strategies

Chapter 5: Developing an Individualized Education Program for English Learners

Chapter 6: Educational Programming: Access and Equity for English Learners with Disabilities

Chapter 7: Teaching and Learning to Meet Student Needs

Chapter 7: Teaching and Learning to Meet Student Needs

Chapter Contents

- Questions Addressed in This Chapter
- Introduction and Overview
- Effective Contexts for Learning
 - Cultural Proficiency and Cultural Competency
 - Social-Emotional Learning and Positive Behavioral Interventions and Supports
- Universal Design for Learning
 - Multi-Tiered System of Supports
- Teaching and Learning Critical Features
 - Standards-Focused Lesson Planning
 - Integrated and Designated ELD Emphasizing Disability-Related Services
 - Formative Assessment
- Teacher Collaboration
 - Student Scenario
 - Supporting an English Learner Student with a Specific Learning Disability in Middle School
- Chapter Summary
- Frequently Asked Questions
- References

Chapter 7: Teaching and Learning to Meet Student Needs

Chapter Contents

- Questions Addressed in This Chapter
- Introduction and Overview
- Effective Contexts for Learning
 - Cultural Proficiency and Cultural Competency
 - Social-Emotional Learning and Positive Behavioral Interventions and Supports
- Universal Design for Learning
 - Multi-Tiered System of Supports
- Teaching and Learning Critical Features
 - Standards-Focused Lesson Planning
 - Integrated and Designated ELD Emphasizing Disability-Related Services
 - Formative Assessment
- Teacher Collaboration
 - Student Scenario
 - Supporting an English Learner Student with a Specific Learning Disability in Middle School
- Chapter Summary
- Frequently Asked Questions
- References

Key Topics

Chapter Structure:

1. Questions Addressed
2. Introduction & Overview
3. Key Topics Addressed
(vary by chapter)
4. Student Scenario
5. Chapter Summary
6. Frequently Asked Questions (FAQs)
7. References



“This chapter focuses on effective **teaching and learning practices** for English learners with disabilities, all aimed at ensuring that students have **opportunities** to make **academic, English language, and social-emotional learning progress.**”



Questions Addressed in This Chapter

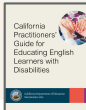
For Teachers

- How can I best meet the unique academic, English language development, disability-related, and social-emotional learning needs of my students who are English learners with disabilities?
- How can I use my students' individualized education program (IEP) goals to inform my instructional practice?



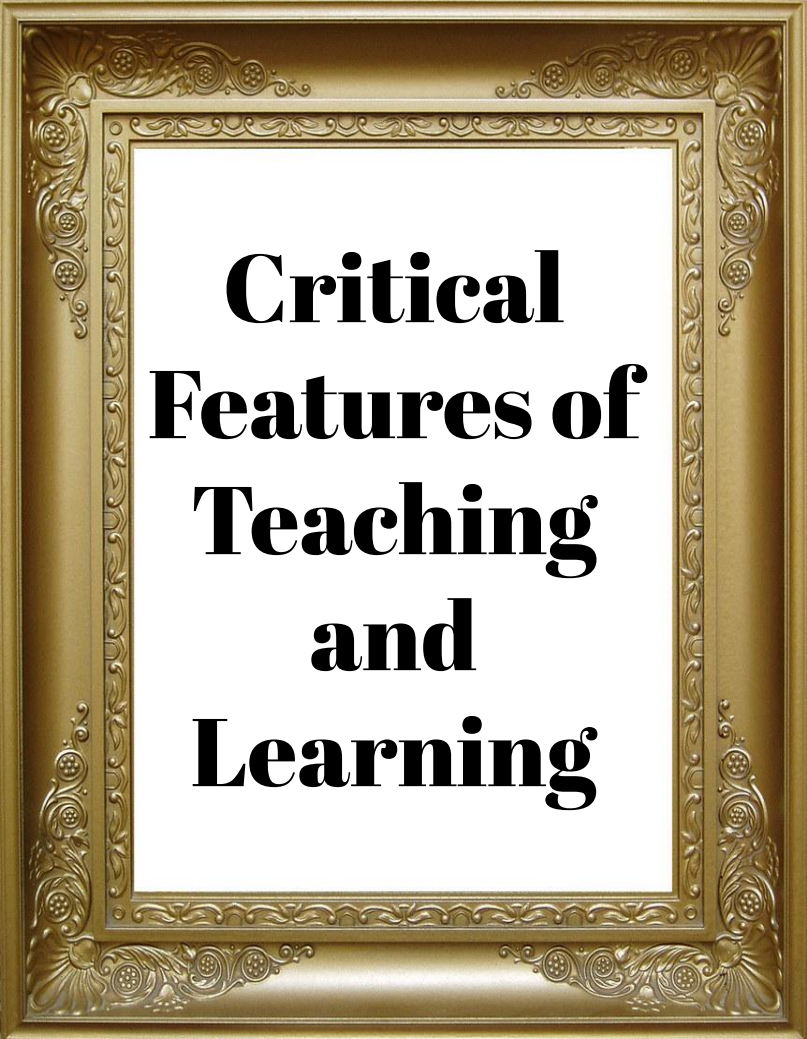
For Administrators

- How will I know if students who are English learners with disabilities are receiving the instruction they need?
- What does quality instruction for English learners with disabilities look like?
- How can I support my teachers to provide this instruction, and how will I know if their instruction is effective?





Focus on a Few Things



**Critical
Features of
Teaching
and
Learning**



Context for Learning:

- Respectful
- Motivating
- Engaging
- Integrated
- Intellectually Challenging

Classroom Practices HAVE SHIFTED







**You
are
here**

What do current practices for
ELs/SWD look like via Distance
Learning?



**Standards
Focused
Lesson
Planning**



Key themes of Literacy/ELD:

- Meaning Making
- Content Knowledge
- Language Development
- Effective Expression
- Foundational Skills



Framing Questions for Lesson Planning

ADDITIONAL QUESTIONS FOR ENGLISH LEARNERS WITH DISABILITIES

- What are the English language proficiency levels of my students?
- Which clusters of CA ELD Standards amplify the content standards at students' English language proficiency levels?
- What oral language or language in the text will be new for students or present challenges?
- How will students interact in meaningful ways and learn about how English works in collaborative, interpretive, and productive modes?
- What types of scaffolding, accommodations, or modifications will individual students need to effectively engage in the lesson tasks?

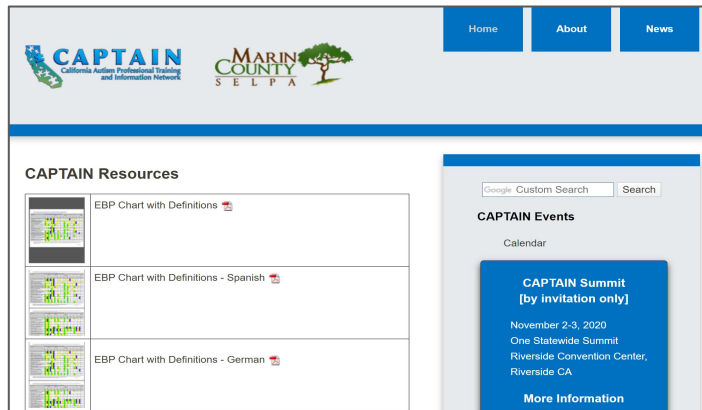
<https://www.openaccess-ca.org/>



Home About Capacity Building Projects Professional Learning UDL AT AAC Blog



<http://www.captain.ca.gov/resources.html>



CAPTAIN Resources

- EBP Chart with Definitions
- EBP Chart with Definitions - Spanish
- EBP Chart with Definitions - German

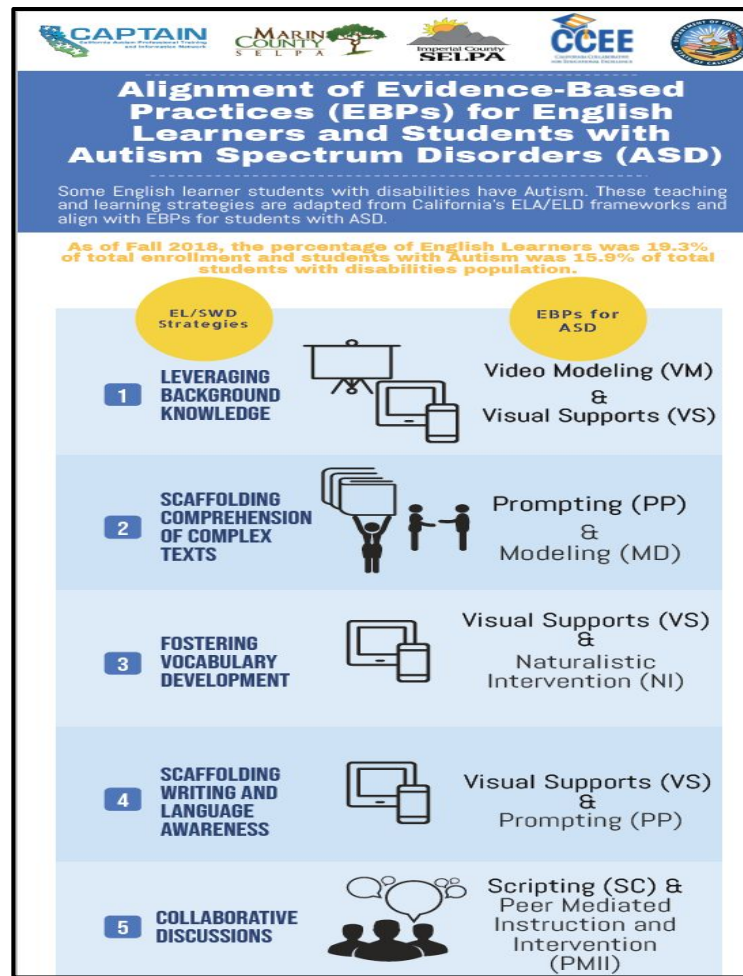
CAPTAIN Events

Calendar

CAPTAIN Summit
[by invitation only]

November 2-3, 2020
One Statewide Summit
Riverside Convention Center,
Riverside CA

More Information



Alignment of Evidence-Based Practices (EBPs) for English Learners and Students with Autism Spectrum Disorders (ASD)

Some English learner students with disabilities have Autism. These teaching and learning strategies are adapted from California's ELA/ELD frameworks and align with EBPs for students with ASD.

As of Fall 2018, the percentage of English Learners was 19.3% of total enrollment and students with Autism was 15.9% of total students with disabilities population.

Category	EBPs for ASD
1. LEVERAGING BACKGROUND KNOWLEDGE	Video Modeling (VM) & Visual Supports (VS)
2. SCAFFOLDING COMPREHENSION OF COMPLEX TEXTS	Prompting (PP) & Modeling (MD)
3. FOSTERING VOCABULARY DEVELOPMENT	Visual Supports (VS) & Naturalistic Intervention (NI)
4. SCAFFOLDING WRITING AND LANGUAGE AWARENESS	Visual Supports (VS) & Prompting (PP)
5. COLLABORATIVE DISCUSSIONS	Scripting (SC) & Peer Mediated Instruction and Intervention (PMII)

<https://www.icoe.org/selpa/el-swd/resources/infographics>



California educators share the belief that **English learners with disabilities**, like all students, are able to attain these content standards and that they will need specialized support to do so.

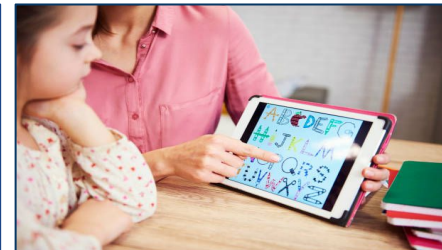
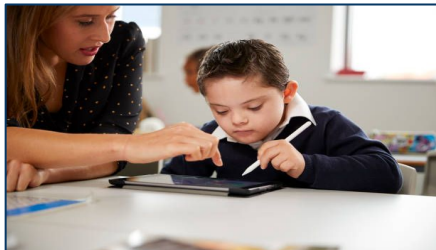


**You
are
here**

How might Comprehensive
(Designated and Integrated)
ELD be incorporated into
Distance Learning?



**Integrated
and
Designated
ELD**

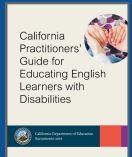


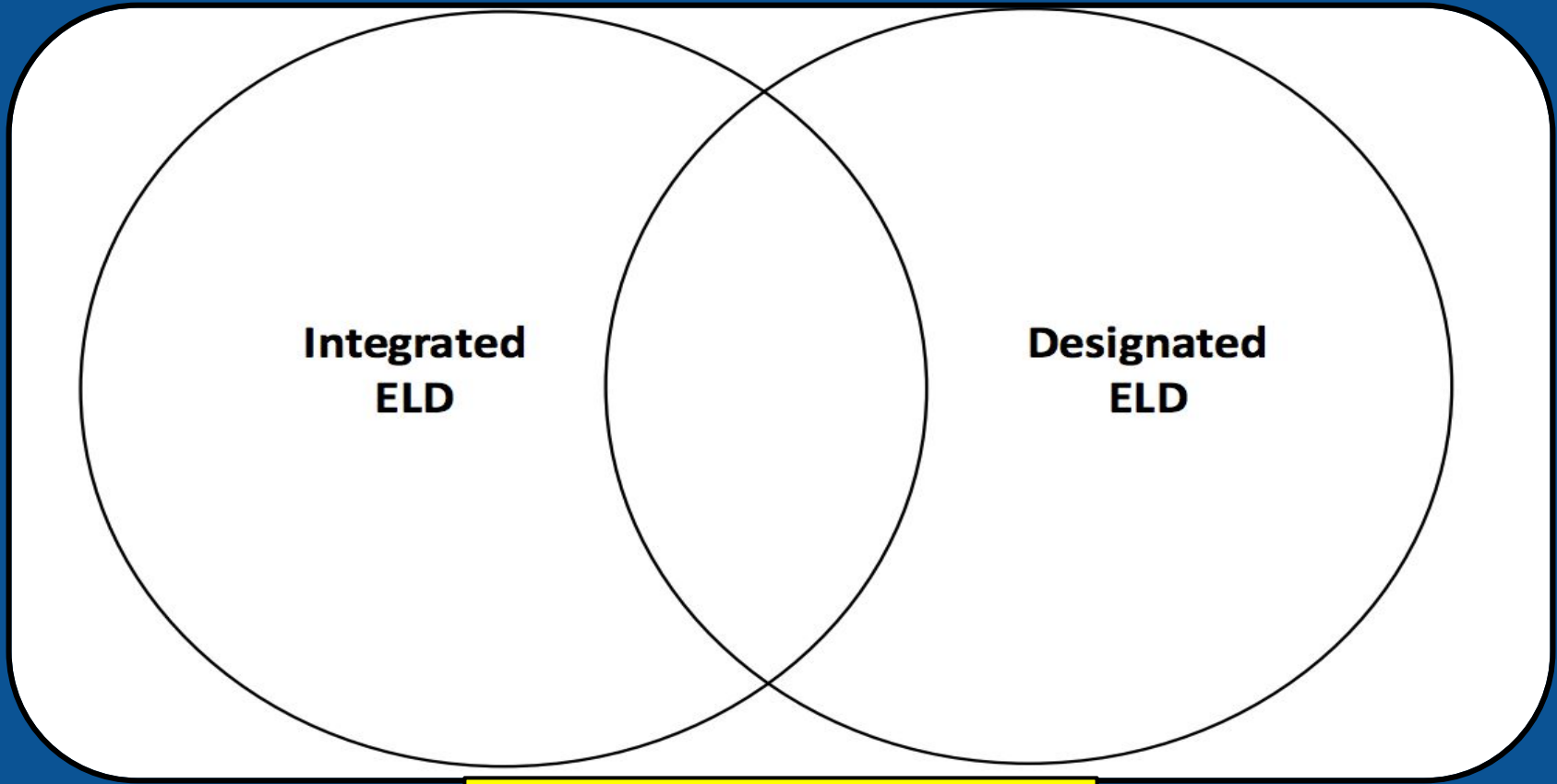
“All English learners with disabilities receive comprehensive ELD, which in California includes both integrated and designated ELD. **Both integrated and designated ELD are part of English learners’ core instruction”.**

Designated and Integrated ELD

Designated ELD is a protected time during the regular school day when teachers use the 2012 **ELD Standards** as the focal standards. *This allows students to develop critical English language skills, knowledge, and abilities needed for content learning in English.*

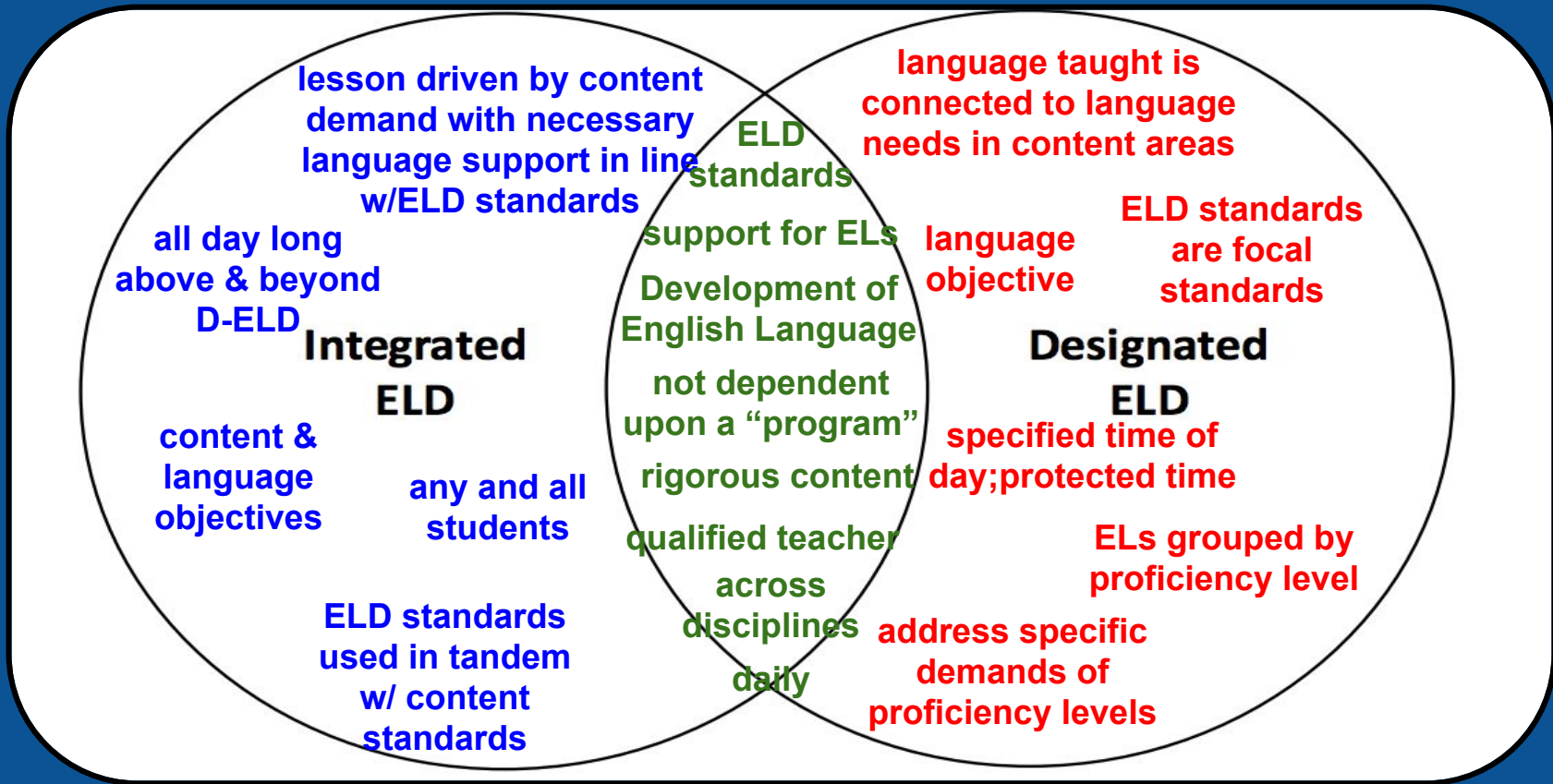
Integrated ELD is regular class time where teachers with ELs in their classrooms use the 2012 **ELD Standards** in tandem with the focal standards—*Common Core State Standards for ELA/Literacy and mathematics, or CA Next Generation Science Standards for Science.*





<http://bit.ly/2gtmi4m>





An ornate, gold-colored frame with intricate scrollwork and floral patterns surrounding the text.

**ELD
Disability
Related
Services**

Primary Language Support

Not to be confused with “language of instruction,” is always an option for English learners and can be used at any time to provide equal access to teaching and learning tasks.

Examples of primary language support include:

- explaining instructions for a learning task in the student’s primary language, as needed;
- providing a written translation for a learning task (e.g., a math problem-solving task);
- drawing students’ attention to cognates in their primary language; and
- inviting students to speak or write in their primary language, as appropriate to the learning task

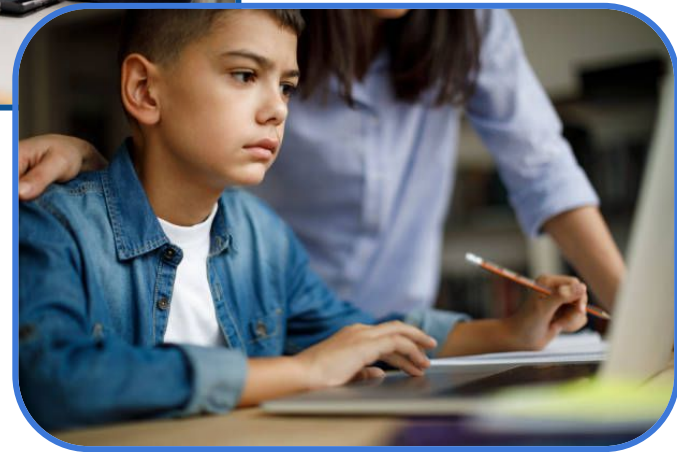


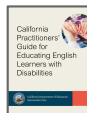
Figure 7.11.

Types of Accommodations for English Learners with Disabilities

Traditional Classrooms	UDL Classrooms
Changes in timing or scheduling	<ul style="list-style-type: none"> • Extended time (e.g., to allow for limited dexterity; to allow students to use bilingual dictionaries and process information in primary language) • Frequent breaks (e.g., to avoid physical discomfort) • Dividing assignment over several sessions (e.g., to avoid eye strain or frustration)
Changes in setting or environment	<ul style="list-style-type: none"> • Specialized furniture (e.g., adjustable height desk to allow for wheelchair) • Preferential seating (e.g., close to white board to support low vision or to be free from distractions) • Stabilization of instructional materials (e.g., book holder to support weak fine motor skills)
Changes in how the curriculum is presented	<ul style="list-style-type: none"> • Varied lesson presentation using multisensory techniques (e.g., photos, graphics, real objects, videos) • Use of student's primary language (e.g., in a bilingual classroom setting or through the strategic use of the primary language in English medium classrooms) • Use of culturally relevant and responsive curriculum and materials (e.g., culturally relevant books) • Use of American Sign Language (ASL) • Provision of audio and digital versions of texts • Provision of tactile resources, such as physical models and raised maps

What could it look like DURING DISTANCE LEARNING?

Traditional Classrooms	UDL Classrooms
Changes in how the student responds	<ul style="list-style-type: none"> • Uses primary language in speaking and/or writing • Uses large lined paper or computer for written work • Responds in braille • Uses a recording device to record or play back questions, passages, and responses
Behavioral strategies	<ul style="list-style-type: none"> • Use of culturally responsive behavioral management techniques appropriate for the learner • Reinforce self-monitoring and self-recording of behaviors



[California Practitioners' Guide for Educating English Learners with Disabilities - Ch. 7 Pg. 327](#)

Remote Professional Development and Resources

Autism

- AFIRM Modules
- Autism Spectrum Disorder
- Autism Spectrum Disorder Fact Sheet

Students with Disabilities with IEP Process

- IRIS Modules
- IRIS Resource Locator

English Learners

- B.E.L.I.E.F. Modules
- PowerSchool Learning - B.E.L.I.E.F. Ho...
- ELPAC Accessibility Videos

Supports for Students with Moderate/Severe Needs

- Writing for Students with Significant Disabilities
- Distance Learning for Students Receiving Special Education Services

Improving Outcomes for English Learners with Disabilities Grant

- Improving Outcomes for English Learners with Disabilities Website
- Training Modules

https://padlet.com/vanessa_lopez3/8doxglur3c9n

Coronavirus (COVID-19) Latest Updates and Information – ICOE is working with local, state, and federal partners to provide the most accurate and up-to-date information for our community. Staff are encouraged to direct all inquiries to this interagency resource: [Imperial County COVID-19 Information](#)

- Meal Distribution During School Closures
- Resources for Staff serving students with disabilities
- Resources for Families of students with disabilities
- Visit a Zoo virtually for Free
- Visit a Museum virtually for Free

Imperial County SELPA

HOME ABOUT IMPROVING OUTCOMES FOR ELS WITH DISABILITIES COMMUNITY ADVISORY COMMITTEE RESOURCES DISTANCE LEARNING MODULES

Distance Learning Training Modules

An Overview of Resources for Individuals with Autism During School Closure

Part 2 - An Overview of Resources for Individuals with Autism during School Closures
Date: 4/23/2020

- Direct link to the materials/resources

Brief Zoom Tutorial for Parents

Watch At: 1x 1.2x 1.5x 1.7x 2x
5 min
Date: 04/30/2020

Google Classroom para Padres - Esp...

Watch At: 1x 1.2x 1.5x 1.7x 2x
4 min
Date: 04/29/2020

Navegando Zoom - Tutorial Basico

Watch At: 1x 1.2x 1.5x 1.7x 2x
5 min
Date: 04/23/2020

Assistive Technology For Remote Teaching and Learning: Ctrl Alt Achieve

Imperial County SELPA
Tiffany Claverie
Vanessa Lopez
Date: 3/26/2020

- Direct link to the materials/resources

Occupational Therapy Home Activities

Imperial County SELPA
Presented by: Patricia McDonald, M.S. OTR
Imperial County SELPA
Date: 4/23/2020

- Direct link to the materials/resources



“...ensuring the academic success, linguistic progress, and social-emotional well-being of English learners with disabilities is a **shared responsibility** of all members of the school system. Working together with parents and families, school and district professionals can **promote educational equity** by ensuring that all English learners participate in the highest **quality teaching and learning experiences.**”



Let's Connect You to our Website

Imperial County SELPA
 HOME ABOUT IMPROVING OUTCOMES FOR ELLS WITH DISABILITIES COMMUNITY ADVISORY COMMITTEE RESOURCES TRAINING OPPORTUNITIES

Improving Outcomes for English Learners with Disabilities

State Content Lead:
Improving Outcomes for English Learners with Disabilities
 As a recipient of a California Department of Education (CDE) and California Collaborative for Educational Excellence (CCEE) SELPA content lead grant, the Imperial County SELPA is committed to be of assistance to the statewide system of support by offering collaborative consultation services to SELPAs who have identified needs associated with improving outcomes for English learners with Disabilities.

Gives the complex needs of English learners with Disabilities, the Imperial County SELPA provides statewide in-person and virtual training opportunities for teachers, teacher-leads/coaches, support personnel, general & special education service providers, and administrators.

The Imperial County SELPA is committed to building the collective efficacy of general & special educators and their leaders, within every SELPA, to advance the achievement of English learners with Disabilities locally and across the state.

Lupita Olguin-Rubio
 SELPA Coordinator
 E-mail: lorj@icoe.org
 Phone: (760) 312-6180

Deborah E. Montoya, Ed.D
 Senior Director
 E-mail: vanessa.lopez@icoe.org
 Phone: (760) 312-6147

Vanessa Lopez
 SELPA Coordinator
 E-mail: vanessa.lopez@icoe.org
 Phone: (760) 312-6139

For general inquiries please contact us at: improvingoutcomes_EL_SWD@icoe.org

California Practitioners' Guide for Educating English Learners with Disabilities

- Section 1: Identification of English Learners, Multi-Tiered System of Supports (MTSS), and Pre-Referral Interventions
 - Chapter 1: Students with Disabilities Who May Be Identified as English Learners
 - Chapter 2: Supports for English Learners within the Multi-Tiered System of Supports Framework
- Section 2: Pre-Referral and Referral, Assessment, and IEP Processes
 - Chapter 3: Special Education Referral Process for English Learners
 - Chapter 4: Assessment of English Learners for Identification as Students with Disabilities
- Section 3: Education Programs and Instructional Strategies
 - Chapter 5: Developing an Individualized Education Program for English Learners
 - Chapter 6: Educational Programming: Access and Equity For English Learners with Disabilities
 - Chapter 7: Teaching and Learning to Meet Student Needs
- Section 4: Proposing Exit from Special Education Services
 - Chapter 8: Exiting English Learners from Special Education Status
- Section 5: Reclassification from English Learner Status
- Chapter 9: Reclassifying Students with Disabilities from English Learner Status
- Appendices

California Practitioners' Guide for Educating English Learners with Disabilities
 CDE Special Education - Announcements & Current Issues

Appendices

- Appendix Introduction 1.1- Resources for Dual-Language Learners in Preschool
- Appendix 3.1 - Checklist for Carrying Out the Recommendations (Referral Process for ELs)
- Appendix 3.2 - Cumulative File Check
- Appendix 3.3 - English Learner Extrinsic Factors
- Appendix 3.4 - English Learner Intervention Summary
- Appendix 3.5 - English Learner Initial Referral and Decision Making Process
- Appendix 4.1 - Potential Bilingual Assessment Tools Inventory
- Appendix 4.2 - English Learner-Parent Questionnaire
- Appendix 4.3 - English Learner Student Questionnaire- Language-Use
- Appendix 4.4 - English Learner Teacher Questionnaire
- Appendix 4.5 - Transdisciplinary Observations
- Appendix 4.6 - English Learner Classroom Observation Checklist

Imperial County SELPA
 HOME ABOUT IMPROVING OUTCOMES FOR ELLS WITH DISABILITIES COMMUNITY ADVISORY COMMITTEE RESOURCES TRAINING OPPORTUNITIES

Training Modules

English Language Proficiency Assessment of English Learners with Significant Cognitive Disabilities
 Date: 1/28/2020

- Direct link to the material/resources: <https://tinyurl.com/4u2E3g>
- Please complete the Registration Form
- Once the registration form and feedback survey are completed a Certificate of Completion for this PD event will be emailed to you. For questions, please feel free to contact us at: improvingoutcomes_EL_SWD@icoe.org

Meeting the Needs of English Learners with Moderate & Severe Disabilities
 Date: 12/12/2019

- Direct link to the material/resources: <https://tinyurl.com/4z9wv1>
- Please complete the Registration Form
- Once the registration form and feedback survey are completed a Certificate of Completion for this PD event will be emailed to you. For questions, please feel free to contact us at: improvingoutcomes_EL_SWD@icoe.org

An Introduction to the California Practitioners Guide for Educating English Learners with Disabilities
 Date: 11/19/2019

- Direct link to the material/resources: <https://tinyurl.com/4z9wv1>
- Please complete the Registration Form
- Once the registration form and feedback survey are completed a Certificate of Completion for this PD event will be emailed to you. For questions, please feel free to contact us at: improvingoutcomes_EL_SWD@icoe.org

Meeting the Needs of English Learners & English Learners with Disabilities
 Date: 11/19/2019

- Direct link to the material/resources: <https://tinyurl.com/4z9wv1>
- Please complete the Registration Form
- Once the registration form and feedback survey are completed a Certificate of Completion for this PD event will be emailed to you. For questions, please feel free to contact us at: improvingoutcomes_EL_SWD@icoe.org

Enhancing Instruction with CAASP
 Date: 11/19/2019

Agency Development & Students
 Date: 11/19/2019

Improving Outcomes for Students
 Date: 11/19/2019

<https://www.icoe.org/index.php/selpa/el-swd>

Let's Connect You to Today's Resources



The screenshot shows a Padlet board with the following content:

- Improving Outcomes for English Learners with Disabilities - SELPA Content Lead Website**: A card featuring logos for Imperial County SELPA, the State of California, and CCEE.
- Practitioners' Guide for Educating English Learners with Disabilities**: A card titled "California Practitioners' Guide for Educating English Learners with Disabilities" (ab2785guide PDF document, www.cde.ca.gov).
- SELPA System Improvement Leads and Content Leads Resources**: A card with logos for CAPTAIN, CDE, SELPA, and CCEE.
- Instructional Resources to Support Distance Learning**: A card titled "5 Things Educators Can do to Support Instruction for English Learners During COVID-19" (PDF document, padlet drive).
- Additional Padlets**: A list of other padlets, including "Imperial County SELPA Online Modules and Resources for Professional Development via Distance Learning", "Autism Spectrum Disorder" (Online Modules and Resources for Remote Learning), and "Imperial County SELPA Assistive Technology Cohort Distance Learning Webinar and Linked Resources" (Assistive Technology for Remote Teaching and Learning).
- Improving Outcomes EL/SWD Grant Website**: A card with the text "Resources related specifically with dually identified students".
- EL/SWD Strategies and EBPs for ASD**: A card titled "Alignment of Evidence-Based Practices (EBPs) for English Learners and Students with Autism Spectrum Disorders (ASD)".
- Statewide System of Support SELPA Leads Online Module Series**: A card titled "captain ebp all strats FEB 2020 PDF document padlet drive".
- Six Considerations for Supporting English Learners with Distance Learning**: A card with a "60 min job" icon.

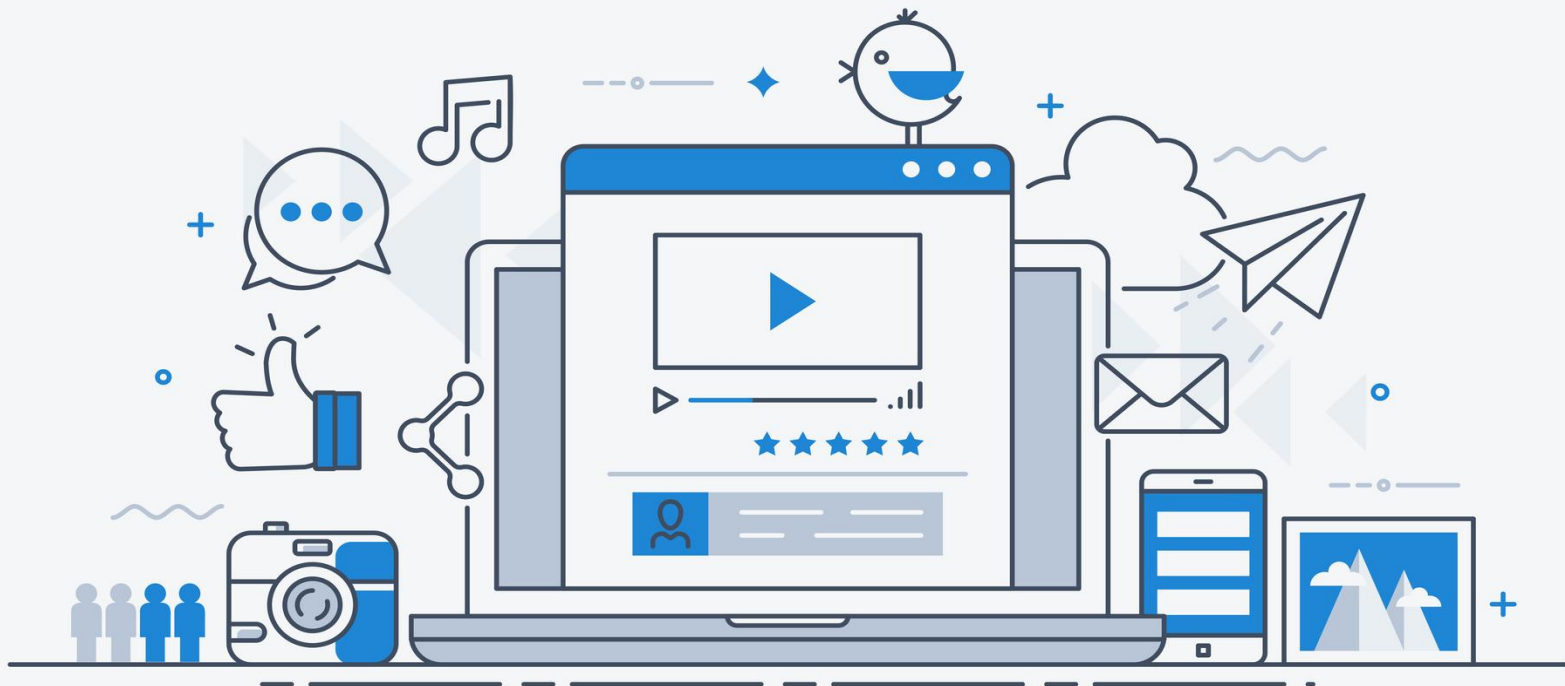
<https://bit.ly/2SrBxpe>





Office Hours

- Next session planned for May 7th at 1:00pm
- Follow-up Survey: <link>
- Thank You!



Visit us at <https://www.icoe.org/selpa>

Email us at improvingoutcomes_el_swd@icoe.org

Tweet us at @el_swd

Phone us at 760.312.6419