Happy New Year, Everyone!

Though “Future Graduate” Lucia (Dr. Carver’s granddaughter) is too young to enroll at the Carnegie Mellon University Children’s School, it IS time to ensure that we have applications on file for all our infant and toddler siblings. It’s also time to plan for the 2015/2016 School Year!

2015/2016 School Year Information

Preschool Enrollment and Re-Enrollment: Acceptance packets for incoming 3’s and Re-Enrollment packets for the 4’s Program will be sent on January 8th. You will be asked to submit a $500, non-refundable deposit to reserve your child’s space for 2015/16. After February 2, 2015, spaces will be offered to new 4’s applicants and children on our 3’s waiting list.

Extended AM Program: Spaces in our Extended AM Program are limited to 24 children, with preference given to children already in the program. These spaces fill very quickly, so return your forms and $200 deposit promptly if you are interested! The $200 deposit will be refunded if there is no space for your child.

Open Houses: Wednesday, January 7th at 9:00am and Thursday, January 8th at 12:45pm. These Open House sessions for prospective preschool parents involve presentations by Dr. Carver and observations in the classrooms. Current parents are also welcome to attend.

Kindergarten Re-Enrollment: We coordinate our Re-Enrollment for kindergarten with the private school timeline, so packets will be sent via backpacks on February 4th. Our kindergarten class is limited to 24 children. Based on the information we received during our Parent/Teacher Conferences, we anticipate having spaces for all presently enrolled 4’s whose families have expressed an interest in our kindergarten. Nonetheless, we ask that you submit your admission documents and $700 deposit by February 20th. After that date, new applicants will be admitted. Please contact Mrs. Rosenblum at rosenblu@andrew.cmu.edu or 412-268-3476 if you have questions about the admissions process.

The Kindergarten Orientation and Observation Session on Tuesday morning January 27th at 8:45 am is intended for all parents. Please RSVP to Ms. Drash at adrash@andrew.cmu.edu for either the Preschool or Kindergarten Open House.

January Dates:
January 7th AM and January 8th PM – Prospective Parent Preschool Open House
January 8th – Re-enrollment Packets Sent to Current 3’s Families / Acceptances to New 3’s Week of January 12th – Speech & Hearing Screening Days
January 27th – Kindergarten Orientation and Observation
January 30th – Staff / Parent Discussion re: PITTSBURGH 9:30-11:00 (child care provided)
February 4th - Re-enrollment Packets Sent to Current 4’s Families
New Year’s Resolutions re: School Routines

2015 is a perfect time to renew our resolutions to follow the Children’s School routines. Please be on time for greeting and dismissal so that the children receive the full benefit of our program. Foster the children’s independence by allowing teachers to greet them at the car rather than walking them into the school. Be sure to read the newsletters and our email communications so that you are fully informed about school happenings and so that you can support your children’s learning at home. We appreciate your support!

Favorite Book Donations

In honor of our educators and undergraduates, the Children's School donated a copy of each individual’s favorite book to the Homewood Children's Village Book Drive. To donate or to learn more about Homewood Children's Village go to: www.hcvpgh.org.

Barnes & Noble Book Fair

Once again, our Barnes & Noble Book Fair was great fun and we raised $3,191.00 in total in-store purchases on December 6th (on-line total still pending). This means that our library acquisition fund will receive at least $478.65 to purchase new books! The Kuhn family organized some wonderful Origami activities and the Mendez family, the MacWhinney family, Jen Moak, Amy Kim and Karris Jackson helped with the paper folding. Thanks also to Chris Grill, Tiffany Holtzman, Naz Yenmez, Ramona Ragano, Leslie Aronson, Amy Williams, Karla Villatoro de Friedman, Laura Delarosa, Melissa McFadden, Michelle Landau, Stephanie Fraley, Alexis Tuckfelt and Collyn Evans for working the welcome table and handling the gift-wrapping. We all enjoyed the winter wonderland concert performed by Mrs. Bird and her brother, Ken Thompson, and the guest appearance by Anna from Frozen!
Enjoyable Extended Morning Open Houses

Thanks to everyone who visited the Extended Morning program on December 2nd and 4th for our annual open house events. We enjoyed learning together in the Green Room and Discovery Area, having a sing-along with Mrs. Bird, and feasting with all of you. Thanks to the children who lovingly made soup and biscuits for us all to enjoy and to the teachers who coordinated and served the delicious lunch!
Family Social Organization (FSO)

Hello everyone! We hope your holiday season was filled with lots of holiday cheer! December was a short month for the FSO. We kicked off the month with the Barnes and Noble book fair! In addition to shopping, families enjoyed lots of fun activities and a special sing-a-long with Mrs. Bird and her brother Ken!

The holiday train show at the Model Railroad Museum was also a fun evening! The children got to learn about the history of the western Pennsylvania rail system by participating in a scavenger hunt throughout the 4400 square foot representation of the rail system between Pittsburgh, PA and Cumberland, MD. If you didn’t get a chance to attend on December 12th, we would definitely suggest exploring this hidden gem in Gibsonia. And if the ride to Gibsonia is too far for you, be sure to visit the miniature railroad and village at the Carnegie Science Center!

http://www.carnegiesciencecenter.org/exhibits/minature-railroad/

Thanks to the Gancy family for organizing an FSO morning at the movies to see Penguins of Madagascar! 45 Children’s School family members enjoyed popcorn and drinks with the movie on Friday, December 19th.

Our monthly book club continued our parenting discussion in December, with a focus on the “over-protected child”. In January, we will continue this theme by discussing the book “Siblings Without Rivalry” by Adele Faber and Elaine Mazlish. Please join us at the Reznik Café on January 14th after morning greeting.

Amee and Julie

Upcoming Screenings – Eyes & Ears

This year, the Easter Seals Speech, Hearing and Middle Ear Screenings will be held at school during the week of January 12th. The cost of the screening is $20 per child; please return the enclosed form with either cash or a check made out to Easter Seals to Maggie Rosenblum by January 9th.

The Blind & Vision Rehabilitation Services of Pittsburgh will provide free Vision Screening on February 3rd. Children are screened for visual acuity, muscle balance, and color discrimination using techniques approved by the American Academy of Pediatrics. If you would like your child screened, please return the enclosed form to the attention of Maggie Rosenblum.

School Photos – February 9th & 10th
Pittsburgh Perspectives

As we prepare to explore the many dimensions of Pittsburgh during our whole school unit next month, let’s consider the ways that we each contribute to making this city an amazing place to live, work, and play. Local artist Linda Barnicott highlights Pittsburgh’s vitality by painting both historic and present day images.

Pittsburgh Downtown Partnership (PDP, http://www.downtownpittsburgh.com) “is a dynamic, nonprofit organization that develops and implements innovative programs and initiatives to enhance Downtown Pittsburgh. [The PDP also] promotes and markets this great urban center to millions of people as the region’s premier destination to do business, to call home, or to visit for the best in shopping, dining and entertainment.” The PDP sponsors family events downtown, including the recent “Light Up Night”, and it has a special focus on keeping our city clean and safe. We can all help this winter by removing litter and clearing snow in our own neighborhoods.

The Pop City (http://www.popcitymedia.com) weekly e-magazine and website offer helpful information so you can better connect and contribute to the Pittsburgh community. It includes “technology and innovation news, job growth, development and nonprofit news, arts and culture. To help you better navigate our city, [it features] neighborhood guides and a weekly selection of arts and cultural events.” The feature stories will keep you up to date about what’s happening in Pittsburgh so that you can engage most fully in your life and work here.

EITC and OSTC Updates

In December, we received contributions to our Pre-Kindergarten Educational Improvement Tax Credit (PKEITC) and Opportunity Scholarship Tax Credit (OSTC) programs. Through the PKEITC and OSTC, eligible Pennsylvania businesses can earn tax credits while providing financial assistance for children to attend preschool or an approved K-12 school. In addition to the donations mentioned in December’s newsletter, we have also received contributions from PNC Bank, N.A., Trumbull Corporation, UPMC Diversified Services, and Duquesne Light. If you would like more information or can help us to build a list of prospective businesses, please contact the Main Office.

Box Tops for Education

Continue to Save Your Box Tops! Submit to the Children’s School office by February 23, 2015!!

Help us to reach our Box Tops goal of $1,000 for 2014-15! To date, we have raised $97.20! The Box Tops for Education program has helped America’s schools earn over $600 million since 1996. You can earn cash for CMU Children’s School by clipping Box Tops coupons from hundreds of participating products. Box Tops also offers easy ways to earn even more cash online at http://www.boxtops4education.com/.
Family Spotlight: Australia to China (via Pittsburgh)

G’day Children’s School Friends! Have you heard an Australian accent around the Green Room? It’s probably us! Hudson’s family - the Overetts - fresh off the plane from Canberra, Australia with Mom, Dad, Elijah (6), Hudson (4) and Denver (2)…and if you’ve been watching closely you’ll know that little Oakley was born into the mob (Australian for family) in September (on the first day of school!). We’ve moved to Pittsburgh for 12 months as part of a longer family move to join CMU’s new Engineering initiative in Guangzhou, China. For now, we are enjoying a year of preparation in lovely Pittsburgh before moving, again, into Asia with the family.

Many people have asked us if we move regularly. Actually until now, our boys had all been growing up in one house on a sunny hillside in Canberra. This move is quite an adjustment and adventure!

Where do we come from?

For the most part we come from Canberra, Australia, but if you look further into the history books you’ll learn that Hudson’s dad was born in South Africa before moving to Canberra as a teenager. You might also find out that Hudson’s mom actually studied her degree in Georgia, USA and taught English in China for 2 years.

Canberra is the little known capital city of Australia and is situated between Sydney and Melbourne. It is a beautiful city, full of evergreen eucalyptus trees, where you can enjoy walking on the hills and seeing wild native kangaroos on a regular basis. We even saw some bounce past our house on a few occasions. We used to enjoy traveling in the summer months to take the boys camping on some of Australia’s best beaches, and we generally enjoy getting muddy whenever possible.

What do we like about Pittsburgh?

Our favorite thing about Pittsburgh is that it is so kid friendly. We quickly snapped up annual memberships to the Children’s Museum, Carnegie Museums, the Zoo, and Phipps while enjoying the spray parks and many playgrounds in the summer. We’re tentatively looking forward to the bone chilling Pittsburgh winter so that we can enjoy some snow play. So far we’ve loved the summer (especially since we came from an Australian winter), and we were so thrilled when we got to see all the amazing Autumn colors in Pennsylvania. As for the cold days so far, you'll spot us a mile away since we’re the crazy people smashing pond ice at the local park as well as jumping up and down with excitement at the first sight of a snowflake.
Family Spotlight, continued …

What we have found different?

Well yinz drive a little different up here. The opposite side of the road and the occasional Pittsburgh left took some getting used to but now we quite enjoy it. On the local level we found our neighborhood really friendly here in Highland Park. Neighbors just spending time together on each other’s front lawns in the summer was an unexpected surprise. Other new experiences include celebrating Thanksgiving, cutting down our first Christmas tree, skimming stones on a frozen pond, the Duquesne Incline (and learning to say it right), chasing squirrels, and seeing deer in a school playground.

Our Children’s School Experience

Hudson really enjoys his days at the Children’s School. It has been a massive adjustment for the whole family but especially for him. Moving continent, and then having a new baby on your first day of a brand new school takes some getting used to! We really like all of the clever ways the school builds learning and growing into its play and the friendly caring environment. Hudson has been directing his brothers in all sorts of shows and puppet plays at home since focusing on theater in the Green Room in December. We’re really thankful for the opportunity Hudson and our whole family has to spend this year at the Children’s School. We really enjoy talking with people; so if you see us around (we’re that crazy family with 4 boisterous but lovely boys in tow), we would love to stop and have a chat!

January Gallery Features

3’s Friends: Andrew B., Kendal S., and Marina T.
4’s Friends: Saatwik B., Owen L., and Maeve S.
Kindergarten Friends: Felicity A., Emma B., and Jane S.
Stay Safe in Your Winter Wonderland!

For children, winter is not the end of outdoor fun. When properly prepared, children can enjoy safe and fun outdoor activities. "The inviting snow draws children to ice-covered lakes and ski slopes each winter, regardless of the frigid temperatures and the risks," says Heather Paul, Ph.D., executive director of the National SAFE KIDS Campaign. "Parents should watch their children closely, limit their outdoor playtime and make sure that they are dressed appropriately for the weather." Here are a few other winter tips to keep in mind:

• Parents and caregivers should inspect equipment and the environment for possible hazards before children engage in winter activities such as sledding, ice skating and skiing.
• Be aware that the increased use of hot tubs and whirlpools, as well as the danger of hidden bodies of water or weak ice, makes winter drowning a risk.
• If a child complains of numbness or pain in the fingers, toes, nose, cheeks or ears while playing in the snow, or if the skin is blistered, hard to the touch or glossy, be alert to the possibility of frostbite. Tell the child to wiggle the affected body part(s) to increase blood supply to that area. Warm the frozen part(s) against the body. Immerse frozen part(s) in warm, not hot, water. Frozen tissue is fragile and can be damaged easily. Avoid warming with high heat from radiators, fireplaces or stoves, and avoid rubbing or breaking blisters.
• Slippery driveways and sidewalks can be particularly hazardous in the winter. Keep them well shoveled, and apply materials such as rock salt or sand to improve traction.
• Make sure children wear appropriate boots and brightly colored (not white) clothing while walking and playing in snowy conditions. Use reflective stickers on clothing for maximum protection, especially at dawn and dusk.

A Winter Reminder

On days when snow or ice may affect driving conditions, please listen to the radio or the television. If the Children's School should close due to the weather, we announce our school closing on both WTAE and KDKA. Both stations offer a text service if you register on their web site. WTAE will also announce school closings on their web page: www.thepittsburghchannel.com/index.html. Because Children's School staff and families live in diverse areas in and around the city, we cannot factor travel conditions from every location into our decision about whether to delay or close school. Between 5:30 and 6:00 AM, we listen to the news, determine what other schools in the city are doing, and make our best judgment on whether to have a delay or close school that day. In all cases when school is in session, we encourage parents to use their best judgment about whether the roads in your area are safe to bring your child to school.

Depending on the road conditions, we will choose from three options:
• **One Hour Delay**: During a one-hour delay, we will greet the Morning Preschool and Kindergarten Classes at 9:30 AM. This option enables us to conduct the morning preschool classes, while giving our staff and families time for the road conditions to improve. Dismissal will be at the normal times and the Extended and Afternoon Programs will be on normal schedule.
• **Two Hour Delay/No Morning Preschool**: During a two-hour delay, we greet the Kindergarten Class at 10:30 AM and dismiss at the normal time. The Morning Preschool and Extended Morning Programs will be canceled but the Afternoon Programs will be on normal schedules.
• **School Closure for all Programs**
Undergraduate Spotlight

From Liz Dolinar: I have really enjoyed my first few months working here at the Children’s School! My favorite part of work is the opportunity to see children grow and develop in the classroom. Watching our friends learn more English words, develop fine motor skills, learn to listen better, and learn to follow instructions is more and more encouraging every week. It’s so great to see a friend who has been a bit antsy learn to settle down and listen attentively or participate in circle time or different classroom activities. Getting to experience children maturing and becoming more comfortable with the teachers and their classmates is also very rewarding. I have experience with being a counselor/leader at several summer day camps at home, but I have never had the opportunity to spend as long a time with a group of children as I have here watching them grow every day. I also love listening to their stories when we’re coloring or baking Play-Doh cakes, and watching their imaginative minds at work is so much fun! The questions that all of the children ask and their curiosity about everything is incredible. It’s been a wonderful semester and I look forward to the rest of my time at the Children’s School!

Appreciation for Mentoring

In December, we received this letter of appreciation from a graduating senior:
I can’t believe it’s already time for me to leave you. I’m not normally one for mushy goodbyes, but this place is something special that deserves the mushiest and most heartfelt of farewells. It has always been a joy coming to work with you, and over these three short years I’ve been with the Children’s School, this place has come to feel like a home away from home. My experience working with you all at the Children’s School has been absolutely unlike any other. Not only is the Children’s School a nurturing place for young minds, it is also a nurturing place for us big college kids too! The hands on experience I gained in the classroom was absolutely irreplaceable. Each day at the Children’s School put a smile on my face and taught me something new. Working with such intelligent, creative, positive and driven people was truly inspiring and a complete joy! I thank you for including me as much as you did in being “part of the team” despite my only being a college work study. You all are amazing and I hope at least a little bit of the wonderful way you handle things has rubbed off on me! I am so grateful that I had the opportunity to work with you all! My time at the Children’s School has reinforced my passion for working with children and has helped me finalize my decision to begin on my own journey to becoming a teacher. I feel like my time with you all has prepared me more than I could have ever asked for going forward on that journey, however it may play out. Thank you so much for all the you have taught me and I hope that one day I’ll find a position in an environment that is as engaging, encouraging, and enjoyable as the one I’ve found at the Children’s School. I will always look back fondly on my time with the Children’s School as an irreplaceable part of my time at CMU. I’m sure that I’ll be humming Row, Row Your Boat every time I wash my hands for years to come! It’s difficult to put into words the amount of love and gratitude I have for you all, but I believe this at least comes close. I wouldn’t trade this experience for anything in the world! I’ll miss you all very, very much! Don’t make me leave; I don’t want to go! I can put off graduating for a couple years and stay, right? Ha ha ha. Thank you from the very bottom of my heart! Always your “friend”, Marisa Wiltsie
Undergraduate Appreciation

On Reading Day during exam week each semester, we provide lunch for our undergraduate students in appreciation for their hard work at the Children’s School and in support of their other academic endeavors. Students come any time between 11am and 1pm to dine with their mentors. This semester’s lunch was prepared by Five Points Artisan Bakery, which is a new bakery on Wilkins Avenue owned and operated by Geof Comings (father of Owen, AM 4’s).

Early Childhood Practicum Students

From January 17th through February 1st, we will host four early childhood practicum students from Duksung Women’s University (Seoul, South Korea) for an International Practicum Program. The Campus School at Carlow University, the Falk School at the University of Pittsburgh, and the University Child Development Center will each also host students, with the total group including 9 undergraduates and 3 graduate students. We look forward to learning more about the initiatives our South Korean colleagues are leading in early childhood and in reflecting with them about the cross-cultural similarities and differences in our values and approaches related to educating young children.

Thanks to the Landau-Comings (Owen 4’s) and Aronson (Ruby K) families for offering housing to these visiting students. There are still opportunities to help by preparing welcome bags for the students, offering to provide lunch for them at the school one day, providing transportation to cultural attractions, etc. If you are interested in helping, please contact Dr. Carver at sc0e@andrew.cmu.edu to discuss options.

You Jin Chong
Senior
Young 3’s / PM 3’s
Aronson

So Jin Kim
Junior
Older 3’s / Ext AM
Landau/Comings

Eun Seo Ko
Junior
Young 4’s / PM 4’s
Landau/Comings

Yeonsoo Kim
Junior
Kindergarten
Aronson
Research Spotlight

The Sound Game

Audrey Kittredge, a post-doctoral researcher in the Psychology Department and member of the Program in Interdisciplinary Education Research, is working with Dr. David Klahr. Audrey is developing ways to assess and improve children’s experimentation and their awareness of the goal of experimentation. Children in the 3 year-old, 4 year-old and 5 year-old classrooms may participate in the Sound Game at least once, and they may come back for a few more sessions to investigate different aspects of their experimentation skill. During the Sound Game, the child is asked to simply play a game on a tablet, in which the child can make a box glow and play music by touching it with another object on the screen. Children will either be told to play freely with the virtual objects or will be explicitly asked to figure out how it works. Each child will get a specific kind of instruction: (1) instruction that asks the child to report on the goal of his or her actions on the objects, (2) instruction that asks the child to describe his or her actions while interacting with the objects, or (3) instruction that helps the child figure out how the objects work. Some children may receive a combination of different instructions. Will children be aware that they perform spontaneous experiments to figure out how the objects work? Will asking children to describe their actions enhance children’s awareness of the goals of their actions? Will children with greater levels of awareness benefit more from instruction on how to do experiments? The results of this research may reveal the ability of different instructional techniques to enhance children’s experimentation and self-awareness in early childhood. This, in turn, would allow educators to develop curricula that better support the development of children’s scientific inquiry and metacognitive skills.

The Hearts and Flowers Game

Graduate student Karrie Godwin is working with Professor Anna Fisher to investigate the relationship between learning and other general cognitive processes such as attention, memory, processing speed, executive function, and general reasoning ability. In this particular task, they are measuring children’s cognitive control and their ability to inhibit a behavioral response. In the Hearts & Flowers computer game, children are presented with a series of hearts and flowers. Children are instructed to respond to each object as follows: When children see a heart on the computer screen, they are told to press the response button on the same side that the heart was presented (e.g., if the heart appears on the left hand side of the screen, the correct response would entail pressing the left response button). However, when children see a flower, they are instructed to press the opposite response button (e.g., if the flower appears on the left hand side of the screen, the correct response would entail pressing the right response button). Next, children will be shown pictures depicting the sun or the moon. Children will be asked to provide a verbal response that conflicts with the picture. For example, if children see a picture of the sun they are instructed to say “night”, when children see the picture of the moon they are instructed to say “day”. Answering correctly on these tasks is challenging because it requires children to think carefully during the task and to inhibit their natural responses. If children’s ability to regulate themselves in this way is predictive of their learning ability, then educators and parents will be encouraged to intentionally help children develop regulation skills.
Director’s Corner: Exploring Visual Art

Winter is a wonderful time to focus our attention on the beauty around us. Snow and ice change the landscape outside our windows, and the light reflects in new ways. Spending more time indoors gives us the opportunity to explore our own creativity through art. At the Children’s School, child-friendly, open-ended visual art experiences are central to our approach to cultivating children’s Artistic Expression and Appreciation. For visual arts, our emphasis is on experimenting with art elements in a variety of media to yield increasing representation and expression. Viewing diverse pieces and identifying artists’ styles and techniques fosters appreciation. When fostering children’s expression and appreciation, our educators use the full range of teaching strategies I’ve been emphasizing this year. Sometimes we explain and demonstrate a particular technique, such as using different types of paint tools to generate textured effects. Other times we briefly introduce children to a new medium, such as clay, and let them explore with their hands to see what ideas they have about what to do with it and how. Mostly, we use a combination of these approaches so that the teachers can support the children’s explorations with “just in time” instruction, meaning provision of tools and tips right when they are needed for children to act on the ideas they share. When viewing art created by others, we ask the children what they notice about the piece, what they wonder about, and may then provide some specific information about the artist’s interests, technique, etc. As with any explorations, we balance opportunities to explore deeply within one context with experiences that reveal diverse possibilities. For example, when the kindergarten class studies Textiles this month, they will deeply explore those that children encounter daily in their own clothing and home décor, but they will also collect a wide variety of fabrics and textile arts from around the world to learn about the diverse materials, dyes, weaving patterns, etc. that meet the needs and express the creativity of our global neighbors.

Skills from other domains of our developmental objectives are also strengthened when children explore the visual arts. Regarding Discovery & Exploration, open-ended visual art experiences strengthen children’s senses and build skills of observation, particularly with respect to features of line, shape, color, and texture. These features can then be used for comparing and contrasting, sorting, and counting. Children can experiment with art media and techniques in both 2- and 3-dimensions, as well as generate hypotheses about artists’ intent and methods. Art typically strengthens fine motor, eye-hand coordination and tool use skills, but gross motor skills can also be developed as children work while standing and moving or on large projects, particularly those our educators arrange in outdoor spaces. With respect to Communication, oral expression is central to discussions about art, but the key is to connect the visual representations with their meaning. Skills for using illustrations to help with story understanding and analysis can aid comprehension, and then those skills can transfer to choices children make when illustrating their own writing. Skills related to emotion and empathy are crucial in the arts, as well as skills for confidently describing your own perspectives and identifying with those of family and community (Self-Esteem & Independence). Using art materials appropriately requires following rules and directions, sharing and taking turns, persisting with the task, and then cleaning up, all of which are key skills for Interaction & Cooperation. Similarly, appreciating others’ work requires a respect for differences, the ability to take other perspectives, and the disposition to work together in a productive manner. As we begin a new year, I encourage you to engage with your children in both noticing the artistic beauty around you and in expressing your own creative ideas through the visual arts. Enjoy!
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Children’s School
ed-admin@andrew.cmu.edu http://www.psy.cmu.edu/cs/ 412-268-2199
The Children’s School Snack Menu

*4’s gym snack for the week of 1/6 will be Ritz Crackers
*4’s gym snack for the week of 1/13 will be Pretzels
*4’s gym snack for the week of 1/20 will be Graham Crackers
*4’s gym snack for the week of 1/27 will be Goldfish

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
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<td>5</td>
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<tr>
<td>String Cheese</td>
<td>Apples</td>
<td>Ritz Crackers w/Sunbutter</td>
<td>Cucumbers w/Ranch Dressing</td>
<td>Popped Corn Chips</td>
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<tr>
<td>Juice/Water</td>
<td>Milk/Water</td>
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<tr>
<td>Pretzels</td>
<td>Clementines</td>
<td>Tortilla Chips and Salsa</td>
<td>Yogurt w/Peaches</td>
<td>Animal Crackers</td>
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<tr>
<td>Juice/Water</td>
<td>Milk/Water</td>
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<tr>
<td>Bagels w/Cream Cheese</td>
<td>Bananas</td>
<td>Cereal</td>
<td>Pineapple</td>
<td>Pretzels &amp; Cheese</td>
<td></td>
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<tr>
<td>Water</td>
<td>Milk/Water</td>
<td>Milk/Water</td>
<td>Water</td>
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<td>27</td>
<td>28</td>
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<td>30</td>
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<tr>
<td>Goldfish</td>
<td>Pears</td>
<td>Triscuits &amp; Hummus</td>
<td>Applesauce</td>
<td>Carrots w/Ranch Dressing</td>
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<tr>
<td>Juice/Water</td>
<td>Milk/Water</td>
<td>Milk/Water</td>
<td>Milk/Water</td>
<td>Juice/Water</td>
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</tbody>
</table>
Dear Parent/Guardian:

One in twenty children has an undetected vision problem. The early detection and treatment of vision deficiencies are fundamental to future classroom learning and success.

To ensure that children 6 months to 6 years of age are seeing as well as they should, Blind & Vision Rehabilitation Services offers a free Children's Vision Screening program for the children of Allegheny County.

Children are screened for visual acuity, muscle balance, and color discrimination using techniques approved by the American Academy of Pediatrics.

A REMINDER: This is a screening. It is not a complete eye exam. BVRS recommends that every child have a complete vision exam by an eye care professional before entering kindergarten.

If you have questions regarding the program, please contact Blind & Vision Rehabilitation Services at 412-368-4400 ext. 2293.

Sincerely,
Diane Faller
Director Prevention of Blindness

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Please return to teacher by ____________________________

PERMISSION FOR VISION SCREENING

School _____________________________________________

Child's Name _______________________________________

Age: _____ Birth date: __/__/__ Sex: M _____ F _____

Parent/Guardian
Name ____________________________________________
Address __________________________________________
City & Zip Code ____________________________________
Phone (H) ____________________________ (C) _______
E-Mail ____________________________________________

Has child ever been under the care of an eye specialist? Y N
Is child currently under the care of an eye specialist? Y N
Does child wear glasses? Y N

GLASSES MUST BE WORN ON THE DAY OF THE SCREENING.

Parent/Guardian Signature __________________________ Date ________

My signature grants permission for the vision screening and for the release of results to the facility's professional staff. You will be notified of the screening results in the form of a Parent Letter.

Pass_______
Refer_______

---

Preschool Vision Screening is free!

Your tax-deductible donation to Blind & Vision Rehabilitation Services will allow this valuable prevention of blindness program to continue. Donations can be attached to this permission slip.

THANK YOU IN ADVANCE FOR YOUR SUPPORT!
A GUIDE FOR PARENTS

The following ABC's are guidelines to be used in checking for vision problem in children.

APPEARANCE

- eyes that cross, turn in or out, or move independently of one another -- all of the time, part of the time, or when the child is tired
- red or crusted, drooping or swollen eyelids, frequent styes or watering
- pupils or eyes of different sizes

BEHAVIOR

- closing an eye or covering it, squinting, frowning, blinking, rubbing, or squeezing the eyes trying to see
- holding reading or writing materials in unusual positions -- too close, too far, or tilted
- turning the head to use one eye
- trouble keeping place while reading
- tripping or stumbling excessively
- avoiding visual concentration

COMPLAINTS

- eye pain, headaches, or nausea
- blurriness or inability to see
- words that 'move' or 'jump'
- double vision

If you notice any of these symptoms in your child, do not delay in calling your eye care professional to make an appointment.