

the scribbler

IN THIS ISSUE

- **Ongoing School Results, page 6**
- **Welcoming Digital Age, page 8**
- **New Location, page 11**
- **IPS Mourns Eiko Shimada, page 31**



The International Preschools English Language Learners at IPS

Imagine having just mastered your home language and finding yourself in a setting where it suddenly doesn't work! In my years at The International Preschools, some of my most moving experiences have been observing an older preschooler acquire English as a second language.

Our very youngest students, in Crèche and Toddler classes, are all beginning talkers in their home language. For them, learning English at school usually comes very quickly. Many families find maintaining their home language the challenge in this case and we encourage parents to continue to speak their language at home as much as possible.

Continued on page 5

THE NEWSLETTER OF THE INTERNATIONAL PRESCHOOLS • Fall 2012

My Son the Actor, Not the Doctor

The best advice I have for parents I didn't learn in graduate school or from many years working with families. I learned it from my own experience as a parent. I am often reminded of a wonderful lesson I learned from my own son, when I am talking to parents about kindergarten programs for their children. Parents often start this process with ideas based on their own educational experiences, what friends have told them, and what the media is saying. At school we try to let parents know who their child is as a student, their strengths and the activities they gravitate towards. We focus on these and do our best to steer them towards programs that address the strengths and interests of the child. We also advise that parents continue to pay attention to how their child continues to grow and develop with a willingness to change schools down the road if necessary.

As a pregnant woman and new mom to a baby boy my expectations of what he would be when he grew up ran rampant. How nice it would be to have a doctor in the family! When my car broke down, my thoughts changed to, how nice it would be to have a mechanic in the family, and when the plumbing went awry, well you can imagine where my thoughts went. All of these good, wholesome jobs with steady incomes!



Donna Cohen with her son Emory

Continued on page 2

My Son the Actor...

Continued from the first page

As a young child, Emory loved building with Legos. He would do it for hours. He'll be an architect, I thought! He loved to swim! We couldn't get him out of the pool. He'll be an Olympic diver! He was insightful and intuitive! He'll be a therapist!

As parents we worry about the future of our children. We want them to be happy, productive members of society. We want them to be able to afford a comfortable lifestyle. We want them to meet their soul mate. As it turns out, we have

little control over these things. A tremendous lesson that I have learned as the parent of a now twenty two year old is that the best we can do is accept our children for who they are and support their efforts to become the best person they can be.

My parents were both New York City public school teachers. Their creed was, "A good education is all you need!" I followed their advice and in ways, as a Preschool Director, followed in their footsteps. I was raised believing the "Arts" were a hobby or a luxury, not a profession! I took piano lessons and dance lessons and visited museums.

When we went to the theatre every so often it was a very special occasion.

When Emory was in the 10th grade he developed a crush on a girl at school. She was in the drama class and so he started hanging around that class. The teacher told him he had to participate, so he started helping out, moving props and doing whatever was asked of him. A male part was available and he was asked to read for it. He was cast as Mr. Peachum in "The Three Penny Opera." His father and I went to see the play and I was blown away by his performance. It wasn't that he was so good. (Believe me, it was as painful as most high school plays, but what struck me was the way he became the character.) He developed a walk and mannerisms that enhanced his performance. He was acting and I was impressed.

Emory received very positive feedback on his performance and developed an interest in acting. He researched acting classes for teenagers and was accepted to the Stella Adler Institute. His interest quickly turned into a passion! We never had to bug him to memorize lines, but getting him to study for school was a nightmare. He would devour plays, but we

couldn't get him to fulfill his reading assignments for school. He went on to study at several acting schools, never tiring of the work or the commitment.

I learned from observing him that when one has a passion, the "work" involved in growing and accomplishing goals in that area is not work at all. There is a driving force, an energy that transcends the obstacles and allows the individual to keep at it.



Emory as Tin Man, Age 3

My struggle accepting my son's choice of profession meant accepting that he may struggle financially or even fail. I had to get past my insecurities and control issues. I couldn't put this square peg into the round hole of what I felt was an acceptable profession. I had to respect his decision and recognize the hard work he was putting himself through.

Eleventh Grade is an important year in High School. It's the year the students have to start thinking about college. Parents have been thinking about college since their child was born, but Junior Year is the time when the kids have to start prepping for SAT's, apply for internships, increase their community service activities and be creative in all ways possible to strengthen their college applications. It's time that as a family you meet

with the College Advisor. I had one bit of information for our college advisor: my son would not work hard to do well on the SAT's, but he would work his butt off on his audition pieces. With this in mind, I asked her to point us in the direction of great theatre programs. I couldn't believe that I was asking to be advised on programs that would award my son, my only child a BFA.

By this time Emory was in fact a "working actor". He was accepted to University of the Arts in Philadelphia on a *full* talent scholarship and he turned it down. He wanted to stay in New York City and work; after all he had an agent and he had been in two independent films. He gave up his spot and his scholarship and began auditioning. He auditioned for about two months and didn't get cast in anything. This was a very painful time for me as a mother. One day I came home from work and he casually asked me if I thought maybe he could go to the University of the Arts for the spring semester. It was June before the fall semester started. I immediately got on the phone to the school and was told his seat and scholarship was still

available. How happy was I! Off he went to college that fall.

Emory stayed in college for two years, came back to New York to continue his studies and again audition. This time the parts came. He was cast in two films and a network television show. He was living his dream.

I'm so very proud of him. He works hard, continues to study, learn and grow. He takes his lumps well. I'm very proud of myself too. I was able to recognize attributes in my son despite the fact that I never thought they would lead to a sound profession. Yet when I think about it, he has all the qualities and shares the values that his father and I have in regard to being

a productive member of society. I believe his hard work and passion for his work have been instrumental in his success. I've learned that it doesn't matter what direction your child goes in, but that with our love, support and acceptance of who they are, it is likely that they will turn out all right.

Donna Cohen
Director

Admissions for September 2012

We are looking forward to welcoming 262 new students to IPS in September! Most of these families will be joining us for the first time, but we are delighted that 63 younger siblings will be joining their big brothers or sisters at all 4 locations.

Our two largest locations claim the most new students with 108 coming to 45th Street and 88 new families enrolling at W. 76th Street. There will be 39 new families at 35th Street and 27 at E. 74th Street.

Our outstanding admissions staff-- Susan Ehrlich, Martha Smeaton, Cathleen Vasserman, Deirdre Martin, Karina Mahtani Mitchell and Heather Heller worked their magic once again, and we were thrilled to welcome Daryn Katz and Mary Pino Jimenez to our team this year. We all look forward to working together again in September. We met almost 1,000 applicants this year, and we are very grateful to Shiho Mashiko and the Japanese Parents' Committee who organized and executed with great skill all of our important mailings. As always, we owe a big thank you to Amy Lorowitz, party planner extraordinaire, who organized all of our New Parent Receptions, ordered our cocktails and hors d'oeuvres, and greeted us every morning with her cheerful smile.

Of course, our secret weapon in spreading the word about IPS is always our parents. We are constantly getting calls from applicants who tell us, "My neighbor sends her child to IPS, and they love it!" Or, "My friend's children are so happy at IPS. I

always knew that when I had children, I wanted to send them there." Definitely our families are our best advertisement!

A very special THANK YOU to our parents who shared their IPS experiences at our monthly admissions information meetings. This past year Vivian Lee, Josh Penzner, Charles Devigne, Sunny Nagel, Anu Willoughby, Dave Eder, Ivar Eilertsen, Hillary Chassin, Ed Nangle, Stephen Hoge, Huma Masood, Sundeep Dadlani, Mary Johnson, Jean Ngalikpima and Mina Yu charmed our audiences (and sometimes made them cry) with their heartfelt stories about life at IPS. How could anyone resist the father of a currently enrolled student who closed his speech with this thought, "There are very few moments in life that you can look back on and say: THAT MOMENT....that one thing, changed my family's life forever and for the better. Looking back, the first day of IPS Crèche was one of those special moments. And I hope you get to share the same wonderful experiences that our family has here." No wonder we have a full house in September!

Kevin Abernathy
Director of Admissions

Community Service at The International Preschools

This past school year, IPS students had the opportunity to participate in a range of community service projects. The children's efforts had a truly global reach, from helping our closest neighbors to assisting school children as far away as Zambia. At 45th Street, Evangeline Chung and Cassie Foley Glover organized a toy collection for the Yorkville Common Pantry and for the Child Life Programs at Mount Sinai and New York Hospitals. The second drive was particularly special, as it was organized by IPS alumna, Amanda Vallon. Tehzeen Vohmann led the 74th Street service project to collect money for The Jan Hus Outreach Program, run by the Jan Hus Church which houses the 74th Street location. The money was accepted by a very grateful Pastor Ray Bagnuolo. At 35th Street, Anya Roles

led a collection of food for Thanksgiving and toys the holidays for the Yorkville Common Pantry. Working with Location Director Monique Tabbs, the children helped by counting cans and charting the results, building skills while aiding others. Marina Lansdown and Linda Lynch ran 76th Street's collection of socks, underwear and toiletries for an organization called "Socks'n Undies Sunday." Socks'n Undies distributes these essentials to homeless men, women and children; their motto is "Helping Provide Basic Dignity through Comfort and Warmth."

*Evangeline Cheung, Cassie Foley Glover, Marina Lansdown, Linda Lynch, Anya Roles, Tehzeen Vohmann
Parents and Community Service Volunteers*

Change for Change In Honor of Bridges of Peace and Hope

What if our children didn't have crayons or paper to color on? This is the reality for the children of the Mukwashi Trust School in Zambia, which we learned about from an organization called Bridges of Peace and Hope. Our community service project for spring 2012 was learning about these children, their school and their daily lives. We learned how a small donation can make such a difference in the lives of their preschoolers. With that in mind, our effort was a simple one: gather change to change the lives of these children. For a week, there was a container in every classroom to collect change. Whether it was the change from a morning Starbucks, some extra coins in someone's wallet or even just a lucky penny found on the street, our change provided so much. For example, Mukwashi can get a box of chalk for \$1, board erasers for \$2, a box of crayons for \$1.20 and a whole ream of paper for \$6.

Our goal was really about getting families to participate. We wanted all IPS children to feel involved, and to share in the joy

of seeing the results of their contribution. And it is safe to say that we were extremely successful! We are proud to tell you that we collected a total of \$1488! We transferred this amount to Mukwashi so they could buy some supplies that the school needed including a rug, a couple of tricycles, paper, crayons, paint, glue, chalk and erasers. We also asked that they send us some pictures of their students enjoying the supplies that we funded. Below is an excerpt of the response that IPS Education Director Lynne Mueller received from Laura Manni, Director of the Mukwashi Trust School and the URL for the video that they created for us. Thank you so much to all of the families that participated in this project. You really did make a difference!

*Hillary Chassin, Cassie Foley Glover, Marina Lansdown, Lauren Sagel, Tehzeen Vohmann,
Chairs, Bridges of Peace and Hope Committee*

Dear Lynne,

I hope this finds you well . . . up to now we have spent a total of 3,500,000 Kwacha. You may thinking, millions!!!!?? :) The current exchange is 5,000 Kwacha to the US dollar. Therefore, the total amount spent thus far comes up to \$700 approximately. . . . Materials purchased include: 5 new Y-bikes (apparently there were a few conflicts caused by there being only two), hoola-hoops, paints (powder paint, tempura blocks), several boxes of wax crayons, pastels, a play rug with roads and toy cars for the children to roll play Lusaka traffic jams with, bowling/skittles game, jumbo chalk, 5 storage boxes, modeling clay, balls etc.

Please share the link of the video that I have prepared with teachers and parents that were involved in this project. Let them know that their generous donation is making a difference in the lives of the children in Preschool at Mukwashi Trust.

Thank you all very much,

Laura Manni



<http://youtu.be/W8PBz1t8lVI>

English Language Learners...

Continued from the first page

It is very different for children who begin IPS already quite fluent in their home language. Every year, a number of children enroll as three, four and even five year olds and are first introduced to English at IPS. Many of these children have just moved to New York City with their families. IPS is ready to welcome and support a child through this disorienting time and help them begin to learn English.

The teachers model English by speaking very clearly and by using consistent vocabulary. For example, a teacher will always say, lets sit “on the rug,” instead of sometimes saying “on the carpet” or “in the circle area.” Teachers at IPS are experts at interpreting and communicating with body language. They will work with the student’s parents to write down a few phonetic phrases in a child’s home language: greetings, requests like, “Please sit down,” or crucial questions such as, “Do you need to use the bathroom?” Other teachers post picture cards of basic needs: a glass of water, a sweater, or a toilet. The child can point to the picture of the item he needs. The classroom schedule, job chart, attendance chart and question of the day postings also become references for a child to indicate his needs and choices.

Our English-speaking students gain insights about speech and language when they observe a peer learning English. Three, four and five year olds are eager helpers, and IPS students get involved in helping children new to English in many ways. Occasionally a bilingual student also speaks the child’s home language and is able to act as translator. More often, the children will help by exaggerating their expressions or using mime to help their classmate follow along. The children are empathetic and regularly make efforts to include any classmates who don’t speak English in their games. They note and celebrate the classmate’s progress as their comprehension grows. One Junior Kindergarten student was thrilled to point out midway through the school year, when his classmate, who had spoken only Arabic, joined the laughter at a funny remark. He said, “Rashid is laughing in English now!”

Even with all this support, it is really hard to be an English language learner at this age. There are sometimes tears, acting out, or withdrawn behavior. Many depend on a strategy of observing and imitating their peers for the first few months of school. But treated with patience and consistency, most children began expressing themselves in a blossoming of English midway through the school year.

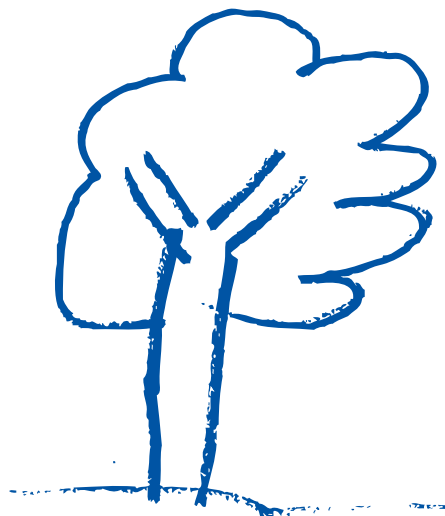
Many of our older English language learners are only at IPS for a year or two before they age out and need to move on to elementary schools. Director Donna Cohen and I are experienced at advising these families on the many options available in New York City for kindergarten and first grade. For many international families, especially those in the diplomatic com-

munity, United Nations International School (UNIS) is a top choice. UNIS may be the only independent school in New York with more experience with English language learners than IPS! Every year there are more and more dual language programs available in public and private schools. French, Spanish and Mandarin programs are popular and children who already speak the target language will have an easier chance of getting a place at these schools. Parents are also happy when school reinforces the home language along with English.

IPS works hard to overcome any disadvantage our English language learners may have applying to schools that don’t have an international focus. Children new to English may do poorly on standardized tests and schools have a hard time determining a child’s potential. In conversation with the schools and in school reports, we emphasize the abilities and skills that teachers have observed in the classroom – abilities and skills that may not be apparent if a child misunderstands test instructions or is afraid to take a risk in English in an unfamiliar environment. Schools that take a chance on an English language learner are usually pleased with the child’s performance and all schools are eager to increase diversity among their students.

The resilience of our English language learners inspires everyone here at IPS. Recently, there have even been studies showing that mastering a new language as a child actually confers intellectual advantages beyond the obvious one of being bilingual! Such children go on to increase their vocabulary easily and have better listening skills. Using more than one language makes an individual better at multi-tasking, improves puzzle-solving skills and even is believed to delay cognitive decline later in life!

Cathleen Vasserman
Ongoing Schools Advisor



Ongoing Schools Results

It was a truly interesting year for ongoing schools placement. This year, more graduates of The International Preschools enrolled in public schools than private schools. Tuition at most private schools approached \$40,000 per year – this is certainly one factor in parents' choices. However, New York City Public schools are becoming ever more appealing to middle class parents. Controlled class sizes, new schools and renovations to existing schools have made zoned schools an attractive option to families that would like to send their children to a neighborhood school. There is also an increasing array of gifted and talented programs, dual language classrooms, inclusion programs, choice and charter schools available to meet families needs and interests. This year 63 IPS graduates enrolled in zoned public schools and 15 enrolled in G and T programs.

In private school placement, we saw a cohort of new schools courting our families. Though the well known schools continue to be top choices, IPS families are increasingly open to exploring less established programs. Avenues: The World School will open with five IPS graduates in its kindergarten. The international focus and language immersion were particularly appealing to IPS families, who also found the state of the art building on The High Line Park a real draw. Other newer schools chosen by IPS families are British International School

and Speyer Legacy School. 63 IPS graduates will be enrolling at private schools this fall.

We also see interest in parochial schools, where tuition is usually significantly less than private school. Families also appreciate the traditional education model these schools use. Though parochial schools give priority to their parishioners, they are open to enrolling other children if their parents embrace a spiritual component in their child's education. Four IPS children will enter parochial schools next fall.

Working with our IPS families on their school search is a real privilege. Director Donna Cohen and I enjoy getting to know the parents better and truly respect their commitment, curiosity and organization as they go through the time-consuming and stressful process of finding the right school. The ongoing schools all tell us that they love meeting our families, too. The young applicants really enjoyed their school visits and most even enjoyed taking the required tests! Congratulations to all our graduates and their families! We hope that our graduates will visit next year to tell us about their new schools.



Cathleen Vasserman
Ongoing Schools Advisor

IPS students will be enrolling in Kindergarten and First Grade at the following schools in September 2012:

Private Schools

Allen-Stevenson	Le Lycee Francais
Avenues: The World School	Marymount
Birch Wathen Lenox	Nightingale-Bamford
British International School	Speyer Legacy
Browning	St. Bernard's
Caedmon	St. David's
Calhoun	St. Hilda's & St. Hugh's
Cathedral School(Cathedral of the Holy Trinity)	St. Ignatius Loyola
Chapin	St. Josephs of Yorkville
Churchill	The School At Columbia
Collegiate	Town
Dalton	Trinity
Dwight	United Nations International School
Epiphany	Village Community School
Fieldston	
Friends Seminary	
Hewitt	

Public Schools

Anderson Program
Hunter Elementary
Lower Lab
NEST+M
P.S. 9
P.S. 11
P.S. 11 G & T
P.S. 59
P.S. 87
P.S. 116
P.S. 130
P.S. 151
P.S. 158
P.S. 163 G & T
P.S. 166 G & T
P.S. 199
P.S. 267
P.S. 290
P.S. 452
P.S. 5M517

Thank You Grandparents and Special Friends!

We would like to extend a very heartfelt thanks to all of the wonderful family and friends that joined us for Grandparents and Special Friends day. We hope that everyone had a wonderful time. We know that the children did! Their joy and excitement about this day is immeasurable, and they will treasure the memories for a long time to come. At IPS, we believe that our school is a special place because of its community, and seeing our extended family makes us realize all the more how truly lucky we are.

We would also like to thank all of the parents, grandparents and friends that brought delicious baked goods for the bake sale. Everything was fantastic!! In addition, we want to recognize everyone that worked to organize and plan the day. A great time was had by all and we cannot wait for next year!

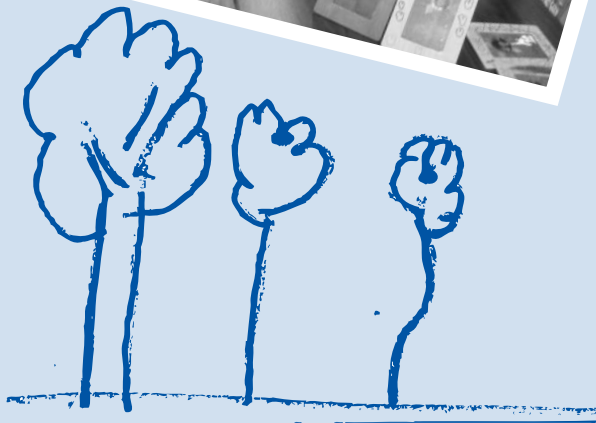
Hillary Chassin
45th Street Parent



GRANDPARENTS

Give us hugs
Really love us
Are very nice
Never break a promise
Do fun things with us
Play games with us
Always listen to us
Remember our birthdays
Eat with us and cook special treats
Need love from us
Take us to the park
Special...and we love them!

By the children in Junior Kindergarten



Welcoming the Digital Age at The International Preschools

Like other early childhood educators, I have not always been supportive of technology in the early childhood classrooms. I had concerns about technology taking time away from active play experiences. I still feel that excessive screen time use for young children has no redeeming value. But like the rest of the early childhood community nationwide, I now recognize there is a place for technology in early childhood classrooms and endorse research literature that has established that used wisely, technology can support learning.

This wave of change comes at a time when technology has become intertwined into the fabric of our lives. My own personal moment of revelation came to me while in a classroom, a few years ago. As I was photographing a classroom event, using a disposable camera, a child standing next to me asked if she could see the pictures I had just taken. She was surprised to hear that my camera could not display the pictures right away. It was incomprehensible to her.

In that moment, I understood what a different world our children are growing up in. They are “digital natives” growing up with technology fully integrated into their lives. Some of the adults in our community might also fall into this category, but most are “digital immigrants.” And like immigrants to new countries, we have to work on figuring out this new culture; it is not a fluid process. It therefore has been a challenge to figure out how to integrate technology into our classrooms appropriately. A few years back, The International Preschools did experiment with computers, but found the software limited and stagnant.

So we dropped the idea until we heard about the iPad. When we first looked at the iPad it was love at first sight! We saw the possibilities that this device had for engaging, inspiring and supporting new ideas for both children and teachers. The portability of the device seemed ideal for promoting socialization rather than isolation, the huge library of apps could help with individualized learning based on interests, abilities and needs and the visual and auditory components could encompass different styles of learners.

And so last year, our iPad initiative was born. One year later, we have moved in directions that were not even on our radar back then. Teachers now use iPad technology as part of conferences to give parents an unfiltered glimpse of their child’s learning style. At transition times playful apps smooth the flow of the school day. Teachers and administrators gain a deeper understanding of each child as an individual thanks to the ease of documentation. The iPad has also expanded our world of knowledge. Now teachers can immediately research answers to questions children pose and share information

at once instead of waiting until the next day when curiosity might have dissipated.

Enthusiastic as I am about all of the iPad’s attributes, I don’t want anyone to get the wrong idea. The iPad is not a direct teaching tool but an enhancement tool for young children. It does not replace hands on learning materials and social interaction. Rather, this technology can provide children with opportunities to stretch their learning and skills in ways that might otherwise not have been possible.

Over the last year, during our weekly iPad center time we have seen how app usage can be the catalyst for building a child’s confidence as a learner and has initiated a child’s interest to work with materials that they had previously resisted. Like adults, children tend to gravitate to certain areas of learning that come naturally to them and shy away from tasks where they are not confident in their abilities. The tactile and engaging nature of the iPad has provided many children with another avenue to explore uncharted learning experiences and given them the self-assurance for further exploration using traditional learning materials with a newfound confidence.

For instance, some children show no interest in drawing or writing because they feel their skills are not up to par. Others resist picking up a paint brush because they don’t want to get their fingers dirty. After using drawing and writing apps such children can become the artistic or literary stars of the class! A child who was not a native English speaker and was uncomfortable socializing mastered an app with an English voiceover and became a social butterfly. Children who showed no interest in puzzles became experts after mastering spatial relation skills while doing an interactive puzzle app.

Active, interactive play experiences are still the backbone of a child’s development. When integrated into a child’s life, technology needs to be used in moderation and with direct supervision from an adult for it to be appropriate and effective. In a recent study, children who used technology once a week with adult support, made greater gains in learning than those who used it daily. This highlights the importance of being attentive to the time your children spend using technology as well as carefully selecting the apps or programs used. Finding the right balance is not easy, but that is part of the challenge of being an immigrant in this new world.

Lynne Mueller
Education Director

The iPad Timeline at IPS

The International Preschools first explored using iPads early in 2011 and a generous donation from a parent enabled us to start our initiative. The key to our success was to go slowly and purchase as needed. We wanted an organic integration model that would support a developmentally appropriate early childhood curriculum. In March of 2011 three administrators and myself received iPads for research and exploration.

We hired a consultant who had already worked with independent ongoing schools to guide us in our journey. He advised us to see upper schools that already were using iPads. I visited five different schools that were using iPads with older children in May of 2011 and came back with a plan on how we should integrate iPads into our curriculum. In June, Director of Education Lynne Mueller attended a conference sponsored by National Association for the Education of Young Children to hear Warren Buckleitner, Editor of Children Technology Review. As school ended in June of 2011, five head teachers of 4-year-old classes were given iPads to explore and become familiar with the device over the summer. Karen Rosenthal, IPS Science teacher was also given an iPad to explore and to enhance her curriculum.

Lynne, Director Donna Cohen as well as our CAO Paul Kane and I established a model for our iPad use in August of 2011.

Our specialty teachers, Music, Science, Library and Creative Movement, visit each class for a half hour a week and work with the children as a group. However, with iPads, we soon realized that for an effective experience each child needed to have more of an individualized, hands-on experience. We decided to make technology another center available at classroom Choice Time once a week. Choice Time is an hour long each day, and children are allowed to freely choose in which of several centers of their classroom to work. In practice, I go into each classroom and set up a table with six iPads. During choice time the children come to work at the iPad table for 7-10 minutes and then move on to another center.

To give children experience and a comfort level with using this technology, Uzu was the first app introduced to all the

children. Technically, Uzu, is a kinetic multi-touch particle visualizer. This app gave children the opportunity to create twirling designs with the points of light that are displayed on the screen. iCreate, the other app choice during this introduction period, allows the user to produce artistic creations with sound effects and different backgrounds. Like Uzu, iCreate is process driven, allowing for imaginative exploration as the students gained familiarity with “iPad language”. For example, as children used these apps they learned about the home button and the techniques of holding and dragging.

As the year continued, we stayed attuned to the classrooms and the themes they were studying and incorporated apps to

extend the curriculum. For example, when the children were studying insects, the iPad apps included puzzles, mazes and matching games with insect themes. By observing how the children interacted with this technology and their feedback, we continually evaluated the merits of each app.

In addition to using iPad technology for curriculum extension, classroom teachers also began using this technology to connect with their students in a deeper way.

The iPad is an ideal tool for observation and recording. Using a voice-recording app, teachers are gaining a deeper understanding of each child’s speech and language development. Teachers found themselves using the iPad as an instant reference resource, quickly finding the answer to a child’s question. To inspire students in the block corner, an iPad could be loaded with pictures of famous buildings.

In the Early Spring of 2012, teachers in several four-year old classes used iPad videos during conferences to provide parents with visuals of a child’s strengths and challenges. This pilot use of iPads in conferences was a success and will be extended to three-year-old groups during the 2012-13 school year.

As the program flourished, IPS was delighted to receive \$20,000 from an anonymous donor to continue its expansion! In another sign of success, Lynne Mueller and I were selected to present a workshop on our iPad Initiative at the Early Edu-



cation and Technology for Children Conference held in Salt Lake City, Utah in March of 2012. The interest shown in our presentation made it clear to us that no other preschool had started such a systematic, thoughtful incorporation of iPads into its program. In April, the iPad initiative got a very special validation when Lynne and I made a presentation to the IPS Advisory Board. Current and former trustees, administrators, parents, faculty and alumni attended the presentation. Many arrived clearly skeptical of the value of introducing technology to children so young. By the end of the evening, most were reassured to see that the iPads were used in a way that supported and enhanced the hands-on, play-based curriculum offered by The International Preschools. Many lingered to try the apps used by the students on demo iPads.

As the school year wound down, we prepared to expand the iPad program to the three-year-old classrooms for the 2012-13 school year. The head teachers for these groups were given iPads so they could explore and experiment with them over the summer. At a faculty workshop in May, seasoned



iPad users trained their novice peers. In the fall of 2012, we will pilot independent use of iPads in the listening center in the Blue Room at our 76th Street Location. We have scheduled a parent information presentation on our iPad program this fall and expect teachers of three-year-olds to use iPads in their parent conferences next spring.

Beyond the 2012-13 school year, we will explore introducing iPads in the toddler classrooms and developing an assessment for kindergarten testing readiness. We will also go into depth on certain apps since most of our students have already had a year of experience using the iPads in school.

Eira Toral Sukhra
iPad Specialist

IPS Hosts International Visitors

As the largest and one of the longest established preschools in New York, The International Preschools frequently has requests for tours from educators and international visitors. This year IPS, together with the Hospitality Committee for the United Nations Delegations hosted a tea at 45th Street. As they toured the school, they were deeply engaged with the iPad program and had many questions for iPad Specialist Eira Toral. The afternoon children from the Yellow Room then charmed our visitors with a repertoire of international songs. Our guests came from as far afield as Brunei and New Zealand. IPS also hosted educators from The Dwight School, Avenues: The World School and the Scandinavian Children's Centre.

Valerie Kennedy
International Liason



A New Upper East Side Location

The International Preschools has signed a long-term lease for property at 345 East 86th Street. Over the next year, IPS will renovate this former bank facility and tailor it for preschool use. This new IPS location will open in September 2013. Our new Upper East Side Location will house seven classrooms for toddlers and preschoolers, as well as a gymnasium, a multi-purpose room, outdoor space, administrative offices and a direct entry to an IPS reception area. The entire space will be custom-renovated for preschool use.

The opening of the new location in 2013 will coincide with the closing of two of IPS' smaller locations, 28 East 35th Street, and 371 East 74th Street. Our need to close these two locations is related to the quality of the space at one site and the challenges of a year-to-year lease at the other. We will consolidate faculty from these two smaller locations within the new 86th Street location, allowing 100% retention of IPS' fully qualified faculty. We are pleased to announce that Monique Tabbs will be the 86th Street Location Director, and

Bernadette Weiss will serve as the Assistant to the Location Director.

The families from 35th Street and 74th Street will be offered priority placement at any IPS location for the 2013 school year. We hope our 74th Street families will see 86th Street as a natural progression to a nearby, upgraded facility. Most families from 35th Street will probably transition to 45th but some families may follow beloved faculty to the new, fully-renovated location.

We sincerely hope this news is as exciting to you as it is to all of us on staff at The International Preschools.

Paul Kane
Chief Administrative Officer



Thank You from the Parents' Association President!

Throughout the year, I have often spoken about The International Preschools community. This is because I truly believe our community sets us apart from other schools. From the families to the teachers to the staff and administration, I am continually in awe of the group of people with whom I have the privilege to share my children's early development.

Our faculty and staff are undeniably the cream of the crop. Hailing from over 30 countries, their educational and administrative skills are among the best in the world. From the teachers' enthusiasm, dedication and creativity in the classroom to the leadership shown by the staff at each location to the continued commitment of the administration not only to keep the school running perfectly but also to constantly strive to take it to the next level, thank you for inspiring me both in my role as Parents' Association President and as a parent. You have set the bar so high for our school!

I am also indebted to our parent body. I have had an incredibly rewarding year as PA President and that is clearly because of the team of parents I have had surrounding me. By this team, I mean every IPS family. So before I pass the torch to my fantastic successor, I want to express my deepest gratitude to all of the parents at IPS.

I cannot thank my PA board, location VPs and the Japanese Parents' Committee enough. You have consistently worked by my side and been so supportive in all endeavors. I could not have achieved what I have this year without you! To the event co-chairs, their committee members and volunteers who worked tirelessly and, on more than one occasion, around the clock, these events are key to the success of our school. IPS could not have all that it does without these fundraising efforts and I want you to know that the sense of community built during these times is also invaluable. To the class parents, we are deeply in your debt. It is because of you that our families know about, can benefit from and take part in all that is going on at IPS. You are the links that keep our chain together and so very strong. To the parents that shared their traditions and cultures, chaperoned field trips, read to students and took part in classroom activities, these interactions

are priceless to our children. Finally, to those who contributed from afar whether it was financially, technically or emotionally, thank you! Every bit of support was felt and appreciated. This is a bittersweet time of year for me. I am overjoyed at what an amazing year it has been and at the same time, I am sad that it is coming to a close. I will miss the regular interactions with my IPS family but I hope you all have an amazing summer and come back rested and rejuvenated for what promises to be a great next year!

Anu Willoughby
Parents' Association President



Parents' Association Officers and Committee Members

The Parents' Association Board would like to express our gratitude to the many volunteers who took on leadership roles in the past year's activities.

Officers

Anu Willoughby, President
Sunny Nagel, President Elect
Liz Cowie, Treasurer
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Senior Vice President
Communications
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Senior Vice President Class Parents

Evelyn Kaminsky

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Lora Martinez
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Muriel Lee
Juliane Lochler-Olesker
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Karley Nelson Foreman
Alayna Kassin-Zayas
Carolyn Levinbook

Sunny Nagel
Anya Roles
Richard Werner
Invitations – Fredrick Bush

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Suchita Kothari
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Julian Locke
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Richard Werner

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Deepa Dadlani
Melody Kim

Faculty Luncheon Chairs

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Susan Ceccarelli
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Deepa Dadlani
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Delores Herrera-Vargas
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Melody Kim
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Brian Wu

Newsletter

Karly Nelson Foreman
Hilary Chassin

2011 Faculty Enrichment Benefit Honors Twelve Faculty and Staff Members

The annual IPS Faculty Enrichment Benefit (FEB) was held on December 1, 2011 at Landmark on the Park. It was a special evening of shared cultures and international food and drink, celebrating the incredible dedication, commitment and creativity of twelve IPS staff members. Faculty anniversaries ranged from five years to Bernadette Weiss' thirty years of service, an accomplishment that any IPS parent can appreciate. Program highlights included comments from Director Donna Cohen and Board Chair Connie Cranch, Parent Association President Anu Willoughby and an amazing video by GreenKat Productions, which highlighted the dedication and service of the twelve honorees.

The four IPS school locations united in support for this evening with a record attendance of 508 parents and staff members who enjoyed incredible food and drink donated from fabulous restaurants, wine distributors, and IPS families and friends. A big "thank you" to everyone who donated the amazing items to the raffle, a new way to show our appreciation of our faculty and staff. Special thanks to the Indian Parents' Committee for food donations and the Japanese Parents' Committee for supporting the event through a sushi donation and hosting their booth of hand-made crafts and cultural items.

Indulgent food and drink, a photo booth, an exciting raffle and a musical performance by IPS parents (and professional musicians) Doug DaSilva and Conway Kuo ensured a great night for everyone, but the most important theme of the evening was the support that the FEB provides for IPS staff by raising funds for ongoing faculty in-service training, workshops and higher education degrees. The following remarks by Red Room teachers at 76th Street, Jenna Forsthuber, Col-

leen Krowl and Krystal Marty, express the value of continuing education for the IPS faculty:

"Continuing education provides the spark that inspires us to innovate in the classroom. As trained educators, we have the tools and proven practices to help IPS students grow, but professional workshops give us the confidence and motivation to explore new social, intellectual and emotional methods that we hope our students will remember for life as well as help them in ongoing school."

Thank you again for all of your support – we could not have created this special event without the talents, financial support and volunteerism of the IPS parents and its extended community. We hope to see you in December!

*Karen Dahl, Kathleen Irvin Loughlin,
Lora Martinez, Mariana Vermot
Faculty Enrichment Benefit Co-Chairs*



2012: NEW NAME, SAME CELEBRATION!

Planning is under way for the 2012 event, which will take place on Friday, December 7, 2012 at Landmark on the Park. This year's committee is taking the event "back to its roots," with a greater focus on parent potluck contributions, highlighted international cultures and most importantly, our teachers and faculty members. Please mark your calendars and save the date for "FACULTY APPRECIATION NIGHT (FAN)" – we can't wait to see you there. It will be a FAN-tastic event!

Scenes from the Faculty Enrichment Benefit



Connie Cranch, Donna Cohen



Jeffrey and Anu Willoughby



Sunny and Kyle Nagel



Milestone Honorees - First Row: Marlene Landon, Bernadette Weiss, Lynne Mueller; Second Row: Susan Ehrlich, Victor Perez, Lea Garofalo, Mona Green; Third Row: Francesca Smith, Octavio Mercado, Eunice Folla; Not pictured: Eira Toral Sukhra, Clara Vega Kliros



Valerie Kennedy, Gita and Rajesh Patel



Pavel Zador, Adrian Liddiard, Natalie Zador, Georgina Liddiard



Kathleen Loughlin, Karen Dahl, Donna Cohen, Lora Martinez, Mariana Vermont

Landmark on the Park



Annamaria Kovarcik, Elena Clarke,
Charlene Sison, Monique Tabbs



Edward Davies, Paul Kane



Selcuk and Ebru Karakaplan



Mariana and Nicolas
Vermont



Christophe and Tehzeen Vohmann,
Dana Orange and Matthew Tierney



Sunny Nagel, Anu Willoughby,
Amy Thind



Amy Lorowitz, Mona Green,
Lea Garofalo



Donna Cohen, Bernadette
Weiss



Jordan, Lynne and Michael Mueller



Eira Toral Sukhra, Octavio Mercado,
Clara Vega Kliros

December 1, 2011



Ewa and Jason Glazer



Francesca Smith, Eunice Folla



Geri Papa, Hilary Capay



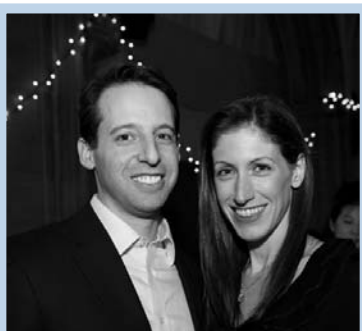
Scott Weinstein and Lauren Schaffer



Japanese Parents Committee



Mark and Micki Kwan



Andrew and Hillary Chassin



Nancy Brown, Frances Staples



Caroline Breslin, Deepa Dadlani, Nisha Jhaveri, Evangeline Cheung, Margot Mercader, Raymond Yung



Laurel and Paul Britton

Faculty Enrichment Benefit



*Photographs pages 15 - 18 courtesy of
Victoria Jackson Photography*

Faculty Enrichment Benefit Hall of Fame

Underwriters

The Faculty Enrichment Benefit Committee would like to extend a special thank you to the following underwriters for their generous support:

Patricia Abadie Capel
& Laurent Abadie
Kevin & James Abernathy
Anand & Arpana Agneshwar
Eric & Stacy Calder
Michael Chen & Elizabeth Coleman-Chen
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Dhruv & Tanvi Chopra
Paul Colatrella & Amy Brown
Deepa & Sundeep Dadlani
Suzanne & Edward Davies
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Anu & Jeffrey Willoughby
Robert & Flora Wilson
Gregory Zammit & Maryam Edalat
Leslie & Christopher Zarra
Jeffrey & Christina Zimmerman

Benefactors and Sponsors

The Faculty Enrichment Benefit Committee thanks the following Benefactors & Sponsors for their support:

Mathias & Agneta Appelblad
Ahmed & Stephanie Bhayat
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Michele Slone Vargas
Margarita & Regis
Van Steenkiste
John & Serena Yoon

Emile Westergaard &
Lauren Chung

Food, Beverage & Entertainment Donors

We would also like to thank the following corporate and individual donors for contributing the wonderful food, beverages and entertainment that contributed to the success of the event:

Agnieszka Balaban,
Vodka Party LLC
Belvedere
Banc Café
Chizuko Niikawa-Helton,
Kiki- Sake-Shi Sake Discoveries
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Pescatore Restaurant
Beth & Ali Farahnakian
FCI Catering & Events
Hatsuhana Sushi Restaurant
The Indian Parents Committee
The Japanese Parents Committee
Michael Karras
Levain Bakery
Myra Lotto
Paul Lynch & Marina Lansdown
Mehtaphor Restaurant
New Wonjo Restaurant
ORB Chocolate and E'kuma
Pastries courtesy of Pastry
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Royal Photo Booth
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Amy & Gurbir Thind
Travelzoo
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Marc Jacobs on behalf of
Thomas Jonchere & Patricia Ahn
Mehtaphor Restaurant
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Special Donor Acknowledgments

Invitation Designer:
Fredrick Bush
Photographer: Brian Reich
Videographer: Katharina Rohrer,
Greenkat Productions
Music: Doug DaSilva,
Conway Kuo

Thank you to ALL of the parent volunteers who helped with tasks large & small to make this evening a success. We could not have done it without you!

Raffle Prize

Donors:

Thank you to the following corporate and individual donors who provided the exciting prizes for the teachers raffle
City Bike Coach
Thomas Dunigan &
Johanna Abreu Dunigan
Elliott's Gymnastics Classes
GameStar Mechanic

The Spring Benefit

The martinis were shaken, not stirred, at the 2012 James Bond Spring Benefit!! IPS's biggest fundraiser of the year, the Bond-themed benefit inspired lots of secret agent activity and mingling, and some amazing Bond-esque wardrobe ensembles!

Adding to the feeling of mystery and intrigue was the introduction of Text2Bid, allowing our guests to covertly bid on an amazing array of silent auction items from their cell phone! We got an overwhelmingly positive response from the parent body regarding Text2Bid, so be assured that there will be an even larger amount of items to bid on electronically next year!

We are thrilled to report that the 2012 Spring Benefit raised \$110,000! What an incredible accomplishment in one evening! As always, this is a true testament to the generosity, energy and spirit of the IPS community...and we could not be prouder or more pleased.

So many individuals contributed to making this year's Spring Benefit a tremendous success and enjoyable evening. Thank you to all of the parents, teachers, staff and friends who volunteered their time and talent, donated or solicited gifts, attended the benefit, and bid on the auction items. Many thanks to our incredible group of teachers – 100% of whom donated amazing teacher play dates to the auction – resulting in one of the most successful fundraising efforts of the night! And to our Class Parents – thank you all for your creative ideas and priceless class projects.

We would like to extend a special thank you to our corporate sponsor and the individuals who solicited and underwrote our incredible live auction items:

- Angeline Urie-Ho and Phillip Ho, in conjunction with the GoldenEye Resort, donated a vacation at Ian Fleming's very own hideaway in gorgeous Jamaica.
- Our very own Donna Cohen – for offering a priceless evening and dinner with the IPS Director, at the prestigious Knickerbocker Club.
- Jehangir and Hinata Mehta for generously donating a Cocktail Party for 50 at their uber chic Tribeca restaurant Mehtaphor.
- Impossible to get Courtside seats at the Knicks/donated by Richard Anthony and Lauren Chung and Emile Westergaard.
- 2 VIP Passes to the U.S. Open Golf Championship/generously

donated by Rolex Watch U.S.A.

A complete list of all of our generous underwriters, donors, solicitors and volunteers can also be found in this issue of The Scribbler. Additionally, we would like to recognize the following individuals and corporations for their contributions:

- Fredrick Bush, for designing the incredible invitations, posters and marketing materials
- Victoria Gore, for serving as our fabulous auctioneer
- Flat Rate Moving, for once again providing moving services
- The Japanese Parents' Committee, for graciously underwriting the flower and décor
- Lara Alacantara, for photographing the event.

The Spring Benefit Committee was fortunate to have the support of an amazing group of Committee members this year! The Acquisitions Committee: Lauren Chung, Ewa Glazer, Joanna Walsh, Cory Nangle, Mary Busby, Suchita Kothari, Rosadel Varela and Jo-anne Barton, who catalogued, prepared, and organized over 300 auction items! The Production Committee: Brian Bates, Fernanda Arcos and Karley Nelson-Foreman, who ran a tight ship and put together the memorable evening. The Auction Committee: Liz Cowie and Richard Werner, who put in countless hours to seamlessly roll-out our electronic bidding system. Our Communications guru: Hillary Chassin, for generating excitement and momentum about our event. Our past PA President, Amy Thind, for serving as our indispensable mentor. The staff at 45th street: Amy Lorowitz, Henry Cordoba and Victor Perez, for keeping the committee members fed and the whole operation running smoothly.

Critically important to the success of this event was our dedicated Development Director, Christine Young, and her multi-tasking associate, Sue Kim, whose hard work and tireless support made the evening possible.

And speaking of making things possible, there would be no event and no legacy for our children without the support and guidance of our Director, Donna Cohen, and our CAO, Paul Kane, to whom we owe our sincerest gratitude. And last but certainly not least, we wish to thank our fearless PA President, Anu Willoughby, whose passion, energy, and drive kept us going in the wee hours, and whose leadership and support led us into a new era, and made the event an incredible success...and an evening we will not soon forget.



It was an honor and a pleasure to serve The International Preschools by planning and producing the Spring Benefit. We hope that you all share in our fond memories, and look forward to next year's Spring Benefit!

From IPS With Love...

Sunny Nagel, Anya Roles, Alayna Kassan-Zayas, Carolyn Levinbook, Brian Bates, Fernanda Arcos, Karley Nelson-Foreman, Liz Cowie, Richard Werner
The 2012 Spring Benefit Committee



Ting and Christian Lee, Susan Ehrlich, Livia and Van Nguyen



Paul Kane, Alka and Ajay Singh



Victoria Gore, Rachel Major



Anya Roles, Carolyn Levinbook, Mary Busby, Marina Lansdown



Valerie Kennedy, Cormac O'Malley, Frances Staples



Morgan Bale, Catharina De Geer, Amy Thind, Sacha Bale

From IPS with Love



Alayna and Vincent Zayas



Karley Foreman, Brian Bates



Bradley Wasserman and Jennifer Capla



Amy Lorowitz and Brian "Bond" Wu



Donna Cohen



Amy and Randy Cintron



Bevan Cowie at auction table



Lara and Jonathan Chassin



Teddy Robinson on Auction

Scenes from the Spring Benefit



Muriel Lee, Klara Reisinger,
Roy Seidenberg, Carolyn Risoli



Caroline Breslin, Evangeline Cheung, Nisha Javeri,
Deepa Dadlani, Beth Saunders, Susan Ceccarelli



Takashi and Shiho Mashiko, Donna Cohen, Hideji Horiko



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Julie Jarvis, Ken Metz



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Fredrick Bush, Jeff Willoughby



David Eder, Hillary Chassin,
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Anu Willoughby, Cassie Glover



Rebecca Gray, Leslie and Christopher Zarra,
Jonathan Dickman-Wilkes



Kyle and Sunny Nagel



Richard Werner, Anu Willoughby,
Fernanda Arcos



At the Black Jack Table



Text2Bidding



Winning Bidders Checkout



At Dinner



Beneath the Bond Girl Logo



Claire and David Felix



Frank and Christina Nasta



Jehangir Mehta, Victoria Gore



Jamshied Sharifi and Miyuki Sakamoto



Jimmy and Michelle Vargas



Maryam Edalat and Gregory Zammit



Miyoung Lee and Todd Triller

Photographs pages 20 - 25 courtesy of
Lara Alcantara Pardo and Amy Dreher

Spring Benefit Hall of Fame

Spring Benefit Volunteers

Naoko Acopian
Fernanda Arcos
Claudia Benshimol-Severin
Christine Chase
Hillary Chassin
Ewa Glazer
Jane Lam
Jeannie Lee
Ting Lee
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Cory Nangle
Catherine Sarno
Sourash Tourzani
Mariana Vermot
Joanna Walsh
Amanda Weinstein

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Gillian Round
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Ralph & Catherine Sarno
Douglas Schmidt
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Spring Benefit Corporate Sponsor

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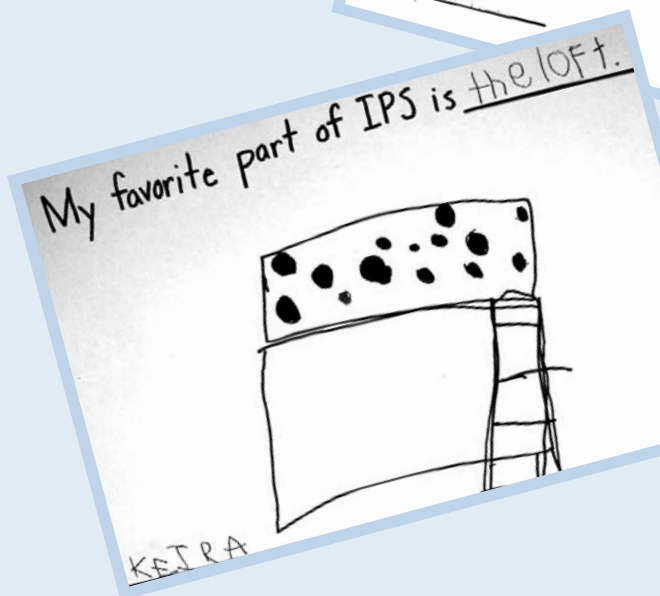
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Sukanya Kuruganti
Christina & Frank Nasta
Fernanda & Edgar Piedra
Robin & Arrien Schiltkamp
Carole & Nate Sleeper
Ashley & James Smyth
Elin & Jeffrey Strong
Todd Triller & Miyoung Lee
Emile Westergaard &
Lauren Chung

Annual Fund

To all our families and friends at The International Preschools – thank you for donating to the 2011 – 2012 Annual Fund. As I thank you for your generosity, I would also like to share with you the positive impact your gifts made on our students. At the close of this school year, our Junior Kindergarten class made drawings of their favorite part of IPS. All the items pictured, the loft, the iPads and the newly renovated gym space were possible because of the strong support for our school's Annual Fund.

I look forward to your continued support as we start the new academic year and continue building a fun, nurturing and vibrant environment for the children and families. Thank you again for all that you do for the school.

Parent participation for 2011-2012 reached 65%.



Because of your donations we have been able to bring these amazing additions to your child's IPS preschool experience!

Christine Young
Director of Development

Annual Fund 2011 - 2012

Director's Circle Gifts of \$10,000 and above

Libby & Dan Goldring
Wendy & Steve Madden
Ken Metz & Forrest King
Livia & Van Nguyen
Carole & Nate Sleeper
Ashley & James Smyth
Emile Westergaard &
Lauren Chung
Two Anonymous Donors

Benefactors Gifts of \$5,000 - \$9,999

Patricia Abadie Capel &
Laurent Abadie
Colette & Daniel Bennett
Monica & Dan Bitar
Michael Burlant &
Elizabeth Elting
Elizabeth & Bevan Cowie
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Valerie Kennedy Scholarship Fund

The Valerie Kennedy Scholarship Fund was established in 2010 to honor her dedication and service to the school community.

The purpose of this fund is to support deserving children who are in need of financial assistance, in order that they may avail themselves of an education at The International Preschools.

Susan & Joseph Ceccarelli
 Sylvie Cherry
 Michael Michetti & Min Zhong
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Frances Staples Science and Technology Fund

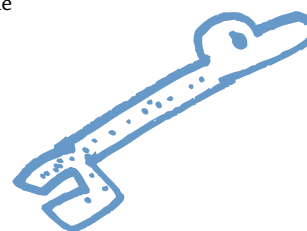
The Frances Staples Science & Technology Fund was founded in 2011 in honor of Frances Staples and her 40 years of esteemed service to The International Preschools as classroom teacher, Science teacher, and Location Director. Gifts to the fund will be used to support science and technology-based curriculum, materials and equipment, including our innovative iPad initiative.

Susan & Joseph Ceccarelli
 Fernanda & Edgar Piedra

Facilities Fund

The Facilities Fund was established in 2011 to support classroom and building improvements including furniture and fixtures as well as building infrastructure.

Susan & Joseph Ceccarelli
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IPS Was Founded in 1963

Scenes from the Last 50 Years.



IPS Mourns Eiko Shimada

As this issue of **The Scribbler** was being finalized, Mrs. Eiko Shimada, a deeply respected senior administrator at The International Preschools for over 45 years, died peacefully in New York on September 6th. Mrs. Shimada first became involved with The International Preschools when her son Yoshi attended the first IPS class back in 1963. Her son Kazu also attended IPS as did her granddaughters Zoe and Katharine. The entire IPS community sends condolences to her husband, Naoki Shimada. She was a great presence at IPS and will be especially remembered for her warmth and kindness to everyone, her tireless work with the ongoing schools process, the many Japanese families she introduced to IPS, and her support of the Japanese Parents' Association. A memorial service will be held in her honor in November and an article about her life and her many contributions to IPS will appear in the next issue of **The Scribbler**.



The International Preschools Celebrates 50 Years!

1963 – 2013

IPS turns 50 next year! Please join us along with The International Preschools/International Playgroup community as we commemorate this incredible milestone. Our 50th Anniversary Committee, chaired by Ken Metz, is planning an array of festivities that will take place during our 2013-14 school year and will kick-off in September 2013 with a Family Day at Chelsea Piers. This gathering for current and former IPS/IPG families promises to be a wonderful afternoon for children of all ages.

For those of you that enjoy planning a party as much as attending one – we are still looking for volunteers to organize and plan our 50th Anniversary celebrations! We are recruiting volunteers for the following committees:

Fall Family Event Committee – Chair, Ken Metz, IPS Board Member and Parent of Alumni

Help plan the Family Day at Chelsea Piers!

Social Media and Online Advertising Committee – Chair, Ben Kelly, IPS Alumni 1976

Coordinate our online PR and maintain our social media sites.

Alumni Committee – Chair, Brian Wu, IPS Board Member and Parent of Alumni

Facebook savvy? Love to tweet? Still in touch with your fellow IPS classmates? Help us reach out to our alumni community in NYC and around the world!

Archival Committee – Chair, Joan Colen

Interested in the history of IPS/IPG? Learn about the school as we sift through our archival treasures in preparation for the 50th Anniversary.

Yearlong Events Committee – Chair, Donna Cohen, Director of IPS

Arrange speaking engagements, parties, and cultural celebrations and keep our community engaged throughout the anniversary year.

We are also looking for a chair for a Public Relations Committee that would assist us in reaching out to traditional print and advertising media. If you are interested in joining any of the above listed committees, contact Christine Young, Director of Development at cyoung@ipsnyc.org or Amy Lorowitz at 212-371-8604 x102 / alorowitz@ipsnyc.org. Please also check the website for ongoing details. **We look forward to celebrating with you!**



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The Scribbler is the newsletter of The International Preschools and is edited by Cathleen Vasserman. Please contact Cathleen with any comments or suggestions for future articles at cvasserman@ipsnyc.org.
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