



**SAN MATEO COUNTY CHILD CARE PARTNERSHIP COUNCIL  
QUALITY COMMITTEE  
MEETING MINUTES**

**November 28, 2022**

**Hybrid Meeting via Zoom and at 101 Twin Dolphin Drive, Redwood City, CA, 94065**

**CCPC Members Present:** Liz Scully

**Members of the Public:** Mary Browning, Grant Currie, Karina Du, Lisa Shaanan

**Staff/Minutes:** Ian Johnson

**1. Call to Order**

Elizabeth Scully called the meeting to order at 9:06 a.m.

**2. Action to set the agenda for October 5, 2022, meeting and approve meeting minutes for November 28, 2022.**

**MOTION:** SCULLY / **SECOND:** BROWNING

**AYES:** Mary Browning, Grant Currie, Karina Du, Elizabeth Scully, Lisa Shaanan

**NOES:** NONE

**ABSTAIN:** NONE

**3. Welcome & Check-In**

Elizabeth Scully/All

Elizabeth Scully welcomed the group. All attendees were familiar with each other not introductions were needed.

**4. Discussion of Potential Changes to Inclusion Specialization Matrix**

Mary Browning/  
Karina Du

Mary Browning provided information on how the Inclusion Specialization Matrix was created, developed, and the CCPC Quality Committee's role in establishing Quality Indicators and revisions based on evidence-based best practices to promote the inclusion of young children with disabilities. Mary also provided some recommendations for changes to the matrix. Mary suggested that the group reviewed the materials today but refrain from making any decisions or establishing next steps until the Quality Committee guests and members were better represented and available to review these suggestions and provide valuable feedback.

**Proposed recommendations included:**

- Using the preferable term “**children with disabilities**” in place of “**children with special needs**”
  - Discussion: It was suggested that the wording be inclusive of both children with disabilities and children who are at-risk, but not yet identified. This will be further discussed at next CCPC meeting
- Add “**mainstreaming**” as an evolving indicator in the Access Element
  - Discussion: Important to differentiate **Entry Level** / “**Common Practices**” from quality inclusive practices (i.e., Children with disabilities spending a short period of time playing together on the playground should be considered “Common Practice” and not Implementation of quality inclusive practices).
- Reclassifying **Embedded Instruction** to the highest level of implementation under the element of Teacher/Child interactions
  - Meaning teachers and staff understand IEP goals and are working on supporting the child within the context of the child's natural environment and routines. It is important to recognize how we go about supporting that child on their goals and objectives within their natural setting.

