



## **Inclusive Early Education Expansion (IEEEP) Minutes Wednesday, February 17, 2021 9:00-10:30 AM**

Join Zoom Meeting

<https://santacruzcoe-org.zoom.us/j/89956841751?pwd=S0t1M1lhTGdWMHJ5eVRJTFl2UHdvdz09>

Passcode: 826601

- I. WELCOME AND INTRODUCTIONS
  
- II. INCLUSION EARLY EDUCATION EXPANSION PROGRAM (IEEEP) OVERVIEW
  
- III. BUILDING THE BRIDGE BETWEEN EARLY LEARNING & CARE AND SPECIAL EDUCATION DISCUSSION
  
- IV. RESOURCES FOR FAMILIES AND EARLY EDUCATORS  
Training from SELPA - IFSP process and what's involved - what's your role - therapist relationship like - tips on how to support the child.
  - D. Cox - will offer a training on how to support
  - L. Hindman Holbert- Referral information from various school districts...not very supportive or inclusive of the ECE providers. What to do when districts won't serve children if they attend ECE centers? Need intervention so children can be accessed. It takes a long time for children to get assessed. System change for referrals is required.
  - T. Pastor - wondering if the grant would be able to cover product development, packet and so programs can provide PD on the contents of the binder. We need to have the partnership between Special Ed and ECE
  - How ECE teachers get involved in the IEP process. what to do?
  - D. Cox - how do you understand children's unique disability and the impact on the child's development. Communities are thinking about how they fund special ed services. Funding is set up to fund a classroom not separate child services.
  - E. Chavez - Parent rights - SPIN to be in a least restrictive environment
  - L. Gonzalez - to know who to contact to get support. We need to ensure who your contact people are and continue to have collaborative meetings with special Ed. specialist. IT was a loss when we didn't have them. How can we make this happen?
  - K. Hamman - has these services but it's about -- Then what - what can I expect next once a child gets assessed.

- L. Hindman Holbert -, they have buses that transport kids to special day classes. The only option for them to go is in the afternoon. The kids are exhausted. Lisa has tried to change the time for his services.
- E. Guerrero - logistics of referrals - advocacy piece is crucial to the work. What can we put together on what it looks like in the ECE world - services process. We have a window of opportunity to educate legislators. Are we going to do anything for families? We have parents expressing frustration around services for children with disabilities. They want tools and are willing to advocate. all these efforts - how do we equip families to advocate for their children. What's our baseline and the number of children with disabilities and where do we want to be to increase the number of children with disabilities we are serving. Bob Gallo - was a great resource he explained the disability and the demand was overwhelming. The family was not there. We need to define what we need first -
- L. Hindman Holbert - we need to ensure that this year doesn't matter, differential support and we need to network to work collectively..
- P. - Side by Side, very thoughtful, supportive of the staff feedback and tools and responsive to the families as well. observation, meeting with teachers and families follow up. communicating the same info and team approach to serve families.

V. NEXT STEPS - Every third Wednesday of each month.

VI. FUTURE MEETINGS