Pittsburgh: City of Innovation

During our whole school Pittsburgh unit, we will emphasize the many ways we live, work, learn, and play in Pittsburgh. We will highlight the special features of Pittsburgh that make it a unique city, and we will learn about the Pittsburgh innovations that have impacted the world. Exploring Pittsburgh’s geography, history, industry, and culture will help us all develop a better sense of who we are in this place, at this time, and how we are all connected.

We hope to see all of our Children’s School families on Thursday, February 26th from 4:30 – 6:30 pm for our Family Pittsburgh Party. You’ll be able to sample some Pittsburgh foods, play games related to Pittsburgh (including Bingo, which was invented here), try building stable bridges, dance to music written by Pittsburghers, and so much more! Consider bringing a camera to take snapshots of your family’s Pittsburgh adventures!

NOTE: There will be NO Extended Afternoon Program on the Pittsburgh Party day so that the staff can prepare the school for the event. If your child is enrolled in the Extended Afternoon Program, we will dismiss your child at the end of the regular school day. Thank you!

February Dates

Friday, January 30th - Staff / Parent Disc re: PITTSBURGH 9:30-11:00 (child care provided)
Friday, January 30th – 3’s & 4’s Enrollment / Re-enrollment Forms DUE for 2015-16
Tuesday, February 3rd - Vision Screening
Wednesday, February 4th – Kindergarten Re-enrollment Forms Sent Home in Backpacks to Current 4’s Families

Monday & Tuesday, February 9th & 10th - School Photos
Wednesday, February 11th – 3:30 pm, Q&A with Educators (Child Care Provided)

Monday, February 16th - Presidents’ Day Holiday (NO SCHOOL)
Tuesday, February 17th – 8:30 pm, Q&A with Educators (Infants & Toddlers Attend with Parents)
Friday, February 20th Deposits DUE for 2015-2016 Kindergarten
Monday, February 23rd – Box Tops for Education DUE

Thursday, February 26th, 4:30-6:30 pm, FAMILY PITTSBURGH PARTY
 NOTE: There will be no Extended Afternoon Program on that day!
February is Children’s Dental Health Month

The American Dental Association (ADA) sponsors National Children’s Dental Health Month to raise awareness about the importance of oral health. Developing good habits at an early age and scheduling regular dental visits helps children start a lifetime of healthy teeth and gums. The ADA states that the most important concepts for preschool children to know are (1) our teeth are important, (2) we need to take good care of them, and (3) the dentist is a friendly doctor who helps you take good care of your teeth. Teeth are meant to last a lifetime. A balanced diet, limited snacks, brushing and flossing each day, and a regular check-up are the keys to healthy teeth and gums.

For programs where children are older than one year and receive two or more meals, NAEYC (5.A.16) promotes good dental hygiene by requiring the staff to provide an opportunity for tooth brushing and gum cleaning to remove food and plaque. At the Children’s School, since our children are not here for two or more meals, we talk about brushing our teeth and good dental hygiene. We also encourage children to rinse their mouths with water after eating. However, just as you encourage hand washing when your children come home from school, you should also encourage them to brush their teeth.

Please note that, in compliance with Caring for Our Children 8.015, we require contact information for your family dentist on your child’s re-enrollment information update.

Valentine’s Day

February is also the month when some families celebrate Valentine’s Day. Though the holiday falls on a weekend this year, each class may plan a simple celebration, perhaps preparing a special snack, reading a related story, etc. Please watch the daily emails for specific information from your child’s teachers. As always, children will have access to card making materials in the writing centers for use if they are interested in sending greetings to family and friends. Please do not send candy or any other food items for distribution to your child’s classmates.

Box Tops for Education

Continue to Save Your Box Tops and submit them to the Children’s School office by February 23, 2015! To date this year, we have raised $97.20 via Box Tops for Education. Help us reach our goal of $1,000!

Box Tops for Education has helped America’s schools earn over $600 million since 1996. You can earn cash for the 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/Default.aspx.
New Music & Movement Educator

Welcome, Lauren Hraber! This semester, Lauren will be conducting Music and Movement classes monthly with all of the children at the Children’s School. Mrs. Hraber is an experienced preschool and elementary music teacher with a M.Ed. in Special Education from the University of Pittsburgh and a BFA in Piano Performance from Carnegie Mellon University. She spent 10 years teaching General Elementary Music in Baldwin–Whitehall, Woodland Hills, and Canton City Schools. Lauren founded Piano Tots for preschoolers and has spent the last 10 years teaching Piano Tots classes. Presently, Lauren serves as the music teacher at several preschools in the Pittsburgh area. Lauren's family includes husband Zach and 2 children - Maddy & Jax, a Children’s School alum.

New Substitute Educator

Beginning this month, we welcome Mrs. Jill Velotta as a substitute teacher at the Children’s School. Mrs. Velotta earned an integrated Bachelor of Arts & Bachelor of Education from the University of Winnipeg, with a major in geography and minor in French. Her teaching experience includes one and a half years teaching 4 year olds at the Virginia Chance School in Louisville, KY, plus another year and a half doing long-term substitute stints in a variety of elementary grades. She just moved to Pittsburgh this month to join her husband, Jonathan, who has been one of CMU’s assistant men’s soccer coaches since August.

Vision Screening

On February 3rd, the Blind & Vision Rehabilitation Services of Pittsburgh will screen our children for vision issues. There is no charge for this service. If you have not registered your child for this screening but would like to do so, please return the enclosed permission form or contact Mrs. Rosenblum at rosenblu@andrew.cmu.edu. The results of our January Hearing, Speech, and Language screening demonstrate the importance of checking for potential problems. The screening process flagged nine children for additional diagnostics to check for issues in need of intervention and nine more to be re-checked in 12 months.

School Picture Days

On February 9th & 10th, Jessica VanDyke of VanDyke Photography will be taking school pictures of our children. Jessica starts by photographing the youngest children and then works up through the kindergartners. We would suggest sending your children in “picture clothes” on February 9th and be aware that the older children may need “picture clothes” for the second day. Please feel free to send “school clothes” in your child’s backpack so the teachers can change their outfits after they have been photographed. Parents will be able to view hard copy proofs before placing orders for pictures.
Family Spotlight: Gratitude from the Johnsons

We moved to Pittsburgh from the NYC area in 2009. Unlike many, we had no family connection to Pittsburgh. Over our years here, we've come to increasingly appreciate the benefits so many multi-generational Pittsburghers accrue from living near family. In the few months that our son has attended The Children's School, we feel like its staff and students have become his missing extended family. We decidedly regret not having discovered the school earlier!

Our son attended a traditional church-based preschool when he was 3. Ever wanting to please mommy, he went 2 days a week, mostly without tears, but he never showed any enthusiasm for school. His attitude towards The Children's School is altogether different. He skips into the building. He often forgets a goodbye hug in his enthusiasm to get to work (play!). He learns so much, both from his fellow students ("do you know that my friend has had dinner on an airplane?!") and his teachers. He recognized a menorah on a street corner just yesterday and asked me how they said Hanukkah in Spanish. He is keen to understand how many friends in his class speak different languages and have families who come from different countries with different cultural traditions. Such diversity is a tremendous asset of the school.

On my initial visit to the school, I remember being concerned about class size. I worried that the larger class would be chaotic and overwhelming for my shy child. As I've discovered with many things in parenthood, the reality was in direct opposition to my expectations. I see now only the advantages in the larger class: more friends, more teachers with which to interact and bond, more activities, more FUN! So the Children's School has taught me a lot as well.

Thank you, Children's School, for welcoming our family. Our son has thrived here, and for that we are so grateful.

Martin Luther King, Jr. Day

On January 19th, in honor of Martin Luther King, Jr. Day, the preschool and kindergarten friends made Peace Chains out of paper links, colored symbols of peace such as doves and clasped hands, discussed Martin Luther King, Jr.’s work, and read a story about how harmony can come through diversity (“The Crayon Box That Talked” by Shane Derolf and Michael Letzig). In addition, the friends created two peace sculptures that are being displayed on the first floor of the Margaret Morrison Building by the rotunda entrance. Members of our Children’s School extended family also joined the children for one of two “Peace and Friendship” sing-a-longs led by Mrs. Bird. During the morning singing, visiting early childhood practicum students from South Korea shared one of their traditional songs.
What is your connection to Pittsburgh? Were you born here? Did you come here to attend one of the universities or for a job? Is your family alone here or part of a large extended family? During our Pittsburgh unit, we invite you to share your Pittsburgh Connections with us. We will have a large map identifying where all of our families live, work, learn, and play. We also hope to frame the map with photos of families at Pittsburgh landmarks. Please send Ms. Drash a digital photo of your family in one of your favorite Pittsburgh places (adrash@andrew.cmu.edu).

During our educators’ field trip to the Heinz History Center in August, we discovered that three of us have family connections in the museum. Mrs. Opferman is the granddaughter of David L. Lawrence, mayor of Pittsburgh from 1946 to 1959 and namesake of our convention center. Mrs. Perovich’s multi-generation family funeral home business donated the display about funerals held in private homes. Miss Hancock’s family is represented in an exhibit about the radio station called KDKA that Westinghouse Electric started in 1920. The exhibit contains memorabilia of the first factory built radio receivers for home use called the Aerola Jr. and Aerola Sr. This photograph, circa 1920, shows Miss Hancock’s paternal great aunts, Mae (left) and Peggie Dobbie (right) and Mae’s future husband, Ray Smith, sitting on the porch of their Turtle Creek home listening to the first radio broadcast on this home radio system.

February’s Pittsburgh Tips: Two new exhibits have opened recently at the Heinz History Center (http://www.heinzhistorycenter.org), one about the H.J. Heinz Company’s innovations over the past 145 years and the other featuring artifacts from the set of Mister Rogers’ Neighborhood (including Henrietta Pussycat and X the Owl’s great oak tree). There are also wonderful children’s features in the museum, such as an Isaly’s Ice Cream dramatic play center, and you can ask for preschool backpacks with activities to do as you explore the exhibits. For those interested in online explorations, perhaps for a winter snow day, the Pittsburgh History and Landmarks Foundations offers a virtual “Downtown Dragons” tour of interesting “creatures” on downtown buildings (http://www.phlf.org/dragons/). You can also print a map and take the 2 hour walking tour if the weather is nice and you are very adventurous!

February Gallery Features

3’s Friends: Ava C., Violet D., Ksenia M., and Evan T.
4’s Friends: Sara H., Roxy L., Ryan M., Gwendolyn P., and Nola P.
Kindergarten Friends: Arnav D., Lynn H., Vivian J., and Lorelei M.
Family Social Organization

We had a fantastic month of FSO events in January and were so happy to see so many of you at recent events! Children's School friends enjoyed a lively and interactive performance of Beauty and the Beast at the Gemini Theater! Many friends participated in the performance, danced on stage, acted like animals, and waved scarves around with Belle. We finished our afternoon by getting autographs and pictures with the actors, as well as having an exclusive backstage tour of the theater. We look forward to future events at the Gemini Theater in their new space. Special thanks to Jessica Morowitz for planning this fantastic event!

We also had a wonderful afternoon of climbing, tumbling, spinning, bouncing, and zip-lining at Gymkhana. Friends enjoyed spending time together while staying warm and active on a snowy and cold day. Special thanks to Jennifer Moak for organizing this great afternoon.

Lastly, we had a wonderful book club discussion about siblings and ways to create a more harmonious home. The next Book Club@Reznick Café will be on Wednesday, February 11th after morning greeting. We will discuss The Blessing of a Skinned Knee by Wendy Mogel (or at least a chapter or two that interest you!).

Upcoming Family Event:
Join Children's School friends as we bring the knowledge about dinosaurs that our children have been learning in class to life! We'll dig for bones, visit the dinosaur exhibit, and explore the museum on a self-guided tour.
When: Friday, February 27th, 12:30-2:30pm
Where: Carnegie Museum of Natural History (meet at the registration table)
RSVP to Linda Hancock (lh37@andrew.cmu.edu).
Contact Alexis Tuckfelt with any questions (alexiscoupe@aol.com).
Keeping Healthy During Flu Season

We have all heard of the recent flu epidemic in the United States. Below is a description of flu symptoms from the Centers for Disease Control and Prevention website:

Influenza (also known as the flu) is a contagious respiratory illness caused by flu viruses. It can cause mild to severe illness, and at times can lead to death. The flu is different from a cold. The flu usually comes on suddenly. People who have the flu often feel some or all of these symptoms:

- Fever* or feeling feverish/chills
- Sore throat
- Muscle or body aches
- Fatigue (tiredness)
- Cough
- Runny or stuffy nose
- Headaches
- Some people may have vomiting and diarrhea (more common in children than adults)

* It’s important to note that not everyone with flu will have a fever.

With this in mind, we encourage everyone to continue to follow the Children’s School Family Handbook Guidelines for exclusion due to illness. If your child does not feel well enough to comfortably participate in usual program activities, including playground and gym class, please keep your child home from school.

In addition, we ask that everyone who comes into the Children’s School, including family members, wash their hands using the procedures recommended by the National Association for the Education of Young Children. Rub hands together vigorously until a soapy lather appears and continue for at least 10 seconds. Rub areas between fingers, around nail beds, under fingernails, jewelry, and back of hands and continue for 10 seconds. The children are being taught a more detailed version using the following handwashing song (to the tune of *Row, Row, Row Your Boat*).

*Slide, slide, slide your hands. Make a bridge like this. Don’t forget both bracelets. Then you have to twist!*

Also, here are some tips from University Health Services for preventing the spread of the flu:

- Stay home, especially if you have a fever.
- Cover your mouth and nose when coughing or sneezing by using tissues or the crook of your elbow.
- Avoid touching your mouth and face after touching public surfaces like doorknobs and keyboards.
- Wash your hands often with soap and water or an alcohol-based hand rub.
- Do not share keyboards or other mobile devices; wipe them with a cleaning agent before use.

Thank you for your continued attention to the health and wellness of our Children’s School Family!
Undergraduate Spotlight

Freshmen design major, Lily Kim, joined the Children’s School as a classroom assistant last fall. Lily, who wants to work with children in the future, enjoys being in our creative atmosphere. Whether it is working hands on with the students or in the office, she thinks every week at the Children’s School brings new learning opportunities. When she observes the students’ imaginations and the ways in which the teachers try to encourage their curiosity, she feels inspired to think and see things in different ways. Before coming to Carnegie Mellon, Lily interned at her elementary school back at home as an art teacher’s assistant. She has worked in both accelerated learner programs and special needs programs during her time there and loves the fact that she can continue furthering her experiences by working with children at college as well.

Winter Break Interns

When Carnegie Mellon students leave for winter break, we hire recent student teachers and students who are pursuing psychology or education degrees at other universities. In January, Renee Tillman and Amy Cascardo supported our teaching team for the first week of the semester. Renee was a preschool intern here during high school, and she is now a freshman psychology major at Penn State. Amy is a senior early childhood and special education major at the University of Hartford. We appreciate these talented students sharing themselves with us!

4th International Practicum Experience

For the past two weeks, we hosted four early childhood education students from Duksung Women’s University in Seoul, South Korea. Eight other students engaged in practicum experiences at the Carlow University Campus School, the Falk School, or the University Child Development Center. In addition to touring Pittsburgh, visiting diverse centers, planning with our educators, and teaching in our classrooms, the students joined us for our Martin Luther King, Jr. celebration, talked with a parent and an undergrad with South Korean roots, explored the Children’s Museum, visited the Fred Rogers Center, learned about professionalism at PAEYC, attended Dr. Carver’s Child Development class, observed a parent seminar, heard a research talk, etc. They bravely practiced their English and boldly faced the challenge of our cold, snowy weather. They also enjoyed the comfort and companionship of their hosts – the Aronson family and the Landau-Comings family. Thanks to everyone who helped make their Pittsburgh experience so positive, productive, and memorable! We also appreciate the ways that the Duksung students’ involvement with our educators and Carnegie Mellon students enriched our learning experiences in January!
Research Spotlight

The Picture Finding Game

Early childhood is a time when children discover many new words. Word recognition tasks are often used to determine the average age of acquisition for these words. These data can then be applied to the study of other cognitive topics, including generalization or inductive inference, when using words and pictures. Dr. Anna Fisher and graduate student Layla Unger are particularly interested in the degree to which children utilize this knowledge in various reasoning tasks. In the Picture Finding Game, children are shown black and white slides of pictures. Then, children are asked to find the picture representing the target word on each slide. For example, we might ask children to find the picture of the rose among the set below.

The Numbers Game

Kindergarten is also a time when children learn many new math skills and concepts, such as identifying numerals, counting, and comparing sets of different sizes. The purpose of the Numbers Game is to develop an age-appropriate assessment of Kindergarten students’ math skills and knowledge. During this task, participants are presented with problems like the one depicted in the example below, and the experimenter reads the instructions for how to complete the problem. Kindergarten students who take part in this assessment are only given generalized positive feedback (e.g., “You did a great job!”); they are not told whether their responses are correct or incorrect. The data collected from this study will only be used to contribute to the evaluation of math instruction materials that are being investigated in other studies being conducted this year. These data will not be used as an academic evaluation of participants in any way.

Experimenter instructions: “Please circle seven of these bunnies.”
Research Spotlight, continued …

The Animal Insides Game

Dr. Anna Fisher and graduate student Layla Unger are investigating young children’s understanding of categories and the development of category-based reasoning. In particular, they are interested in examining the role of conceptual and perceptual information on category-based reasoning in early childhood. Specifically, they are interested in the degree to which children utilize their knowledge of categories and perceptual similarity in a reasoning task where these sources of information are in conflict. In the Animal Insides Game, children are shown sets of pictures similar to the ones presented above. For example, we might show children a spotted dog, a perceptually dissimilar dog, and a spotted cow. Children would then be asked to identify which things have the same “insides”, e.g., which things both have “zimmer cells” inside.

Research Methods Class - The Sorting Game

Students in Professor Anna Fisher’s Developmental Research Methods class will start the semester with a lab entitled The Sorting Game. They will work in pairs and small groups to conduct a study of cognitive flexibility – one’s ability to flexibly adjust behavior in response to changes in the environment. This ability is fragile early in development but undergoes dramatic development during the preschool years. For example, a younger child may struggle to adjust behavior (e.g., finish playing to leave the playground, or get a hot dog for dinner when one expected pizza), whereas an older child may have an easier time making these adjustments. Psychologists often study cognitive flexibility using simple games, in which the rules change in the middle of the game. In this project, they are using the Dimensional Change Card Sort (DCCS) task, in which children sort cards based on shape (e.g., all trucks go together in one box and all stars go together in the other box) or based on color (e.g., all red cards go together in one box and all blue cards go together in the other box).

After sorting the cards by the initial dimension (either shape or color) children are then asked to sort the same cards by the alternative dimension. Young preschoolers often fail to adjust their responses and keep sorting the cards by the initially-relevant dimension, despite being able to articulate the new sorting rule; older children can flexibly adjust their responses and switch to sorting by the new rule. In this project, the students are investigating whether introducing a brief delay between sorting by the old and new rule can help children adjust their responses to the changed demands of the environment. Specifically, after initially sorting the cards based on one dimension, some participants will hear a story “Don’t Worry, Alfie”, which provides a brief delay before children are asked to sort cards by the other dimension. To determine whether the delay affects children’s performance, another group of participants will complete the DCCS task (i.e., sorted the cards based on one dimension and then immediately by the other dimension) before hearing the story about Alfie.

The findings of this project may have relevance to the theories of cognitive flexibility. The results may also suggest a way in which parents and teachers can help young children flexibly change their behavior: if a brief delay helps children’s performance in the DCCS task, a brief delay between an old and a new activity (or between previous and new expectations) may be helpful to children in everyday situations that call for cognitive flexibility.
Research Spotlight, continued …

The Construction Game

Senior Ashley Taylor, with mentor Dr. Carver, is focusing her honors thesis on investigating ways to strengthen young children’s mental rotation ability. Think of a letter (for instance, a capital “E”). If you were instructed to flip the letter upside down, or rotate it 90°, you would likely be able to visualize how the letter would change. Young children, on the other hand, often have difficulty with this task, as they are not yet skilled in mental rotation ability. The ability to manipulate an image in one’s head has been shown to correlate with success in fields such as math and science, so it stands to reason that children who practice this skill early will be at an advantage in future learning.

The goal of Ashley’s thesis study is to examine how working with a partner on a game that requires the use of mental rotation ability affects an individual child’s ability to employ mental rotation in future tasks. In other words, does working with a peer help to increase a child’s ability to understand future mental rotation tasks? To examine this topic, children will be randomly assigned to work either individually or with a friend to complete tasks: either commercially-available games that require the use of mental rotation strategies (Trucky 3, Royal Rescue, and Castle Logix) or “building replication” tasks designed to employ the same building skills as the games, but without requiring mental rotation ability. Within these four conditions, children will participate in three brief, 15-minute sessions to practice their skills. Children’s mental rotation abilities will be assessed before and after these practice sessions using the Children’s Mental Rotation Task, where they will be shown an image of two shapes and asked which of the four answer options can be made by putting the two shapes together.

“If you had two puzzle pieces just like these, which of these shapes could you make if you put them together?”

(Answer circled in red.)

Royal Rescue     Trucky 3     Castle Logix
Director’s Corner: Exploring Games

While studying Pittsburgh this month, I suspect that we’ll be seeing lots of black & gold, despite the fact that neither the Pirates nor the Steelers had winning seasons. We can still root for the Penguins! Though the color scheme for our city’s professional sports teams originated in William Pitt’s coat of arms, much of our Pittsburgh pride has to do with the games we play (or at least watch others play). For that reason, I am focusing this month’s article on the benefits of exploring games.

Game play invites children to master skills in all domains, which enhances both self-esteem and independence. Game playing fosters interaction and cooperation because many games involve direction following and turn taking. Team games involve cooperation and peer support, as well as a chance to learn sportsmanship. The more children play together, the better they understand other children’s points of view, demonstrate empathy and caring, and develop conflict resolution skills. As children interact during games, they learn communication skills to describe their play, negotiate rules, plan strategies, etc. Their vocabulary increases as they learn words for new objects and actions in a variety of games. Children’s game play provides many opportunities for strengthening cognitive skills that support discovery and exploration. Attention, observation, memory, and problem solving are enhanced as children develop and test game playing strategies. During game play, children’s physical capabilities are often challenged, which builds both small and large motor skills naturally. Increasing physical prowess builds self-esteem and enables greater independence in play, which also gives children opportunities to learn how to control themselves and their bodies so that everyone can play safely. There are even games that support the growth of artistic expression & appreciation because they involve acting, drawing, etc.

Educators and parents can support game play using the full range of teaching strategies. Of course, direct instruction is necessary for learning the basic terms and rules of play, but more of a coaching approach is useful for discussing strategy options and helping children to consider which to use when. Exploring game variations and creating novel games invites children to negotiate standards of play and perhaps adapt the rules to specific contexts or players. Even open-ended discovery has a role in strengthening children’s game play, particularly when trying strategies for pulling blocks safely out of a Jenga tower or trying different levels of force when throwing a ball. By providing children with space, opportunities, materials, and appropriate scaffolding for their game explorations, we can encourage children to experiment to find what works best and then practice to master the skills and strategies for effective game play as individuals and while working as part of a team.

During the winter months, consider the games you have available and ways you could invite children to both participate in more traditional game play and invent their own games. Matching and memory games are very easy to make from everyday materials. Marbles, dominoes, and cards can all be used in diverse ways by players of all ages, so start by teaching some of the simple, common games so that children are comfortable with the basic possibilities. Then suggest that they make their own versions of the games to play with their peers or families. If you have a safe indoor space to play with soft, small balls, such as ping pong balls or Nerf balls, children can have lots of fun exploring ways to toss them though hoops or into containers, while inventing different point systems for distance or accuracy. Through it all, emphasize playing a “good game” by trying your best, playing fair, and playing safe. That way, everyone wins!
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<td>3 <strong>Vision Screening</strong></td>
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<td>8</td>
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<td>10 <strong>School Photo Days</strong></td>
<td>11 <strong>8:30AM FSO Monthly Book Club</strong> <strong>3:30PM Parent Q &amp; A with Educators</strong></td>
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<td>20 <strong>2015-2016 KDG Deposits Due</strong></td>
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<td>26 <strong>4:30PM Family PITTSBURGH Party</strong></td>
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**Children’s School**

ed-admin@andrew.cmu.edu  http://www.psy.cmu.edu/childrensschool
412-268-2199
### The Children’s School Snack Menu

Gym snack for the week of 2/2 will be Vanilla Wafers.  
Gym snack for the week of 2/9 will be Pretzels.  
Gym snack for the week of 2/17 will be Teddy Grahams.  
Gym snack for the week of 2/23 will be String Cheese.

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<td>Vanilla Wafers</td>
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<td>Cereal</td>
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<td>Tortilla Chips &amp; Salsa</td>
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<td>NO SCHOOL</td>
<td>Pears</td>
<td>Bagels w/ Cream Cheese</td>
<td>Carrots w/ Ranch Dressing</td>
<td>Teddy Grahams</td>
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<td>Goldfish</td>
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<td>Graham Crackers &amp; Cream Cheese</td>
<td>Applesauce</td>
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Picture Day!!!

Van Dyke Photography will be taking your child's photo at school on February 9th. You will receive a proof to view and order from with two weeks after picture day. Any questions can be directed to Van Dyke Photography at (412) 445-7683 or vandykephoto@verizon.net
THANK YOU IN ADVANCE FOR YOUR SUPPORT!

Donations can be attached to this permission slip which will allow this valuable prevention of blindness program to continue.

Your tax-deductible donation to Blind & Vision Rehabilitation Services

Preschool Vision Screening is Free!

Sincerely,

2293
Blind & Vision Rehabilitation Services at 412-368-4400 ext.

If you have questions regarding the program, please contact

Dear Parent/Guardian,

Kindergarten

Vision exam by an eye care professional before enrolling exam. BVRS recommends that every child have a complete

A REMINDER: This is a screening. It is not a complete eye

Academy of Pediatrics.

Child is screened for visual acuity, muscle balance, and

of Allegheny County.

offers a free children's vision screening program for the children

To ensure that children 6 months to 6 years of age are seeing as

fundamental to future classroom learning and success.

One in twenty children has an undetected vision problem. The

Dear Parent/Guardian,

Services of Pittsburgh

A service of

Please return to teacher by

Copyright 2023 BVRS

E-Mail Phone (H) City & ZIP Code

Age: Birth date: / / Sex: M F

Name

Phone (H)

City & ZIP Code

Name

Birth date: / / Sex: M F

Name

School

Preschool Vision Screening

Date

Parent/Guardian

Glasses Must be Worn on the Day of the Screening.

N Y

Does child wear glasses?

N Y

Is child currently under the care of an eye specialist?

N Y

Has child ever been under the care of an eye specialist?

__________________________

Parent/Guardian Signature

Refer

Pass

Report

of the screening results in the form of a Parent Letter. You will be notified.

My signature grants permission for the vision screening and for the

Permit
LEARNING ABOUT LEARNING: A SPEAKER SERIES FOR PARENTS

Learning isn’t what it used to be. Please join us as leading experts discuss social and intellectual development in the new educational landscape and its impact on your child. Free and open to the public at Winchester Thurston School, Shadyside.

Your child’s brain: explained

Tuesday, January 20, 2015, 8:30 a.m.
Beatriz (Bea) Luna, Ph.D., Staunton Professor of Psychiatry and Pediatrics, University of Pittsburgh
Kristen Klein, Upper School Director & Daniel A. Sadowski, Jr., Middle School Director, Winchester Thurston School

Dr. Luna will describe in layman’s terms what brain imaging studies have told us about cognitive development through childhood and adolescence, including understanding of adolescent decision-making, impact on education, and opportunities for parents.

Your child: learning in the digital age

Tuesday, February 17, 2015, 8:30 a.m.
Dr. Anne Fay, Director of eLearning, Winchester Thurston School


Your child: learning for the real world

Tuesday, April 21, 2015, 8:30 a.m.
Timothy Cook, Founding Director of the Saxifrage School
Adam Nye, Director of City as Our Campus, Winchester Thurston School

As much as schools provide meaningful learning experiences, so can communities. As students become more connected with their world, opportunities abound for utilizing resources, tools, and expertise in our community. Join us as we discuss the possibilities of a networked system of learning where the city becomes our campus.

Please join us in Winchester Thurston’s Mitchell Room, 555 Morewood Avenue, Shadyside. wt smart.
What are they thinking?
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Simulated surgeries. Interactive games. Virtual museum tours. The digital era has ushered in a whole new set of rich tools and resources to support student learning. How is it working? What’s next? Join us for a lively discussion of the challenges and opportunities all children face learning in the digital age.

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