

FRAGA Gab



From The Director's Desk

*By Paula Bacon, Director
Melissa Metcalf, Assistant Director*

Happy NEW Year!! WELCOME Back! I hope you all had a MERRY Christmas. We are looking forward to a GREAT 2017.

The New Year brings new changes... **NEW CLASSROOMS, CENTERS, and GOOD NEWS!!**

1. **LaFayette Housing HS/EHS.** The HS classroom transitioned from South Walker HS/EHS/Pre-K. The EHS classroom opened on January 9, 2017. These classrooms will better serve the families and children of Walker County.
2. **Lakeview EHS.** The classroom opened on January 9, 2017.
3. **Chattooga HS/EHS/Pre-K.** The mayor has given us the verbal approval to renovate the old Pre-K building in Trion. We will house two HS and one EHS. The Pre-K classroom will remain at Chattooga EHS to allow us to accommodate 4-year-old children.

Starting the 2017-2018 school year, Becky Goins, Child Development Coordinator, will be taking over the Pre-K department. We will be working together from now until July to ensure a smooth transition.

Inclement Weather. With winter weather finally here, please remember that we have Inclement Weather procedures in place that need be followed at all Centers in our service area. In the event that GAL is granted, your supervisor will notify you of any changes in your schedule.

5 Languages of Appreciation Trainers. As we mentioned at the In-Service in December, some of us will be coming out to your Centers to continue the 5 Languages of Appreciation modules. The trainers are Sara Davis, Nita Thatcher, Melody Wingfield, Melissa Metcalf, Paula Bacon, Nadine Talbot, and Becca Fulgham. You probably already seen your trainer for Module 2 (or will soon!). We **APPRECIATE** them volunteering to bring this valuable training to our staff.



Family Resource Agency
of North Georgia
Head Start/Early Head Start
Pre-K Program

*We Build
GREAT
Children!*

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QUALITY CORNER

Congratulations to the last round of the TOP 2% T.E.M.P scores for the school year! Yasmin Soto, Areli Garcia (WH), Barbie Fitzpatrick, Mandy Cooper (DA), Deborah Minor, and Darcy Higdon (DV), you ladies ROCK!!

Who is ready for snow? Maybe we will see some this year!

Who does not love to throw snowballs?

Here are just a couple ideas to transform your classrooms into a Winter Wonderland!



Pick a letter of the alphabet and have the children throw snowballs at the letter.



Get the shovel out and scoop up that snow!



Play with ice in the sensory table.

~Submitted by:

Betsy Taggart, QM
Brandy Young, QM
Karen Mussared, QM



Coach's Corner

By Sara Davis, Mentor/Coach

Why is everything a power struggle with children?

The good news is everything doesn't have to be a power struggle. The better news is you can prevent power struggles just by knowing several key pieces of knowledge about development in children. Power struggles usually occur around times children are hungry or tired. Also, it stems from a feeling of being powerless. It makes both of you feel powerless! Let's explore some key knowledge about development in children in reference to power struggles.

First, children under the age of six process information slower, 12 times slower, than children over age of 6 years of age. As a teacher or parent there are tasks you need children to complete. The key is giving them small information or goals accomplish at a time. I need for you to pick up the blocks. After the child picks up the blocks give them the next step to accomplish the goal. Since they only process small bits of information at a time this will make a goal much more achievable.

Secondly, children do not have inner speech until after 7 years of age. We, as adults use inner speech to practice situations before we act on them, whether verbally or physically. Children aren't able to "practice" neurologically like we are as adults. For children everything is picture form in their brain. This is exactly the reason visual strategies help children immensely in the classroom. As a teacher, when you use visual strategies with children it helps children plan their actions, ideas become concrete, and guides their behavior. In turn, you avoid power struggles or at least they occur less often. Visual strategies also build literacy and language.

Lastly, consistency is HUGE! The brain craves consistency, especially children's brains. Consistency in schedule makes it easier for the brain to pick up pattern. The easier it is for the brain to pick up a pattern the calmer that child will be.

Put these tips and knowledge to use and I guarantee power struggles will lessen, if not completely dissipate from your classroom.

happy new year!



January Employee of the Month: Tiffany Edgerton



Employee of the Month for January 2017 is **Tiffany Edgerton**, Center Manager at South Walker HS/EHS/Pre-K, Rock Spring HS/EHS. LaFayette Housing HS/EHS.

"Tiffany is an excellent role model for the agency. She is very knowledgeable and is always keeping her staff up –to-date on any changes within the Agency. She is very dedicated and is a hard worker.

"She is the number one supporter for her staff and encourages them to do their best. She strives for them to be successful. When her staff want to further their education, she is willing to help in any way she can.

"Tiffany is ALWAYS willing to take the initiative to make the Agency better!"

It's a new year — new opportunities, new chances, and new goals. New Year's Resolutions can be daunting but the trick to accomplishing goals is taking them one step at a time.

The Japanese have a principle called "**Kaizen**", a Japanese business principle which means simply to "**change for the better**". Kaizen focuses on making small changes aimed towards larger goals. These small changes and efforts accumulate into much larger changes.

So, if your goal is to lose weight, a small kaizen step might be to eat healthier. A smaller step still would be to not drink sodas. A smaller step still would be not to drink a soda today. If you don't drink a soda today, you've accomplished a small goal — good for you! Then if you continue to set this small goal daily, you've now accomplished not drinking sodas — even better! Then, that goal ultimately supports the larger goal of eating healthier. Maybe you want to exercise more but you don't feel like exercising... tell yourself that you will exercise for two minutes. Anyone can do anything for two minutes! Chances are, once you get started, you'll keep going. Taking that two minute small step can lead to a longer workout and is still better than just sitting on the couch!

Any goal can be broken down this way and accomplished. The journey of 1,000 miles begins with you taking a single step. Kaizen is about finding those small steps and taking them. Try it — eventually, one small choice at a time, you'll find out you can accomplish any goal you set for yourself.

Submitted by Melody Wingfield, HR Coordinator



Caught In The Act!



Kim Cordell, EHS Teacher Floater at Battlewood HS/EHS (photo, left). *One of the families at Cloud Springs was struggling to provide for their children this Christmas. When Kim learned about their situation, she bought toys for the children. Kim cares for all the children and the families she works with. Kim is a special person. The children feel loved by her and*



Judy Smith, Pre-K Teacher at Cloud Springs Pre-K (photo, left). *Judy loves and cares deeply about all of the children and their families. She heard one of her students say they didn't have a Christmas tree so Judy bought the family one. The child was so excited to have a Christmas tree! Judy helped this family have a joyful Christmas!*



Sherri Brown, EHS Teacher at Mountain View HS/EHS/Pre-K (photo, left). *Sherri goes out of her way to help everyone. She will give the shirt off her back to anyone that has a need. You can always ask her for help and she will help you with a smile on her face. She always gives 100% percent to anything that she does.*



Margaret Hunt, EHS Teacher and Whitfield HS/EHS (photo, left). *Margaret is not only a great co-worker, but a great friend. She always takes the time to listen to me if I need advice. She has brought me breakfast, given me clothes, and visited me in the hospital when I was sick. She is a joy to everyone she meets!*



Deysi Rivas, Substitute Teacher at Whitfield HS/EHS. (photo, left). *Deysi is always so helpful and never complains when we ask her to help. She visited me when I was in the hospital for a week and brought me gifts and candy. She is a delight!*



Ernestine Bonaparte, EHS Teacher at Morris Innovative HS/EHS (photo, left). *Ernestine is willing to help in any way that she can, whether it be work or personal related. She is always in a positive mood. She is a good hearted woman and goes above and beyond with the children. She is very hardworking and always gives 110%*



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Murray HS/EHS had a **PERFECT**
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CLASS Newsletter

By Nadine Talbot, CLASS Specialist

I hope everyone had a fantastic Holiday Break!

This month we are further discussing the Classroom Organization Domain.

****Remember, this is not a checklist!****

Indicators for **Behavior Management** are:

Clear Behavior Expectations: Behavioral Markers are: Clear Expectations, Consistency and Clarity of Rules.

Proactive: Behavioral Markers are: Anticipates Problem Behavior or Escalation.

Redirection of Misbehavior: Behavioral Markers are: Effective Redirection of Misbehavior, Attention to the Positive, Uses Subtle Clues to Redirect, and Efficient Redirection.

Student Behavior: Behavioral Markers are: Frequent Compliance, and Little aggression and Defiance.

Indicators for **Productivity** are:

Maximizing Learning Time: Behavioral Markers are: Provision of Activities, Choice when Finished, Few Disruptions, Effective Completion of Managerial Tasks, and Pacing.

Routines: Behavioral Markers are: Students know what to do, Clear Instruction and Little Wandering.

Transitions: Behavioral Markers are: Brief, Explicit follow through, Learning Opportunities Within.

Preparation: Behavioral Markers are: Materials Ready and Accessible, and Knows Lessons.

Indicators for **Instructional Learning Formats** are:

Effective Facilitation: Behavioral Markers are: Teacher Involvement, Effective Questioning, and Expanding Children's Involvement.

Variety of Modalities and Materials: Behavioral Markers are: Range of Auditory, Visuals and Movement Opportunities, Interesting and Creative Materials, Hands on Opportunities.

Student Interest: Behavioral Markers are: Active Participation, Listening and Focused Attention.

Clarity of Learning Objectives: Behavioral Markers are: Advanced Organization, Summaries, and Reorientation Statements.

