

IN THE LOOP

January 2023

Issue No. 25

The ELC Brevard Coalition publication and go-to resource
for Teachers and Early Learning Partners



*It's Open
Enrollment*

*Don't forget to
continually update
your slot vacancy
information!*



- Provider Services
- ELC News & Update
- Program Assessment
- Professional Development
- Early Intervention
- Monitoring & Compliance
- Teacher of the Month
- CLASS
- Self & Diversity
- Activity Plans
- Teacher Resources

**“What the new year brings to you
will depend a great deal on what
you bring to the new year”**

PROUDLY SUPPORTED BY:



Presented by
Chinaka Grizzle
Professional Development Specialist
ELCB

Let this year be the year you go after progress over perfection and savor every victory you make along the way to your goals. Happy New Year 2023!



MPA, CECD
Chief Executive Officer

Contents

Foreword - Laura Gambino
Chief Executive Officer - **page 2**

News, reminders & updates
Harriet Paredes - **page 3** -
Director of Provider Services

Program Assessment & Professional Development Priscilla Ramos - Administrator -
page 4

Monitoring & Compliance - **page 5**
Margaret Leddin -Administrator

Early Intervention - **page 6**
Beth Arthur - Administrator

Teacher of The Month - **page 7**
Miss Katie Watson - The Kid's Place Titusville

All About Self-belonging and Why it Matters in the Classroom - **pages 8 - 10**
Lisa Diggs - Professional Development

Out and About in Brevard - **Page 10**

Professional Development - **Page 11**
Focus on CLASS -Observable interactions

Activity Plans - **Page 12**

Calendar Dates - **Page 13**

Staff Contacts- **page 14**

Greetings!

Happy New Year to all our Providers, Teachers, and Community Partners. I'm hoping everyone had a wonderful, restful and safe holiday season!

The New Year brings new opportunities for all of us, so let's start 2023 with renewed energy and concentrated efforts on service to the children and families of Brevard county.

ELC's Staff and Leadership team strives to make our work with you intentional, relevant, and meaningful during times of challenge and during periods of success. Ultimately, we celebrate your interactions, your efforts, and your endeavors with Brevard's children and families.

Additionally, I extend our appreciation to our board members and community partners for their continued commitment and ongoing support.

Greeting Providers!

May you enter this fresh year leaving aside all your worries and sorrows.... May there only be happiness May you share your knowledge with more students and enlighten them to help them have a brighter future.... **Happy New Year !!!**

Information Sharing:

- ARPA Round 2- deadline to apply 2/28/23
- Celebrate Literacy Week, Florida! 2023 will be held January 23 – 27, 2023. The theme is Take a Deep Dive Into Literacy – Splash Into New Worlds! The simultaneous reading activity will be held on Wednesday, January 25, at 9 a.m. Providers will spread the love of literacy in their homes, centers, and schools by reading Ten Little Fish by Audrey and Bruce Wood.
- Profile 23-24 – tentatively opening mid- January. Additional information to be sent out.
- World Class Workforce Incentives- Additional information to be sent out.



Director of Provider Services

A photograph of a teacher and four students in a classroom setting. The teacher is standing and pointing at a laptop screen, while the students are seated around the table, looking at the screen. The text "Breaking News" is overlaid in a stylized font.

CLASS GROUP COACHING (MMCI)
Infant/Toddler and PreK

EFFECTIVE -JANUARY 2023- INCENTIVES AWARD IS NOW \$750 UPON COURSE COMPLETION!

Brevard Directors/Instructors Only

Register Now

WWW.ELCBREVAR.D.ORG

Certified Coaching
Breaking News **Hour**

Effective- January 2023- Incentive Award is now \$200 for participants who attend all four (4) sessions a month.

Brevard Directors/Instructors Only

- Do you need guidance with your lessons ?
- Having a CLASS observation and not sure what to expect?
- Need guidance on how to improve your CLASS scores ?
- New to Early Childhood and need support?

Register Now

WWW.ELCBREVAR.D.ORG/CALENDAR

Let the old year end and the New Year begin with the warmest of aspirations.
Happy New Year 2023!

Program Assessment Professional Development

Program Assessment & Professional Development Team:-

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**Provider Services
Administrator**

Happy New Years!!

We hope you all are starting this New Year with happiness and joy. We wish you all a wonderful start to the new year. Let's start the new year's resolution by checking our PD calendar and getting ready for CLASS observations by signing up for our CLASS Group coaching hour, and CLASS Group Coaching courses and calling your coaches to schedule some individual coaching time.

Allow us to help you get prepared.

Be on the lookout for more training on our ELC calendars.

QPS reminders – all non-exempt SR providers must complete and submit the Monthly Teacher Roster.

Child assessment providers please upload your new teachers' reliability certificates onto QPS

Quality Improvement Providers please upload your teacher's CLASS Group Coaching Teachstone certificates.

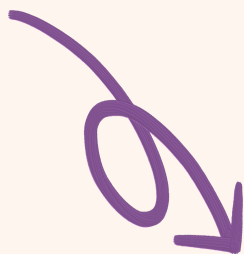
As always, feel free to reach out to us.

Monitoring & Compliance

By Margaret Leddin - Administrator

Hi from the Monitoring & Compliance Team, Happy New Year! I hope you all had a wonderful holiday!

When running reports for FAST using Star Early Literacy progress monitoring 2 (PM2), you will need to customize the Date Range by VPK class PM2 screening window.



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RENAISSANCE Amber Gibbens

Star Summary Report

[Back to Reports](#)

Assignment Type: **Star Early Literacy Enterprise Assessment (English)** [Change Assignment Type...](#)

School: **Loving Care Young Achievers Club Inc (23366)** Classes: **Bf22; Cf22** [Change Students...](#)

Demographics: **All Demographics** [Choose Demographics...](#)

Group By: **Classes/Groups** Date Range: **2022-2023**

Scale: **Star Unified Scale** ☐ Show Graphs ☐ Hide Groups

[Update Report](#)

Custom...

All Time

2022-2023

PM1

PM2

PM3

8/10/2022 to 10/11/2022 [Apply](#) [Cancel](#)

SEPTEMBER 2022

S	M	T	W	T	F	S
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3	4	5	6	7	8	9
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17	18	19	20	21	22	23
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OCTOBER 2022

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30	31					

Teachers.....Thank you for all that you do. Your hard work doesn't go unnoticed. You're appreciated! Happy New Year



Early Intervention Services

By Beth Arthur - EIS Administrator

We hope that the new year finds you refreshed and ready to try new things to make positive change for your program, its children, families, and staff.

Here are the topics we covered last year "**In the Loop**", How many have you tried? How many would you like to implement in the new year? In the words of our Early Intervention Specialist, Kim Kohler, here is your "**Start Fresh Refresher**"!

- **Reduce expulsions due to challenging behavior.** Call us at the first signs for support. If you must expel, use the correct codes in the portal so we can help the family and child.
- **Focus on teaching** children problem solving skills.
- **Self-care for teachers** and understanding your "hot buttons" and what to do when they are pushed.
- **Teach** children about **feelings**.
- Teach children **self-regulation strategies** like the Tucker Turtle Technique! Schedule or register for an on-site Tucker Turtle Technique training!! Understand the fight, flight, or freeze stress response in children, how to help, and ease your own stress. Don't forget to sign up for a Tucker Turtle Technique training!
- **Using social stories** to help children understand when teachers change, or they must go to another classroom to meet ratios. Don't forget to sign up for a Tucker Turtle Technique training!
- **Report any unusual happenings** in your screening portal queue to your Early Intervention Specialist so we can make sure there is not an outage and save you time and energy. Don't forget to sign up for a Tucker Turtle Technique training!
- Register for **Social Emotional Literacy Trainings** on the ELCB Web Calendar.
- **Recognize** teachers who are participating in ongoing **professional development**.
- **Engage families in your program** and their children's early education. Re-defining family engagement.
- **Create strong bonds** with children and help them understand changes in schedules and routines using social stories and visual schedules.

Early Intervention Team:-

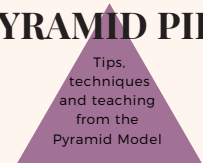
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"PYRAMID PIECES"



As always, we are here to help! We are here for you! All you have to do is ask.

Teacher of the Month

January 2023

Kate Watson - The Kid's Place

Michelle McMillon, the Infant Teacher at Kid's Place excitedly stated "I would like to nominate a teacher in the 1 1/2-2 year old classroom at the Toddler Program at The Kid's Place at IRCUMC. Her name is **Katie Watson** and I both respect and appreciate her as a teammate and colleague.

Miss Katie is an enthusiastic, energetic, kind, and motivated teacher to the young toddlers in her classroom. She began working at The Kid's Place in March of this year as the lead teacher in the room.

The children in my 1's room, move up to **Miss Katie's** 2's room, and they are blessed to have a kind, patient, loving teacher who welcomes & supports them to work through sad or difficult feelings, and she always shows concern and care. She is **patient and kind** even when it's difficult, while providing consistent boundaries and expectations appropriate to this age group. When her children see her through the window at times coming in to work, they light up and yell, or wave as if she can hear them outside.

When it comes to curriculum and providing interesting and fun experiences for her kids, Katie pulls out all the stops! She is very creative and seems to be able to make **something out of nothing when needed.** She takes time to plan out themes and lots of activities and crafts to support them. For example, when the theme was zoo animals, she posted pictures of different animals all around our church campus and then took them on an 'expedition' in the bye-bye buggies.



For a Christmas activity for a gingerbread theme, she took one of our playground houses, taped oversized candy decorations all over it, made gingerbread play dough, brought in bowls, spoons, cookie cutters, baking sheets, and the children played in and outside of the house and rolled, cut and 'baked' gingerbread cookies. They had a ball, and this is not unusual for Miss Katie.

Finally, Miss Katie is **a great team player**, always flexible, with a great attitude, even during challenging times. She is helpful, and takes on extra duties or additional children in her classroom. **What I really appreciate about Katie is that she always has a kind smile and a calm disposition,** even during difficult circumstances or when we are short staffed.

It is refreshing to have a fellow teacher who will look for the best in their children and co-teachers, put in lots of energy and love into their work and children, and obviously enjoys being a **teacher to these little toddlers.**

All About Self-belonging and Why it Matters in the Classroom 06 Apr 2022 by Guest Blogger

Three reflections that will inspire you to become culturally responsive and make children feel seen, accepted, and recognized.

I moved to the United States years ago when I was a teenager. I felt confused, scared, and out of place in my new school. As soon as I learned English, I decided to stop speaking my native language to hide who I was. I thought that by hiding my identity people would not notice I was different and accept me.

Over the years I learned that being different is okay and that we are all different in beautiful ways. Recently, I decided to take action, share my story, and create awareness in the teaching community. I hope that by sharing my story I could touch the hearts of teachers and inspire them to create a learning environment that embraces diversity; a place where families and children can feel proud of who they are, the language they speak, the color of their skin, their food, culture, and traditions.

In an increasingly diverse society, it is imperative that teachers are prepared to work with families from different cultural backgrounds. Respecting a diverse group of children means recognizing that all of them are unique in their own ways. Promoting a sense of belonging is key to making families feel welcome and accepted. What can teachers do to support diversity? How can teachers make families feel proud of their home language, food, and traditions?

Reflection One: Why Belonging Matters in the Classroom

According to the UC Berkeley article, **“When students experience a sense of belonging in a learning environment, there are both immediate and long-term positive consequences for their academic performance and well-being.”** It also indicates that when students don’t feel a sense of belonging, they can become disconnected from their learning environment. It highlights that creating a sense of belonging potentially benefits students from marginalized and stigmatized groups, such as African American, Latino, Native American, first-generation immigrants, and financially stressed students.

This last statement empowers me to create awareness of being culturally responsive and provide opportunities for all students. How do I know my students feel accepted, valued, and seen in my classroom?

Reflection Two: How to Integrate the Culture of the Students in the Curriculum

Families come in different forms, shapes, and structures. Families have unique ideas, values, beliefs, and culture. When I enroll my children in a new program or school, I expect them to feel welcome and loved. As a parent, I will feel very touched if my son's teachers want to know more about my culture, language, and customs.

We know that children need a safe, loving, and positive environment to feel secure. Teachers demonstrate positive behaviors by engaging in meaningful and caring interactions with families/children. Let's think about other possibilities...

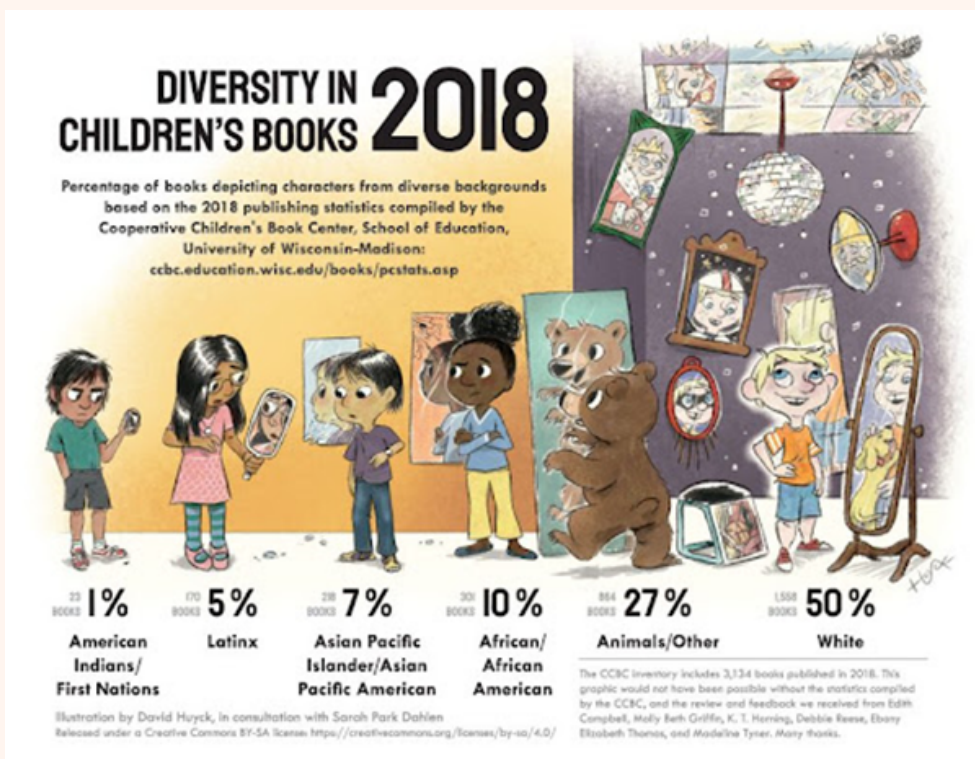
Reflective Questions:

- **How am I promoting a sense of belonging?**
- **Am I taking into consideration the culture of the family, the language they speak, and their traditions?**
- **Do I have a protocol or tool that encourages parents to share their culture and embrace culturally diverse families?**

Reflection Three: Does Representation in the Learning Environment Matter?

I'm the mother to three young boys. When I read books to them they pick a character that they identify with. They say, "I'm him." They even argue over who gets to be what character. I notice they look for characters that look like them, their skin color, body type, and other traits. Representation in books, images, materials, and media plays an important role in children's development and self-esteem. The characters provide a narrative that teaches them about their world.

Do I select books, materials, and images that represent my students' ethnicities? Do the books, materials, and images promote a positive image of their culture?



Please observe this infographic provided by statistics compiled by the librarians at the University of Wisconsin-Madison School of Education Cooperative Children's Book Center CCBC:

Representation plays an important factor in making children feel that their language and culture is appreciated and accepted in their learning community. When selecting books, materials, and images for my classroom, do students have mirrors (opportunities to see themselves and others in these resources)?

Professional Development - Continued

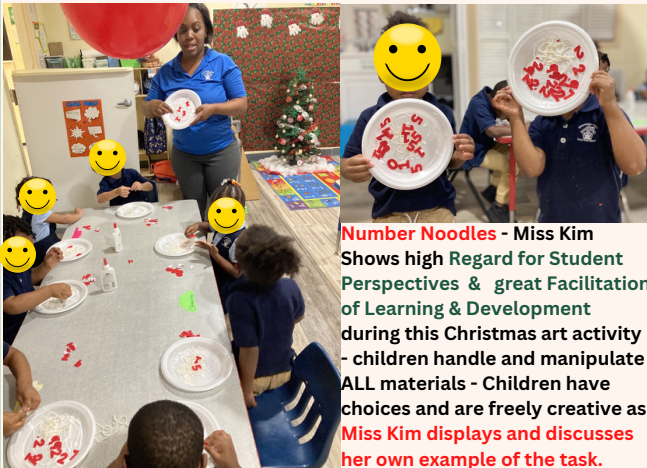
Take-Away

- We are all learning how to **be culturally responsive and demonstrate to families that we care about their culture.**
- **No child or family should be afraid** of speaking their native language, wearing their traditional clothing, or telling others their cultural background.
- **Teachers transform, shape, and form** children through their **genuine care for families.** Let's make it happen!
- **Every child has the right to reach his/her full potential** regardless of his/her socioeconomic, cultural, and racial backgrounds.

Article featured images from **Featured Image from Di Colori Preschool**

Out & About in Brevard

Gingerbread Manor - Rockledge
Miss. Kim's Class



Number Noodles - Miss Kim
Shows high Regard for Student Perspectives & great Facilitation of Learning & Development during this Christmas art activity - children handle and manipulate ALL materials - Children have choices and are freely creative as Miss Kim displays and discusses her own example of the task.

Berripatch - Melbourne
Miss Nina's Class



Ms Nina provided an array of materials in various textures, colors and tones which allowed the children to **create their faces & features** in a realistic way, she **embedded the information, differences & similarities through discussion** & each child was easily identifiable through the **children's OWN creativity & interpretation**



Junior Bears



School age garden at Junior Bears



School age aftercare at Just for Kids - Cocoa

The mediocre Teacher tells, the good Teacher explains, the superior teacher demonstrates, the GREAT Teacher INSPIRES

Focus on CLASS -Observable interactions

Using Open-Ended Prompts to Deepen Language Modeling Interactions

20 Dec 2022 by Marla Read Capper

Open-ended prompts are questions or statements that support children's verbal and nonverbal communication. The purpose of open-ended prompts is to encourage extended responses, which promote children's language development by meeting children where they are. To encourage optimal language growth for all children, educators tailor open-ended prompts to meet individual needs. For example, educators may need to provide more time and support for children to process information and then respond as they are able. The complexity of prompts should be based on children's readiness levels and communication skills.

Why is it important to use open-ended prompts with children?

It's important for educators to ask children open-ended questions and statements like, "Tell me more about your drawing" or "What are you doing this weekend?" because they invite children to use more than one word in their response. Open-ended prompts are an important strategy that educators can use with children to open the dialogue and extend conversation, providing opportunities for children to practice language. Effective questions such as, "What is your favorite...?" or "Tell me about...?" not only encourage back-and-forth exchanges and develop communication skills, but they can also offer valuable information about children.

How can educators grow their Language Modeling interactions by using ended prompts?

Consider the frequency, depth, and duration of the educator-child interactions.

- Frequency—the number of times the behaviors or interactions occur
- Depth—the impact of the interaction on the child.
- Duration—the length of an interaction and whether it is short-lived or sustained.

Meet students where they are and individualize prompts.

- Promote language by asking open-ended questions that are differentiated based on children's language abilities and communication skills.
- Use verbal and nonverbal cues
- Communicate in the home language, if possible.
- Consider the wait time so that children can fully respond before moving on.
- Use strategies to encourage children to engage in conversations with one another as they answer the open-ended prompts.

When should educators ask open-ended prompts?

All day long! Ideally, educators and children should participate in back-and-forth conversations all day. Open-ended questions or statements can lead to longer conversations while children are arriving in the morning and getting settled. It also can lead to dialogues between students, which can be helpful during arrival when there are only a few students in the room and teachers juggle managerial tasks.

ACTIVITY PLANS

By acknowledging children's feelings, we help them to understand those feelings and the emotions they give rise to.

With Practice children will learn skills to manage emotions which in turn promotes self regulation.

Calming Corner

Activity: Children will be introduced to, and practice, a variety of calming exercises.

Objective

Children will practice activities designed to promote self-regulation.

Targeted Standards

III. Social and Emotional Development

III.B.1. Demonstrates ability to self-regulate

http://flbt5.floridaeearlylearning.com/standards.html#id=III&a=four_year_olds

Materials Needed

- The book: When Sophie Gets Angry—Really, Really Angry by Molly Bang
- Bubbles and wand to inhale deeply and exhale slowly
- Pinwheel to inhale deeply and exhale slowly (make it turn for a long time)
- Large star cut out (green arrows going up to each point instructing the child to inhale deeply as he uses his finger to trace that part of the star, blue arrows going down each point signaling that the child should exhale while tracing that part of the star with his finger)
- Crayons and paper to color a picture about how they are feeling
- Sensory Bottle to slowly tip and watch
- Zen Garden (covered container filled with sand, stones, and a small rake or fork)
- Play dough to knead and roll
- Small stuffed animal (children may lay on the floor, place the animal on their tummy and breathe deeply to make the animal move up and down)
- Beanbag, large pillow, soft chair, or small mat
- Pictures of animal stretches see examples below:
 - o Cat - On all fours, tuck your chin into your chest and round your back
 - o Cow - On all fours, look up, arch your back
 - o Flamingo - Stand on one leg, bend your knee, place the sole of your foot on your inner thigh, and balance

Checking for Understanding

Children will demonstrate their understanding of the lesson by, sharing something that makes them angry or upset and practicing each "calm down activity."

Scaffolding

- If children have difficulty thinking about situations that make them angry or upset, assist them by providing possible scenarios.
- Walk the children through each activity, providing modeling and assistance as necessary.

Extensions

- Create a classroom book, *When Miss _____'s Class Gets Calm—Really, Really Calm*. Invite each child to draw a picture of something they like to do to help them calm down.
- Practice a variety of deep breathing, stretches, and relaxation exercises during group time.



Florida VPK

Page 1 of 2

VPK ACTIVITY PLANS

Calming Corner

Activity: Children will be introduced to, and practice, a variety of calming exercises.

Targeted Standards

III. Social and Emotional Development

III.B.1. Demonstrates ability to self-regulate

http://flbt5.floridaeearlylearning.com/standards.html#id=III&a=four_year_olds

Procedures

1. Create a "Calm Down Corner" in the classroom by providing a comfortable place to sit and several of the activities below.

In the Calm Down Corner:

 - a) Beanbag, large pillow, soft chair, or small mat
 - b) Pictures of animal stretches see examples below:
 - Cat - On all fours, tuck your chin into your chest and round your back
 - Cow - On all fours, look up, arch your back
 - Flamingo - Stand on one leg, bend your knee, place the sole of your foot on your inner thigh, and balance
2. Read the book, *When Sophie Gets Angry—Really, Really Angry* by Molly Bang.
3. Discuss how Sophie felt when her little sister took Gorilla. Ask the children to share what makes them angry. How did Sophie calm down? Explain that you have created a special place in the classroom that can help them calm down.
4. Introduce the "Calm Down Corner." Explain each activity and invite the child to practice it with you. Which activity did each child like the best? Can they think of other things that may help them calm down?
5. Remind children that they may go to the "Calm Down Corner" when they are feeling angry or upset.



When Sophie Gets Angry - Really, Really Angry... (Scholastic Bookshelf)

Book 1 of 3: Sophie | by Molly Bang | Jun 1, 2004

★★★★☆ (4.5) 1,115

Paperback

Ages: 2 - 5 years

\$6.99 \$7.99

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Florida VPK

Page 2 of 2

VPK ACTIVITY PLANS

It is important for children to have opportunities to talk about their feelings and emotions.

Remember... a "Calm Down Corner" is not a "Time-out" corner. Your children should regard it as a safe and positive space in the classroom.

January

2023

Calendar Dates

Tuesday, 10th January 2023 - Houseplant Appreciation Day

The holidays are over & the decorations put away for another year. The house looks a little plain, drab & grey ! Today is THE day to get back to tending to and loving your houseplants & appreciate just how special and important they are. They are therapeutic, lifting your mood and outlook. They add warmth and have a calming effect. Growing houseplants is pretty easy. They need a little sunlight, water, occasional nutrients, and a little love & the kids can help!

Sunday, 15th January 2023 - Martin Luther King Jr's Birthday

Monday, 16th January 2023 - Martin Luther King Jr Day Observed - ELC Brevard CLOSED

Tuesday, 17th January 2023 - Kid Inventors Day

Our kids are our future. We've heard this expression used often and in many, many ways. It's well known that kids have creative, untethered minds. As a result, the youth of the world come up with a lot of good ideas, concepts, and inventions. **All you need to do is encourage them, and then listen and see what happens.** It's only fitting that Kid Inventors Day exists to recognize kids for their past, present, and future achievements and inventions. Today encourage our kids to dream up new inventions & be creative in the classroom with junk modelling and science experiments that prompt their thinking and challenge their understanding.

Wednesday, 18th January 2023 - Winnie the Pooh Day

Enjoy your favorite bear and all of his friends. A day to acknowledge A.A. Milne, the Author and Creator of Winnie the Pooh and his friends. Celebrate Winnie the Pooh Day by reading some storybooks about the adventures of Winnie and his friends and get creative in the "Art Center" by making bear or in the kitchen with honey based recipes or bear shaped cookies.

Thursday, 19th January 2023 - National Popcorn Day

Question: Does anyone really need encouragement to eat one of America's favorite snacks? We won't pop (burst) your bubble, err pop your corn that is. This day celebrates healthy...until you load it with salt and butter... **Lets all just eat popcorn any way we like it!** Speaking of healthy, plain popcorn is very good for you. On National Popcorn Day, we suggest you pop up some fresh popcorn, kick back and enjoy!

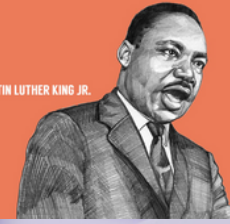
Saturday, 21st of January 2023 - National Hugging Day

It's the weekend & what a great day it's going to be! Today is an opportunity to give and to receive. Give a hug, and you automatically receive one in return. Hugs are loving, therapeutic & caring. Hugs are celebratory & they make you feel good inside. It is a way to say everything is or will be okay. Have you ever received one from someone who didn't care? I didn't think so. That's proof positive that you're loved and cared about. Celebrate today by giving the "big squeeze" to family, friends, and loved ones. You'll love the warm feeling you get.

WE MAY HAVE ALL COME ON
DIFFERENT SHIPS, BUT WE'RE
IN THE SAME BOAT NOW.

—MARTIN LUTHER KING JR.

T. SHERIFF
THOUGHTS



Sunday, 22nd January 2023 - Chinese New Year Year 4721 - Sign: Rabbit, a Yin year

Chinese New Year holiday is a 15-day celebration, beginning on the first day of the new moon, and ending on the full moon. This Asian New Year celebration on the 15th day is called the Chinese Lantern Festival. Chinese culture is amongst the oldest in the world. While the rest of the world is in the early years of the third millennium, Chinese culture is in its fifth millennium. In Chinese astrology, **every year is represented by an animal.** Also called the Spring Festival, New Year is the biggest holiday in Chinese culture. It is celebrated with festivities, fireworks, brightly colored lights, special meals with family, and gift giving.

Wednesday, 25th January 2023 - Opposites Day

Opposite Day is a topsy, turvy day where everything you say, do, see, and hear is the opposite. Look into a mirror. You are looking at your opposite image. If you say go left, you mean to go right. When you say look up, it means to look down. If you see your left foot...is it your right? Opposite Day can be a whole lot of fun. It can also be very, very confusing. This special day is celebrated primarily among schoolchildren. Join the fun and do everything exactly the opposite. Say yes when you mean no... Stop when you're told to start. **BUT most of all have fun in the classroom** as you highlight and explore all the weird and wonderful opposites to your students!



The Palm Bay Multicultural Festival is a FREE event showcasing culture, dance, music, and hands-on activities from different countries from around the world.

Dance, Music, Live Entertainment, Food Vendors, Art and Craft Vendors, Face Painting, Glitter Tattoos, Inflatables

When: Saturday, January 28, 2023, 11:00 am - 5:00 pm
Location: 1951 Malabar Rd NW, Palm Bay, FL 32907
Cost: FREE admission



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