



**Policy Council Meeting Minutes**  
Virtual Meeting



**Date:** 04/20/2022

**Time Convened:** 6:09 PM

**Time Terminated:** 7:56 PM

**Recorder:** Romina Gonzalez

TOPIC	RECOMMENDATION / SUMMARY					
Review Desired Outcomes and Meeting Rules	Jasmine Cisneros, Chair, called the meeting to order at 6:09 PM. Juan Batiz, Co-Chair, reviewed desired outcomes and meeting ground rules.					
Public Comment	None					
Correspondence	Karen Medrano, Secretary, announced no correspondence.					
Parent Recognition	<p>The following staff was recognized for going above and beyond in their work with the children and the families:</p> <ul style="list-style-type: none"> <li>Hannah Linsley, Associate Teacher at GM III, and Jannett Silva, Teacher at Belshaw, were presented with a certificate and a book to acknowledge their dedication to the children and families.</li> </ul>					
<b>Action:</b> Consider Approval of March 16, 2022, Policy Council Minutes	<p>The minutes of the March 16, 2022, Policy Council meeting were reviewed and no corrections were made.</p> <p><b>A motion to approve the minutes from March 16, 2022, Policy Council meeting was made by Juan Batiz, and seconded by Myriah Herrington. The motion passed.</b></p>					
	Ayes		Nays	Abstentions	Not Present	
	Amy Mockoski	Lorena Mercham	Karla Hernandez		Deniedre Henry	Brianna Flores
	Ashley Hendricks	Vilma Gaytan	Dulce Cisneros		Sinay Castanon	Melanie Graves
	Devlyn Sewell	Maira Garcia	Hilda Valencia		Rafael Franco	Kimberly Nieve
	Heidi Medeiros	Laura Brum	Myriah Herrington		Ebony Hughes	
	Jasmine Cisneros	Joel Nickelson-Shanks			Andrea Bajandas	
	Juan Batiz	Deanna Carmona				
	Karen Medrano	Patricia De Queiroz				
<b>Training:</b> Early Childhood Mental Health Program	<p><b>Gabriela Vargas, Mental Health Consultant, Early Childhood Mental Health Program</b>, provided an understanding of building parental resiliency to learn tips and techniques on how to be the best parent you can be.</p> <ul style="list-style-type: none"> <li>Parent Self-Care Recognizing Signs of Stress. It can be helpful to recognize signs that you or your child may be stressed. Some signs may include: feeling angry and irritable and sad often, feeling hopeless, difficulty making decisions, crying easily or worrying often, arguing</li> </ul>					

with friends and your partner, over or under eating, unable to sleep or increased sleeping, hurting self, others, animals, or damaging objects, decreased interest and interaction with others.

- Approaches to Stress Reduction: Identify that you or someone in your family may be stressed, think about recent changes that impact a person's emotions, have compassion for yourself and others, take care of yourself through eating well and any movement you enjoy daily, nurture yourself through staying connected to a supportive network of people, reduce the amount of news you are taking in. Find ways to relax that do not compromise your health, identify when thoughts are interrupting being in the moment, reach out to a mental health professional to learn more about how emotions affect us as children and as adults.
- Making Healthy Connections: A healthier lifestyle may help your family in many ways, including the following: less stress, depression, and anxiety, better sleep and more energy, increased self-esteem, less impulsiveness and reactivity to others, improved ability to be mindful and have compassion for oneself and others, increased creativity, more effective at school, work, and home in relating and in attending to the tasks at hand.
- Concerning Behaviors in Children, such as: behaviors that make functioning at home, school, or both difficult, concerning behaviors can be caused by an underlying condition. Most of the time, challenging behaviors are a form of communication that signify the child needs help Examples: aggressive toward self or other, verbally and/or physically harming others, withdrawing physically and/or verbally from others.
- Children express through their behaviors: that they are learning by trying and testing, they are exploring the environment and the limits of their relationships, they are still learning to communicate verbally like adults and use emotional regulation, they are using behavior to express needs, wants, and feelings, they are showing they are struggling internally.
- Discipline is a positive teaching tool based on the idea that children will do better if they feel better. Punishment is negative and is based on the idea that children need to feel shame, humiliation and even pain to learn how to behave. Discipline teaches instructions for improved behaviors helpful to the child in her/his development: calming, caring, confidence-building. Punishment, unpleasant consequences for unwanted behaviors and controls behavior through power and fear, makes children angry, resentful, and aggressive. Punishment should be a very small part of discipline and used sparingly
- Improve child's wellbeing and reduce underlying feelings causing behaviors by: spending 15-20 minutes per day giving undivided focus and attention on your child, this improves your child's connection to you and in turn their connection to themselves and others as well, build a consistent routine and daily schedule, create family rules, discuss plans and future activities so children know what to expect and teach desired behaviors by example.
- Managing Unwanted Behaviors: work on identifying feelings in yourself and how you react to them, establish family guidance as to wanted behavior and explain, clear, consequences for breaking rules. Offer choices when possible as alternative to behavior, praise wanted behaviors, focus on a specific behavior, use statements: "It's time to put the toys away" rather than directives "Put your toys away" Give some choices: "You can put toys away first or brush teeth first, what shall we do first".
- What parents can do with concerning behaviors; notice what the child was doing before the behavior occurred and practice making that connection, find a way to calm yourself and have compassion for yourself that a child's behavior can trigger upset for their parent, be patient with your child and know that if you remain calm, things will go better, know that if a child is exhibiting troubling behavior, she/he is expressing struggle and not feeling calm. When a parent is calm, they model a kind of leadership, confidence, and care for their child who is struggling, know what behaviors to expect at each age, understand the cause of the behavior. Wonder what may be going on with children when they are behaving, think first, then respond- don't react. Use consistent discipline strategies that are age appropriate and

	<p>fit the situation, parents need not be alone when trying to help their child, ask for help and know that other parents and children struggle with similar issues.</p>
<p><b>Administrative Reports</b></p> <ul style="list-style-type: none"> <li>• CSB Executive Director</li> </ul>	<p><b>Dr. Aaron Alarcon-Bowen, Community Services Bureau Executive Director</b>, welcomed Policy Council representatives and thanked them for attending.</p> <p>Administrative updates:</p> <ul style="list-style-type: none"> <li>• Shared a story, “a simple change, can lead to a big change.”</li> <li>• Employment and Human Services Department (EHSD) has a new director, Dr. Marla Stuart, started two weeks ago. She has been invited to an upcoming Policy Council meeting to introduce herself. .</li> <li>• Delegate-YMCA negotiations are underway.</li> <li>• First Baptist Head Start transition plan is in progress, planning a meeting with all First Baptist Head Start staff to help ease stress and answer questions.</li> <li>• The Child and Adult Care Food Program review, was successful with no findings.</li> <li>• Congressman Jerry McNerney, visited Los Nogales, staff spoke to him about their struggles, hoping he can advocate at Washington, D.C.</li> <li>• We are starting conversations with West Contra Costa Unified School District to recruit Senior students interested in Early Childhood Education to bring them into CSB classrooms as student interns and apprentices.</li> <li>• Also, in conversation with Holy Names University to an internship program for students interested in Early Childhood Careers. Measure XA percentage of this tax revenue fund will assist children with disabilities, supplement services, and increase the workforce. CSB is currently working with First 5 and Coco Kids to assess the needs in our community.</li> </ul>
<p><b>Administrative Reports</b></p> <ul style="list-style-type: none"> <li>• Interim Division Manager</li> </ul>	<p><b>Dr. Easter M. Calvit, Deputy Director for Amy Wells, Interim Division Manager</b>, provided Program updates:</p> <ul style="list-style-type: none"> <li>• Classroom Operations- Staffing is a high priority; working on hiring through a layered approach (digital marketing, job fairs, speaking at local community colleges, handing out fliers)</li> <li>• Contra Costa College (CCC), as of July 1, 2022, CSB will no longer provide direct childcare services to families at CCC. The College administration plans to take over the classrooms we currently operate in, by way of lease, so they can provide their own services to children and families through the College. Although we are sad to no longer provide direct services, CSB will gain a partner in the College and will support services to 8 children families through funding and comprehensive services. All current CCC families will be supported in transitioning to another nearby CBS or partner location; no family will lose care as a result of the closure. Staff are also a high priority and we are currently working with staff and Personnel regarding staff placement as of July 1<sup>st</sup>.</li> <li>• Week of the Young Child (WOTYC), all CSB sites celebrated the Week of the Young Child during the week of April 4-8<sup>th</sup>. The annual WOTYC is celebrated throughout the nation as a time to recognize that children's opportunities are our responsibilities, and to recommit ourselves to ensuring that each and every child experiences the type of early environment—at home, at child care, at school, and in the community—that will promote their early learning. Children, staff and families participated in variety of fun activities with the themes: “Music Monday”, “Tasty Tuesday”, “Artsy Thursday” and “Family Friday”.</li> <li>• Congressman Jerry McNerney joined Site Supervisor Shawn Powers, Assistant Director Jessie Black, and Director Dr. Aaron Alarcon-Bowen during a visit to Los Nogales center in Brentwood. During his visit he was able to speak with teaching staff, observe children</li> </ul>

	<p>engaging in developmentally appropriate activities, and learn about the interworking of publically funded child care programs. Media specialist Alan Wang was on site during the visit and will be putting together a media piece which will be shared in an upcoming newsletter.</p> <ul style="list-style-type: none"> <li>• The Child and Adult Care Food Program (CACFP) triennial state review takes place this week!</li> <li>• CSBConnect.Org website. Phase II is in-progress. Phase II will be focused on the Provider/Parent/Staff portal. More to come!</li> <li>• Professional Development: <ul style="list-style-type: none"> <li>-CSB’s part-day teaching staff and Site Supervisors received training on Friday, March 25, on CLASS (Classroom Assessment Scoring System), which is tool used to support teachers in positive environments and interactions with children. Staff were excited to have an in-person training after the long hiatus due to the pandemic.</li> <li>-CSB hosted the quarterly All Cluster meeting on Tuesday, March 29, where Managers, Site Supervisors, and Comprehensive Services staff came together to address bureau and content updates. Agenda items included updates on CSB’s Goals and Objectives, how to “Hold Space” for one another, and CSB’s social media efforts.</li> </ul> </li> <li>• Don’t forget we’re also on Instagram!</li> </ul> <p><b>Ali Vahidzadeh, Accountant II</b>, reviewed the enrollment and attendance statistics for the month of March as follows:</p> <ul style="list-style-type: none"> <li>• The March enrollment was 68.39% for Head Start, 83.42% for Early Head Start and Early Head Start Child Care Partnership #2.</li> <li>• The March attendance was 75.69% for Head Start, 75.61% for Early Head Start and Early Head Start Child Care Partnership #2.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Fiscal</b></li> </ul>	<p><b>Ali Vahidzadeh, Accountant II</b>, presented the following financial reports:</p> <ul style="list-style-type: none"> <li>• <b>2022 Head Start Program: February 2022</b>, year-to-date cash expenditures were \$1,381,438 YTD, representing 8% of the program budget.</li> <li>• <b>2022 Early Head Start Program and CC Partnership: February 2022</b>, year-to-date cash expenditures were \$460,332 YTD, representing 5% of the program budget.</li> <li>• <b>Credit Card expenditures</b> for all programs, including Head Start and Early Head Start, for <b>February 2022</b>, were \$11,389.03.</li> <li>• <b>Child and Adult Care Food Program: February 2022</b>, total meals served, including breakfast, lunch, and supplements, were 13,179.</li> </ul>
<p><b>Subcommittee Updates</b></p>	<p><b>Program Services:</b> No updates</p>
<p>Wellness Activity</p>	<p>Policy Council Representatives participated in a wellness activity by sharing “Outdoor Activities”.</p>
<p><b>Report:</b> 2022 Mid-Year DRDP and SR Updates</p>	<p><b>Ron Pipa and Afi Fiaxe, Education Managers</b>, provided an overview of the 2022 Mid-Year Desired results developmental Profile (DRDPP and School Readiness (SR) Updates.</p> <p>Assessment method overview:</p> <ul style="list-style-type: none"> <li>-The community services bureau implements the state of California desired results developmental assessment (DRDP2015 to determine the developmental outcomes of all enrolled children.</li> <li>-The tool assesses each child based on developmental domains, measures within each domain, and levels within each measure.</li> <li>-Three assessments are conducted each year using this instrument to assess each child's development. The first is implemented within 60 days of a child’s enrollment, the second within 180 days, and the third by the end of May.</li> <li>-Teachers write anecdotal notes on each measure monthly based on their child observations and link these notes to each DRDP measure.</li> </ul>

-Today we will share the results of the second assessment, also called the Mid-Year.

**DRDP 2015 Assessment Developmental Levels Continuum**



Infant and toddler school readiness goals

one goal/measure is identified in each of the five domains.

-Approaches to learning - regulation: self-comforting. Child develops the capacity to comfort or soothe self in response to distress from internal or external stimulation.

-Social and emotional development: symbolic and sociodramatic play. Child develops the capacity to use objects to represent other objects or ideas and to engage in symbolic play with others.

-Language and literacy development: responsiveness to language. Child communicates or acts in response to language and responds to increasingly complex language.

-Cognition including math and science: knowledge of the natural world. Child develops the capacity to understand objects (living and nonliving things) and events in the natural world, including how they change and their characteristics.

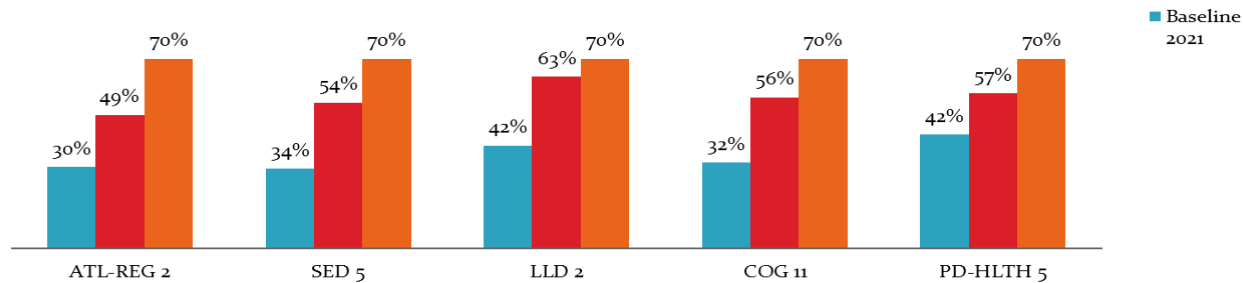
-Physical development - health: safety. Child shows awareness of safety and increasingly demonstrates knowledge of safety when participating in daily activities.

**21-22 Baseline and Mid-Year Assessment. Infants and Toddlers Key Findings**

-The data from the baseline assessment showed the highest scores were in the physical development and health domain and the lowest scores were in the cognitive development domain.

-Data from the mid-year assessment shows the highest scores in the language and literacy development domain while the domain with the lowest scores are in approaches to learning self-regulation.

**Infant and Toddler Baseline, Mid-Year, and Anticipated Year-End Outcomes**



The tables above represent the infant and toddler baseline assessment score for each measure (teal), infant and toddler mid-year assessment score (red), and anticipated year-end outcomes (orange).

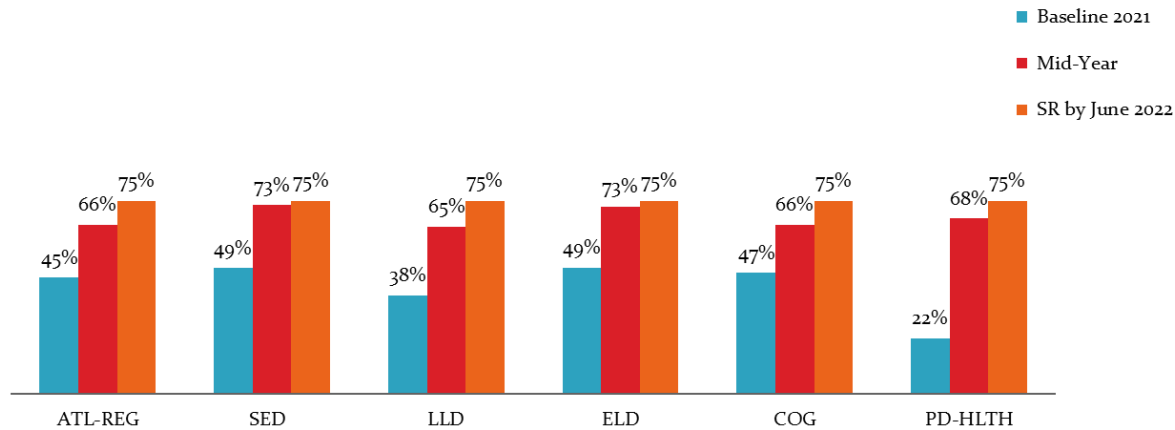
**Preschool and prekindergarten school readiness goals one measure/goal is identified in each of the five domains.**

- Approaches to learning - regulation: self-control of feelings and behavior-Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time.
- Social and emotional development: identity of self in relation to others-Child shows an increasing awareness of self as distinct from and also related to others.
- Language and literacy development: comprehension of age-appropriate text Child develops capacity to understand details and ideas from age-appropriate text presented by adults.
- English language development: understanding and response to English literacy activities- Children show an increasing understanding of and response to books, stories, songs, and poems presented in English.
- Cognition including math and science: measurement- Children show an increasing understanding of measurable properties such as size, length, weight, and capacity (volume), and how to quantify those properties.
- Physical development - health: safety -Children show awareness of safety and increasingly demonstrates knowledge of safety when participating in daily activities.

**21-22 Baseline and Mid-Year Assessment Key Findings Preschool.**

- The highest scores for preschool children were in the social and emotional development (SED) and English language development (ELD) domains at the baseline assessment and were the highest scoring domains at the mid-year assessment.
- The lowest scores for preschool children were in the physical development-health (PD-HLTH) domain at baseline assessment. In the mid-year assessment, the lowest scoring domain was language and literacy development (LLD). While LLD was the domain with the lowest scores, data show an increase of over 25% more children scoring at the “building earlier” or above from the baseline to mid-year assessment periods.

**Preschool Baseline, Mid-Year and Anticipated Year-End Outcomes**



The tables above represent the preschool assessment scores for each school readiness goal at the building earlier level or above. Baseline in teal, Mid-Year in red, and anticipated Year-End outcomes is in orange.

**21-22 Baseline and Mid-Year Assessment Key Findings Pre-Kindergarten.**

-The highest scores for children were in the social and emotional development (SED) domain at baseline assessment (43.9%). Mid-year assessment data shows the highest percentage of children at or above “building middle” is in the physical development-health (PD-HLTH) domain (88.9%).

-The lowest scores were in the cognition including math and science (COG) domain during the baseline assessment. Data for the mid-year assessment shows English language development (ELD) with the lowest percentage (59.8%) of children at or above “building middle”.

**Pre-Kindergarten Baseline, Mid-Year and Anticipated Year-End Outcomes.**

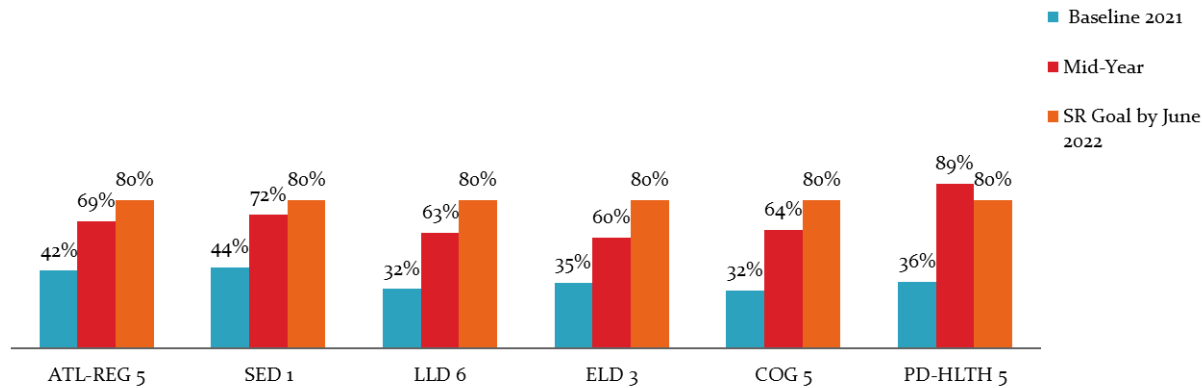


Figure above represents the pre-kindergarten assessment scores for each School Readiness Goals measure at or above Building Middle level. Baseline in teal, Mid-Year in red, and anticipated Year-End outcomes in orange.

**Family Engagement School Readiness Goal**

PFCE outcome and DRDP measure	Goal	Method
<p>Families will increase their ability to support their child’s awareness of safety and help them to demonstrate safety skills when participating in daily activities at home.</p> <p>Physical development and health: safety (PD-HLTH 5)</p>	<p>By June 2022, 65% of infant, toddler, preschool and prekindergarten families will indicate an increased comfort level to support their child’s awareness of safety and demonstration of safety skills when participating in daily activities.</p>	<p>Families will complete a pre and post implementation survey to gather data about their understanding of this concept and the use of materials to support their children’s development in this area.</p> <p>Families will receive safety-focused materials, resources and books to support their children’s understanding of safety.</p>

**Family Engagement Pre-Survey Results: Infants and Toddlers**

Family pre-survey questions	Family pre-survey responses	Yearend goal
<p>What is your comfort level in supporting your child’s development in supporting your child’s learning about safety and using safety skills when participating in home and school activities?</p> <p>How often do you talk with your child about safety and using safety skills in home and school activities?</p>	<p>71% very comfortable 17% comfortable 12% somewhat comfortable</p> <p>74% very often 20% sometimes 6% never</p>	<p>By June 2022, 65% of infant, toddler, preschool and prekindergarten families will indicate an increased comfort level to support their child’s awareness of safety and demonstration of safety skills when participating in daily activities.</p>

**Family Engagement Pre-Survey Results: Preschool and Prekindergarten**

Family pre-survey questions	Family pre-survey responses	Yearend goal
<p>What is your comfort level in supporting your child’s development in supporting your child’s learning about safety and using safety skills when participating in home and school activities?</p> <p>How often do you talk with your child about safety and using safety skills in home and school activities?</p>	<p>67% very comfortable 30% comfortable 3% somewhat comfortable</p> <p>71% very often 28% sometimes 1% never</p>	<p>By June 2022, 65% of infant, toddler, preschool and prekindergarten families will indicate an increased comfort level to support their child’s awareness of safety and demonstration of safety skills when participating in daily activities.</p>



<b>Infant, Toddler, and Preschool Family Engagement Materials and Resources to support the goal of Safety</b>	
<b>Age Level</b>	<b>Material or Resource</b>
Infant, toddler, and preschool	Ultra Clear Outlet Cover Plugs for Child Care Safety (January)
Infant, toddler, and preschool	Don't Guess, Be Sure pamphlet and magnet from California Poison Control (February – March)
Preschool	Listening Time /Momento para escuchar Bilingual Board Book (June)
Infant, toddler, and preschool	Fire and Water Home Safety Resources (May)
Infant/toddler	I Speak Up/Yo hablo Bilingual Board Book (April)
Infant/toddler	I Calm Down/Yo me calmo Bilingual Board Book (June)

Site Reports	<p><b>Los Nogales</b></p> <ul style="list-style-type: none"> <li>• Seeing a few new faces on Zoom Parent Meetings.</li> <li>• Classrooms are having excellent involvement with the CSB Reads program.</li> <li>• The grounds look nice and clean, thanks to maintenance done by Ivan with CSB and Brentwood Housing.</li> <li>• Room 2 is doing a project on Bugs and room 1 is doing a study on Kindergarten Transition.</li> <li>• We had the privilege to have CSB's own Michelle Mankewich, Administrative Services Assistant III (ASA III), to come and read a story to Los Nogales children in honor of Dr. Seuss's birthday.</li> <li>• Dental resources, vaccine resources, father's workshop, making parenting a pleasure.</li> </ul> <p><b>George Miller III</b></p> <ul style="list-style-type: none"> <li>• All classrooms celebrated Dr. Seuss's birthday on March 2<sup>nd</sup>. Some Children in classrooms made "Cat in the Hat" hats for themselves and were read Dr. Seuss's books by the teaching staff and volunteer readers from other CSB departments.</li> <li>• Ms.Kianni Ledezma, with the Bay Area Discovery Museum, conducted a virtual circle time for all the classrooms and shared museum information with the teachers and children. The Bay Area Discovery Museum gifted a book bag to each classroom and provided flag-making materials so that the children could create a flag to put up on display at the museum. Additionally, each child received a free admission ticket to take home so that they could visit the museum with their family.</li> <li>• There are no facility improvements at this time. However, our site will be receiving "Kodo Kids" wind tunnels from our education department so that the teachers can utilize these for science related activities in the classrooms with their students.</li> <li>• Classroom # 1 -Study of Recycling, Classroom # 9- Study of Buildings, Classroom # 5 Study of Buildings.</li> <li>• All GMIII teachers shared "Making Parenting A Pleasure" parent education information to all English-speaking families.</li> <li>• CSB launched the new CSB reads Program.</li> </ul>
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**Ambrose**

- Everyone at Ambrose celebrated Dr. Seuss's birthday with special art and cooking projects. We also read several of his beloved books.
- We got new educational materials and toys from Ron Pipa, Educational Manager.
- Window screens have all been repaired.
- Staff continues participating in trainings, teacher are taking "The Teaching Pyramid" while Site Supervisors are taking the "Empower to Perform" trainings.
- Stacey Boyle, from First 5, came to read to children and families on 3/4/22.
- IrisXu, from Center Eligibility Unit CEU, came to read 2 books to each classroom on 3/2/22.
- Jessie Black, Assistant Director TU, came to read and play with children in both classrooms on 3/18/22.
- Parents received resources through "Friday Flyers."
- Children received one book each from First 5.
- Diapers for all our families were donated by "Sweet Beginnings."

**Verde**

- March brought us good luck! Verde became fully staffed this month!
- Our newest staff member is Soore Akinfemiwa, she is a Teacher Assistant Trainee and we are so happy to have her learning with us.
- H2-Classroom was completely revamped, bringing new energy to different areas of the classroom.
- We are growing carrot seeds!
- April is child abuse prevention month, please join the workshop on 4/28 from 5-6pm with Early Childhood Mental Health to learn more.

**Bayo Vista**

- Bayo Vista is celebrating enrolling new children into our program. Room#3 preschool is full and both toddler rooms 1 and 2 are in the process of being fully enrolled as well.
- Room#2 received a new wind tunnel for the children's enjoyment.
- Preschool Classroom #3 is currently working on the Clothes Study.
- Gabby Vargas was our special guest for our monthly Parent Meeting. Gabby is a mental Health Consultant and discussed raising self-esteem and self-confidence in children.
- Parents received Friday Flyers inviting them to community events, resources for COVID Testing and Vaccinations.

**Crescent Park**

- We celebrated the Week of the Young Child with fun-filled activities. The children had a great time and were engaged in the activities.
- CSB READS a new reading program is getting a great response from the children and the families.
- We are waiting on materials to complete a garden outside for the preschool room.
- We have had a special guest read story to the children on zoom.

**Los Arboles**

- Children celebrated Dr. Seuss's birthday, read many of Dr. Seuss's books, and decorated their hats after reading the cat in the hat book.
- Toddler classroom got a new play couch and chair set where children can sit and enjoy reading books outside.
- Both classrooms focused on child safety where they talked about safety rules inside and outside the classroom. They talked about safety on the street and reviewed rules on how to cross the street safely. They also talked about not talking to strangers and always stay with your parents.

	<ul style="list-style-type: none"> <li>• Cathy Lucero, Comprehensive Services Manager, and Mauricio Perez, Intermediate Clerk, came to the site and read books to the children.</li> <li>• Friday resources were emailed to parents.</li> </ul> <p><b>CC College</b></p> <ul style="list-style-type: none"> <li>• The roof is being replaced.</li> <li>• The children started a planting project and will now wait for their spring flowers to grow.</li> <li>• Thank you Mr. Desiree and teachers for listening about the Contra Costa College updates.</li> </ul>		
Announcements	<p><b>Ana Araujo</b>, Comprehensive Services Manager for Parent, Family, Community Engagement, thanked the participants and shared the following announcement:</p> <ul style="list-style-type: none"> <li>• Self-Assessment has been postponed until the fall of 2022. Parents will be informed and invited to participate.</li> <li>• All parents should have received a copy with rich information about our program in Spring Family Newsletters.</li> <li>• Reimbursements: You may claim reimbursement if you participated in Joint meetings, Special meetings, and or PC meetings.</li> <li>• Teacher appreciation/teacher recognition. We celebrate our teacher's appreciation the first week of May; this is an excellent opportunity for parents to recognize teachers while doing exemplary work! Please call or text me; you know my numbers; we can support you with the nominations.</li> <li>• Resiliency Training on April 28, we will be posting the training on CSB Connect; please register to participate.</li> <li>• CSB Connect Friday Flyers. A website demonstration showed parents how to access the CSBConnect link, find the Home page, Friday Flyers tab under public information, CSB newsletters, and Calendars. Parents were encouraged to browse the page and get familiar with all it offers, especially the Friday Flyers.</li> </ul>		
Meeting Evaluation	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p style="text-align: center;"><b>Pluses / +</b></p> <ul style="list-style-type: none"> <li>• Excellent resources.</li> <li>• Enjoyed facilitation.</li> <li>• Great presentations.</li> <li>• Finished early.</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p style="text-align: center;"><b>Deltas / Δ</b></p> <ul style="list-style-type: none"> <li>• None</li> </ul> </td> </tr> </table>	<p style="text-align: center;"><b>Pluses / +</b></p> <ul style="list-style-type: none"> <li>• Excellent resources.</li> <li>• Enjoyed facilitation.</li> <li>• Great presentations.</li> <li>• Finished early.</li> </ul>	<p style="text-align: center;"><b>Deltas / Δ</b></p> <ul style="list-style-type: none"> <li>• None</li> </ul>
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