

DDEL would like to hear your
VOICE...

If you are interested in contributing to future newsletters please consider the following categories:

“Voices from the Classroom”
featuring an innovative strategy, approach, activity, or accomplishment conducted in a classroom serving exceptional learners who are culturally and linguistically diverse.

“Voices from the Field/Community”
featuring programs, research studies, organizations, or opportunities involving exceptional learners who are culturally and linguistically diverse and/or those who are serving this population.

“Research Spotlight”
featuring studies related to CLD learners.”

Please email a summary of up to 500 words to the newsletter editor Okyoung Lim, olim@marian.edu

Inside this issue:

President’s corner	1-3
Secretary’s corner	4
CAN-Coordinator	4
State sub-division	5
Membership	5
New DDEL executive board members	7
Voice from the field	8-9
Multiple Voices	10
Upcoming events	11

President’s Corner

Dear DDEL members,



With the dawn of the new year, like you, I held high hopes that the tumultuous days of the pandemic and election in 2020 would be behind me. With the announcement of new vaccines on the horizon, I looked forward to smooth sailing in 2021. Unfortunately, no sooner had I begun my journey on a new course, an armed mob of insurrectionist attacked the Capitol Building in Washington D.C., on January 6th. What shook me to the core in regards to this unimaginable and unpatriotic act of violence is that it was incited by the President of the United States.

The insurrection further laid bare the ghastly inequitable government sanctioned violence against Black and Brown people by law enforcement. It is

undeniably clear unarmed Black Lives Matter (BLM) protesters, peacefully exercising their right to voice their outrage over the murder of George Floyd and others at the hands of the police, were confronted by an overwhelming violent show of force by police and other unidentified judicial personnel throughout the country. Yet armed mobs of white political extremists, were allowed to violently and intentionally commit domestic terrorism in our nation’s Capital, in plain sight of the police and the world, with ease. I thought, what happened to law and order? Even more egregious, is the fact that during the summer of 2020, the unarmed BLM protesters were intimidated, beaten, shot, and/or arrested, however the white armed insurrectionist and trespassers were allowed to pose for selfies with police before being asked to go home (See the Washington Post’s comparison <https://www.washingtonpost.com/dc-md-va/interactive/2021/blm-protest-capitol-riot-police-comparison/>).

While the stocks of the white middle and upper class have sky rocketed during the pandemic, the health, educational, and economic disparities between whites and Black, Indigenous and people of Color (BIPOC) communities have drastically widened. As change agents for social, political, educational, and economic justice, DDEL must work to ensure our children’s destiny is no longer determined by their district of residence. DDEL calls for action:

- We call on our local, state, and federal legislative leaders to honor their oaths and commitment to protect us from enemies at home and abroad.
- We call for a thorough investigation, capture, and robust prosecution of the perpetrators irrespective of their status.
- We call for our elected leaders to stand up for our democratic values including the peaceful transfer of power, not autocratic ideology; truth, not lies and disinformation; and equitable justice for all, instead of government sanctioned racist criminality.
- We call on Senators to vote in the upcoming Senate impeachment trial, like your

President's Corner-continued

- children's lives depend on it because the lives of Black and Brown children's do.
- We call on all media outlets and educational institutions to report and teach the truth and facts about the White nationalist movement which has gained traction and has been accepted among portions of our mainstream media and a significant portion of our society. This insidious movement must not be ignored, internalized, or allowed to further solidify itself within American society, because its ideals are inherently unAmerican.

In this battle for our democracy, our silence is complicity. Our charge as educators, is to highlight inequities that occur not only within schools, but throughout society and empower our students with the knowledge, skills, and opportunities, to deconstruct this misinformation and take actions to confront misguided belief systems on all fronts, as we pursue a more perfect union. We must heed Pastor Martin Niemoller's warning and not wait until there is "no one left to speak out for me." Come and sail with us toward new horizons in 2021.

DDEL's New Horizons in 2021

Where we've come

If there is anything I have learned in 2020, it is to stay present and practice gratitude for what I have today. I am honored to have the opportunity to lead this vibrant, passionate community in 2021. Stepping into this role, I am truly standing on the shoulders of giants in the field of Special Education and I would like to acknowledge the most recent presidents Drs. Mildred Boveda, Evette Simmons-Reed, and Endia Lindo whose example of leadership and mentorship has brought DDEL to accomplish:

- A strong and active executive board. We are excited to welcome the newest DDEL executive board members on board who bring with them a wealth of experience, insights and diversity of backgrounds. Their commitment to serve will enrich DDEL's ability to meet our mission to advance knowledge, practice, and policy to elevate the needs of diverse exceptional learners.
 - ◇ Secretary: Melinda Rossi
 - ◇ Publications Committee Chair: Dr. Taucia González
 - ◇ Webmaster: Jocelyn Beiden
 - ◇ CAN Coordinator/Government Relations Committee Chair: Dr. Adai Tefera
 - ◇ Student Representative: Amber Brown
 - ◇ Constitution & Bylaws Chair: Dr. (Andrea) 'Angie' Jasper
- Good financial standing and excited to announce membership is growing (540).
- Committees are active and engaged in supporting members. Some of their recent and upcoming initiatives include:
 - ◇ **Government Relations Committee:** Call for Policy Briefs
 - ◇ **Publications Committee:** Voices from the Field Call for Submissions
 - ◇ **Research & Professional Issues Committee:** Regular updates in Biweekly Announcements on Upcoming Jobs, Publication, & Grant Opportunities
 - ◇ **Professional Development Committee:** Offering Professional Development Hours (PDHs) for upcoming webinars
 - ◇ **Membership Committee:** Organizing State Subdivisions, Hosting Local Events, & Mentorship opportunities

President's Corner-continued

- Elevating DDEL's influence through leading CEC's Project 2020 initiative led by Dr. Endia Lindo, DDEL Immediate Past President

Where DDEL is headed

As a president in 2021, I set the intention to build on the strong foundation I have inherited through initiatives that engage members, foster community, tap into the wealth of knowledge and experience represented within DDEL, and increase DDEL's visibility on a national stage. With these goals in mind, we are organizing several initiatives:

1. **DDEL Critical Conversations Series:** Organized by the Adhoc Committee for CEC Live consisting of Tammy Ellis-Robinson, Endia Lindo, and Robai Werunga. Together we have sought to take CEC Live DDEL programming and extend the opportunity for presenters to interact with each other and an audience. This series will provide members with a monthly benefit to engage in Town Hall discussions with DDEL scholars and practitioners on critical topics pertaining to the intersections of disability, race, and language in special education. Join us for our first session:
 - **February 5, 2021 at 2pm PST/5pm EST: *DDEL Critical Conversations with CEC Pioneer Division: Implementing Culturally Responsive Practices to Foster Family Engagement*** Presented by: Drs. Cathy Kea, Endia Lindo, Mary Ruth Coleman, Joy Banks, Kimberly Bunch-Crump, and Joy Broughton (Moderator)
 - **March 8, 2021 at 7pm EST:** Please join the editors of Multiple Voices Disability, Race and Language Intersections in Special Education Journal in a journal talk session. In this session, editors will discuss the direction of the journal - the journal stance, topics of interests and questions posed by participants.
 - **Please stay tuned for monthly events beginning in April**
2. **DDEL Annual Business Meeting:** While the executive board is required to be there, all, and I mean ALL members are welcome and encouraged to attend. This year your attendance is especially encouraged because we will be breaking into groups to craft specific goals and objectives to guide the 5-year strategic plan. [**February 26, 4pm PST/7pm EST**](#)
3. **2021 Virtual DDEL Social:** Just because we can't be physically together this year doesn't mean we can't throw a party! This two-hour social will include Ballet Folklorico de México and dance lesson by Oakland-based instructor Ruth Correa and her talented young dancers. Also stay-tuned for additional special guests in spoken word. As well as time to connect with each other in breakout rooms. So get your dancing shoes and join us for an evening of inspiration and rejuvenation. **February 26, 6pm PST/9pm EST**
4. **Mentoring Initiatives:** February 27th the Pre-Convention Leadership Development and Micro-mentoring Session

In 2021, we continue to face uncertainty about access to adequate health care during a pandemic, our economic future, the end of police brutality towards people of color, and now the stability of our democracy. Despite this unrelenting chronic trauma, when I look at DDEL's gratitude list and the people for whom I have the pleasure to work alongside, I am confident that we can accomplish our goals together. Stay strong, stay healthy, and if you are wondering how to make your mark, join us. Your passion for diverse exceptional learners is valued here.

In solidarity,
Dr. Joy Broughton

Secretary's Corner



Melinda Rossi is our new DDEL secretary. Melinda is an early childhood special education teacher in Denver, Colorado and also first year doctoral student at the University of Colorado, Denver. With the current state of the nation and as a person of color, Melinda is ready to help make as many positive changes for students of color and advocate for those without voices. As secretary, Melinda is hoping to gain more professional experience in an area that is very close to her heart and grow awareness of the importance of DDEL and all it has to offer.

Legislator's Page from CAN-coordinator

Policy Brief for the Division of Culturally and Linguistically Diverse Exceptional Learners

- The [most diverse Congress in history](#)—the 117th Congress—was sworn in on January 3, 2021.
- Despite difficult times for the country after the insurrection on the Capitol, the inauguration of the 46th President Joseph R. Biden and Vice President Kamala Harris—the first Black and South Asian woman vice president—successfully took place on January 20, 2021.
- Before becoming president, Joe Biden proposed a [\\$1.9 trillion Rescue Plan to Control COVID-19](#) to strengthen the economy and provide support to communities that have been most affected. Part of this plan is a commitment to providing supports to schools to reopen safely.
 - ◊ The plan includes a focus on those students and communities that have been hardest hit, including Black, Latinx, and emergent bilingual learners, as well as students with disabilities.
 - ◊ \$130 billion will be directed to K-12 schools
 - ◊ \$35 billion will be directed to institutions of higher education
- One of the most important education priorities for the Biden administration is the confirmation of Dr. Miguel Cardona. Before being nominated for secretary of education, Dr. Cardona served as Connecticut's Commissioner of Education since 2019. Dr. Cardona was also a teacher and principal in Connecticut public schools.
- Aligned with President Biden's commitment to the disability community, on January 15, Dr. Cardona conducted a [virtual roundtable](#) with members of the disability right's community to understand more about priorities for students with disabilities.
- Equity advocate, Cindy Marten, Superintendent of San Diego was also [nominated](#) for Deputy Secretary of Education.
- U.S. Department of Education's (Ed) Office for Civil Rights (OCR) published [Annual Report for 2020](#).
- Compared to previous OCR annual reports, key information regarding racial disparities in discipline and identification were under-report, though there was greater emphasis on the use of restraint and seclusion of students with disabilities in K-12 schools.
- Additional key policy [priorities](#) for the Biden-Harris administration include:
 - ◊ Fully funding Individuals with Disabilities Education Act (IDEA)
 - ◊ Triple funding for Title I
 - ◊ Improve recruitment and retention of special education teachers, including diverse special educators
 - ◊ Address disparities in school discipline
 - ◊ Ensure students of color are not inappropriately placed in special education
- The Biden-Harris administration has an ambitious policy agenda. In what ways is your research and/or work aligned with these policy priorities? Please contact me (adaitefera@arizona.edu) to let me know what you're doing in the areas of policy, and we'll be sure to share in our next policy report.

State Subdivision Highlights

If you are in New York, Colorado, Nebraska, Michigan, or Arkansas, please reach out to the organizing contact for more information about newly forming DDEL subdivisions in your state.

New York	Renee Parmarr, President, parmarr@stjohns.edu
Michigan	Precios Armstrong, precios.armstrong@jcisd.org
Nebraska	AnneMarie Boose, aboose@lps.org
Arkansas	Kimberly Davis, kimberleydavis@astate.edu
Colorado	Melinda Rossi, melindaarossi@gmail.com

Contact membership chair Tammy Ellis-Robinson tellis-robinson@albany.edu if you are interested in forming a subdivision in your state.

Member Highlight



Dr. Christopher Cormier is DDEL's President Elect and Research and Professional Issues chair. A former special education teacher in the Greater Los Angeles area and he is a postdoctoral scholar at Stanford University in the Graduate School of Education. He holds a joint appointment in the Stanford Teacher Education Program and the Dean's new initiative on Learning Differences and the Future of Special Education. The latter is a small, interdisciplinary group of scholars in the law, psychology, education, and medicine departments who focus their scholarship on individuals with disabilities across the lifespan. In his scholarship, Dr. Cormier explores the racialized experiences of Black men in special education teacher education programs and the teaching profession. He also explores the unique challenges that minority students overrepresented in

special education programs face in schools and explores ways in which schools can better support and educate this group, including by addressing overrepresentation. The third thread of his scholarship examines the mental health of teachers, with a particular focus on Black teachers, while also looking at how mental health services are associated with stigma within the Black community. Dr. Cormier brings both a domestic and international lens to the questions he examines.

His most recent scholarship, *Castaways on Gilligan's Island: Minoritized Special Education Teachers of Color Advocating for Equity*, is showcased in the January 2021 issue of *Teaching Exceptional Children*. Also, *Black Teachers' Affirmations on The Social-Emotional and Mental Health Needs of Learners: a Transnational Examination*, which is in the January 2021 issue of *Kappa Delta Pi Record*, as well as *They Do it For the Culture: Analyzing Why Black Men Enter the Field of Special Education*, which is in DDEL's Multiple Voices: Disability, Race, and Language Intersections in Special Education Winter 2020 Issue. Finally, his upcoming work, *Needing to Exhale: Stress, Burnout, and Mental Health in Minoritized Teachers of Color*, can be read in the February 2021 issue of *The Learning Professional*.



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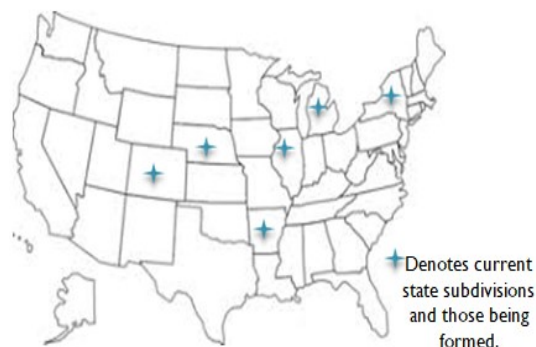
When you shop at AmazonSmile, Amazon will donate to Division for Culturally and Linguistically Diverse...

Interested in Joining Starting a state DDEL Subdivision?

If you are in New York, Colorado, Nebraska, Michigan, or Arkansas, please reach out to the organizing contact for more information about newly forming DDEL subdivisions in your state.

New York	Renee Parmarr, President, parmarr@stjohns.edu
Michigan	Precios Armstrong, precios.armstrong@jcisd.org
Nebraska	AnneMarie Boose, aboose@lps.org
Arkansas	Kimberly Davis, kimberleydavis@astate.edu
Colorado	Melinda Rossi, melindaarossi@gmail.com

Contact membership chair Tammy Ellis-Robinson tellis-robinson@albany.edu if you are interested in forming a subdivision in your state.



DDEL's Mission:

To improve, through professional excellence and advocacy, the education and quality of life for individuals with exceptionalities from diverse racial, ethnic, cultural, and linguistic communities.

DDEL's Vision:

DDEL is an education organization renowned for its leadership in advancing knowledge and practice, and shaping policy to enhance the quality of life for diverse individuals with exceptionalities. DDEL's commitment to forging partnerships results in solutions to persistent and emerging barriers to social justice. DDEL is recognized globally for its expertise and advocacy.

Core Values

Diversity, social justice and equity
Inclusiveness
Advocacy

Inquiry leading to the development of practices that attend to unique learner characteristics

Stay Connected!

<https://community.cec.sped.org/ddel/home>

Check us out on social media!

<https://www.facebook.com/DDEL.CEC>

https://twitter.com/DDEL_CEC



DDEL 2021-2020 Executive Board

Role	Name	Email
President	Dr. (Alta) 'Joy' Broughton	ajb2@stmarys-ca.edu
President-Elect, RA Representative, & Research & Professional Issues Chair	Dr. Christopher Cormier	cormierc@stanford.edu
Vice President	TBD	
Immediate Past President & Nominations Committee Chair	Dr. Endia Lindo	e.lindo@tcu.edu
Secretary	Melinda Rossi	MELINDA.ROSSI@ucdenver.edu
Membership & Subdivisions Chair	Dr. Tammy Ellis-Robinson	tellis-robinson@albany.edu
Publications Chair	Dr. Taucia Gonzalez	tauciagonzalez@arizona.edu
Newsletter Editor	Dr. Okyoung Lim	olim@marian.edu
Multiple Voices for Ethnically Diverse Exceptional Learners, Journal Editors	Dr. Kathleen A. King Thorius Dr. Cristina Santamaría Graff Dr. Seena M. Skelton	kkingtho@iupui.edu santamac@iupui.edu smskelto@iupui.edu
Webmaster	Ms. Jocelyn Belden	jbelden@gsu.edu
Finance Chair	TBD	
Treasurer	Dr. Shaqwana Freeman-Green	smfreem3@uncg.edu
Professional Development Chair	Dr. Evette Simmons-Reed	easimmonsree@bsu.edu
CAN Coordinator	Dr. Adai A. Tefera	adaitefera@arizona.edu
Student Representatives	Ms. Kim Reddig Ms. Amber Brown	Kmiddle1@uncc.edu browna35@mymail.vcu.edu
Archivist	Ms. Belkis Chouseul-Praslin	bcpraslin@ou.edu
Constitution & Bylaws Chair	Dr. (Andrea) 'Angie' Jasper	jaspelad@cmich.edu

Voices from the Field

Working Together: Family Engagement in a Bilingual Kindergarten Classroom by *Alice Wagner*

“If the structure does not permit dialogue the structure must be changed.” Paulo Freire

Glassbrook Elementary is located in a neighborhood known 100 years ago as “Hungry Town”. Today, our students qualify for free and reduced price lunch to such an extent that it simply becomes easier to qualify everyone for free lunch. Our students’ families come from all over the world and many settle in and end up staying, recreating a sense of the world villages from which so many come.

During the last decade or so of teaching, in my earnest attempts to do best by my students and help them to achieve their greatest Kindergarten potential, I realized that working alone, I could never be as effective as if I engaged my students’ families actively in the work and play of this important year. Before distance learning, I established a morning meeting with caregivers and parents explaining our work, describing our activities and ways they could support at home. While often this was a one sided informational meeting, I frequently sought out other ways to engage with parents and caregivers allowing them to more fully understand where their children were headed and participate in their children’s learning more deeply.

From day one, of distance learning, in August, I implemented “Adult time” immediately following my teaching time with children. I used this opportunity to explain my reasoning, the whys of my teaching, my goals for the children as well as support my students’ parents with their new, unpaid position as Kindergarten teachers. Much to my delight, the caregivers, mothers, fathers and great-grandmas have come to know each other and across the Zoom screen provide each other with tech assistance, moral support and even potential job leads, as well as tips for maintaining calm while imparting Kindergarten academics to their own squirrely, playful and exuberant children. We have formed a bond, a community.

In December, I learned that one of our families had contracted the dreaded Covid. I shared this information with the other adults, imploring them to remember to take care of their health, that it was painful for me to hear of this sickness coming so close to all of us. The group was quiet, pensive until Concepcion raised her hand in the Zoom screen. Mia’s great-grandma and caregiver spoke to the group, “Maestra, isn’t there something we could do?”

I had recently been rereading Paulo Freire’s *Pedagogy of the Oppressed*, so his ideas of solidarity were fresh in my mind. I paused, then asked her, “What do you think we could do?” Concepcion thought for a moment and replied, “Couldn’t we bring them food?” Many heads nodded in agreement, stating that they would help. I asked if someone would be willing to make the delivery to the family affected by Covid. Dylan’s father stepped up and offered. Proyecto Esperanza was born in that moment.

I set a date for 2:00 the next day to meet in the parking lot of the school. Within 20 minutes 5 families had arrived and the trunk of my car was full of bags and bags of food. Dylan’s family pulled up and we began to help transport the bags and boxes to their car. Our children were their exuberant selves, running around and happy to see each other in real life, but when it came to moving the enormous juices and boxes of cereal and milk, they stepped up, masks (mostly) on, and helped carry the items.

We gathered in a circle and called the children over, I asked us all to clap for ourselves for a job well done. By the time the kids had gathered, they thought we were applauding them. (Of course! They are 5 and 6 years old! The world revolves around them!) The adults all knew, however, that together we had accomplished something grand and generous and bountiful, something that each of us on our own never could have done.

Juanito's mother texted me that afternoon, "La verdad no nos esperábamos semejante ayuda k nos mandaron y a ustedes por ser tan buenas personas...siempre estaremos agradecidos..." ("Truly, we never imagined such a great help that you sent us and to all of you for being such good people...we will always be grateful.")

We were all moved and inspired by what this small group was able to do. Concepcion was unanimously voted Presidenta of our mutual aid group during our second meeting. As of now, we have our Proyecto Esperanza meetings on Thursdays and Fridays and decide together which family in our group can use a hand, whether it be free lunch pick up and delivery to a family under quarantine; food box delivery for a single mom without a car, or rent assistance for another single mom whose hours were reduced. And the work, and the collaboration, continues....

Having shared this concept of mutual aid with my wonderful principal, and then with the staff at our weekly Zoom meeting, our school now has another version of Team Hope. Teaching staff generously offered to bring staff together that were interested in helping the greater school community. This democratic group of people wishing to do more to help include the school nurse, after school director, PE teacher, para educators and others who now meet once a week to plan how to move forward in supporting our families suffering with pandemic related health and financial difficulties. All staff are invited to participate in any way they choose: providing grocery gift cards, buying supplies, delivering sanitation supplies and/or food to families in need. We have a website, shared files to coordinate help, digital forms to share needs staff knows about, all very modern and coordinated! The original Proyecto Esperanza of my class remains old school, with delicate decisions made together and hand written on pieces of paper or coordinated person to person. The love and dedication in support of the larger community in both groups, despite their differences, remains constant, palpable and very moving.

Alice Wagner Bio

Since 1995 I have proudly been a bilingual (Spanish) public school Kindergarten teacher in Hayward, California. I received my BA in Sociology from UCSC in 1992, and my MS in Educational Leadership, from CSUEB in 2008. I highly value my privilege in being a bridge between communities, experiences, and people. I am greatly inspired by Dr. Bettina Love's work and strive daily as a white person to be an anti-racist, Abolitionist teacher, and co-conspirator. My proficiencies include: parent empowerment; deep, cross grade level/career collaboration; and the fomenting of experiences of joy and happiness wherever I am able.

Multiple Voices

The fall 2020, Volume 20, Issue 2 of Multiple Voices is out! You should have received your copy in the mail. Articles are also accessible online at the Multiple Voices Website -<https://multiplevoicesjournal.org/>

Our first Multiple Voices Facebook Live event hosted in November was a success with over 173 people participating in the event. Thank you all who joined us. We are planning two more events this spring and summer. The word is getting out!

We are experiencing an influx of manuscript submissions with the spring 2021 issue coming together very well and already looking at manuscripts for the fall 2021 issue. If you have questions please feel free to contact us at mvjourn@iupui.edu



Editors' Note:

The logo incorporates the journal's name where *Voices* is bolded and larger than the word *Multiple*. Metaphorically, Voices is more prominent aligning with the Editors' vision of Multiple Voices journal as a platform to hold space for and value "epistemologies, methodologies, and forms of expression" held or expressed by those whose contributions have been silenced, repressed, or undervalued. Historically, these voices and contributions belong to scholars with disabilities, scholars of color, and those who engage in creative work with and in communities outside the academy. Immediately to the right of the words Multiple Voices are three sets of nested circles representing three intersectional identity markers in special education – disability, race, and language – each distinguished by a different colored dot (red, teal and yellow). Reminiscent of sound waves that emanate from the center of each dot outward, each set of circles' resonance extends both vertically and horizontally depicting patterns in practice and policy impacting individuals with disabilities at the intersections of race and language in special education.

Connecting the dots are different colored lines forming an equilateral triangle that is slightly tilted to the left. These connecting lines represent the relational intersections among and between disability, race, and language.

Situated under the words Multiple Voices is the tagline *Disability, Race, and Language Intersections in Special Education*, signaling our dedication to advancing scholarship for and the liberation of all individuals with disabilities. Make sure to explore the online journal site for [Multiple Voices](https://multiplevoicesjournal.org/).

Upcoming Events- webinar/Facetime Fireside Chats for CEC Live



THE CEC DIVISION FOR CULTURALLY AND LINGUISTICALLY DIVERSE EXCEPTIONAL LEARNERS PRESENTS:

DDEL CRITICAL CONVERSATIONS

Join experts and practitioners in the field of special education for Town Hall discussion of educational issues at the intersections of disability, race, and language. Let's make 2021 a year of community-engaged action.

2021 Session 1
DDEL W/ Pioneers Division
Implementing Culturally Responsive Practices to Foster Family Engagement

February 5, 2021
2PM PST/5PM EST
[HTTPS://BIT.LY/3SZ7M9I](https://bit.ly/3SZ7M9I)

See upcoming DDEL events at [DDEL.CEC](https://dcel.cec)



DDEL SOCIAL

(Just because we can't be in-person, doesn't mean we can't throw a party!)

FRI 26 FEBRUARY 6PM PST

FEATURING:
BALLET FOLKLORICO
DEMONSTRATION & DANCE LESSON
W/ RUTH CORREA
&
SPECIAL GUESTS IN SPOKEN WORD

ALL CEC MEMBERS &
NON-MEMBERS
WELCOME!

FOR REGISTRATION SEE
[FACEBOOK.COM/DDEL.CEC](https://facebook.com/dcel.cec)



Upcoming Events



Division for
Culturally and
Linguistically Diverse
Exceptional Learners



Council for
Exceptional
Children

BUSINESS MEETING

FEBRUARY 26, 2021

1PM PST / 4PM EST

**Members will Receive Link Via Bi-Weekly
Announcements**

GET INVOLVED WITH DDEL!

Attend our open business meeting to catch up with DDEL events:

- Learn about and join committees.
- Meet other DDEL members and CLD-focused educators.
- Stay for our Social featuring special guest performances immediately following the meeting.
- **EVERYONE is welcome!**

DDEL EVENTS @ CEC LIVE 2021



REGISTER HERE:

[HTTPS://EXCEPTIONALCHILDREN.ORG
/CONVENTION/REGISTRATION](https://exceptionalchildren.org/convention/registration)

March 8

Join the editors of Multiple Voices Disability, Race and Language Intersections in Special Education Journal for a panel discussion

Time: 07:00 pm

March 12

Division of Research: Evidence-based instructional approaches for linguistically diverse learners

Time: 2:45 pm

March 11

Translanguaging and Bilingualism Across Borders: Addressing the Myths to Support the self-determination of students with disabilities

Time: 2:45 pm

March 13

Persevering Through Difficult Times: Supporting Students with Disabilities from Diverse Backgrounds During the Pandemic

Time: 3:45 pm

March 12

Pioneers: Implementing culturally responsive practice to foster family engagement

Time: 2:45 pm



Division for
Culturally and
Linguistically Diverse
Exceptional Learners