

Carnegie Mellon University Children's School October 2022 Family Newsletter

Welcome to the Children's School Family!

The 2022-2023 year at the Children's School has begun very well, with everyone excited to have had our parent orientation and first day of school coffee & conversation events in person! The educators and children are enjoying getting to know each other as they engage in developmentally appropriate activities while still managing facial coverings indoors. The children are enjoying sharing about themselves and their families, as well as discussing ways we are different and ways we are alike. We are also talking about the school as a community where we are helping each other to stay healthy while we learn together.

Learning Community Connections

Here are some ways you can stay informed about what's happening at the Children's School.

- Our main source of communication is our **family newsletter and monthly calendar**. General information for all families is included with this newsletter, which is sent via email as well as posted on our website and available in your FACTS Family Portal.
- Each teaching team also hosts a **class web site** with a daily blog of classroom activities, photo albums, and other details about their programs. They are also preparing weekly or monthly descriptions of their curriculum themes, activities, and projects.
 - Preschool 3's <https://cmupreschool.weebly.com/redblue-room.html>
 - Preschool 4's <https://cmupreschool.weebly.com/green-room.html>
 - Kindergarten <https://cmukindergarten.weebly.com>
- We will also send general school **announcements and reminders via our school e-mail** (cmuchs@andrew.cmu.edu), so please check that we have your current email address!
- Our fourth source of communication is the Children's School **website**: www.cmu.edu/dietrich/psychology/cs. Be sure to explore it thoroughly and check it frequently so you can stay current, especially with the website calendar!

Key Fall 2022 Dates

1st Quarter: Tuesday, September 6th through Friday, October 28th

On-line Book Fair: October 3rd to 17th

<https://www.bookfair.org/welcome/?ref=6fere9w>

Navigating Elementary School Options: October 6th a Noon Online

October Open House Events:

- Wednesday, October 12th from 4:00-6:00pm Kindergarten Class
- Wednesday, October 19th from 4:00-6:00pm Preschool 4's Classes
- Wednesday, October 26th from 4:00-6:00pm Preschool 3's Classes

2nd Quarter: Monday, October 31st through Wednesday, December 21st



Tartans, all in. Everywhere.

Though COVID is still impacting our community, learners of all ages at the Children's School are eligible for vaccination and we are continuing ventilation, frequent hand-washing, and extra cleaning protocols, so we are ready for new facial covering policies. Beginning in October, our mask policy will be tied to the Allegheny County transmission rates as reported by the CDC here: <https://www.cdc.gov/coronavirus/2019-ncov/your-health/covid-by-county.html>. People testing positive for COVID-19 should isolate for 7 days and wear a quality mask for 3 additional days. People with exposure to someone with COVID-19 should wear a mask for 10 days, both indoors and outdoors. Otherwise, during times of high transmission, masks are required at the Children's School. During periods of medium transmission, mask wearing is strongly recommended (as per CMU's current policy). During periods of low transmission, mask wearing is optional. Of course, people may choose to mask at any time.



We appreciate our families' commitment to completing the Daily Health Screening as part of their Tartan Responsibility. It is important to **complete the screening every day** that your child is scheduled to attend school. We review this information in real time each morning and, if you have not completed the form, you will receive a text reminding you to complete the screening.

If you answer "YES" to any of the Daily Health Screening questions, your child is not permitted to attend school that day due to illness. Children may return to school when they are symptom free without medication, have been fever free for 24 hours without the use of fever-reducing medication, and can fully participate in the program. Note that if you have a pre-planned absence, then please call the main office (412-268-2199) so that we know not to expect your daily health screening.

Upcoming Open House Events: In Person!

The educators in each class are preparing to welcome families to visit the school from 4:00 to 6:00pm on one Wednesday evening in October. Kindergarten families will visit on October 12th, Preschool 4's families on October 19th, and Preschool 3's families on October 26th. Watch the daily blog for more specific information on your group's event.

So Many School Choices

How do families make the best choice of an elementary school for each of their children and decide when to make the transition? To provide support, guidance and information about school options and enrollment, CMU's Family Care Concierge Service is hosting a **virtual** session on "Navigating Elementary School Options: Finding a program that Works for Your Child" on October 6th from noon to 1:30pm. Speakers will include education experts from local schools and programs including the Children's School, Cyert Center, Environmental Charter School, Pittsburgh Public Schools, and Falk Laboratory School. Registration is required for this event (https://cmuhrex.az1.qualtrics.com/jfe/form/SV_ewyfcS5lWKokE1E). We hope to see you there!

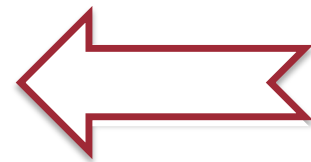


Positive Discipline Pointer: Clear and Consistent Behavior Expectations

At times of transition, children adjust best when adults provide clear expectations and stable routines for safe and smooth interactions. Consistency is key for facilitating productive adaptations to new situations. That's why the Children's School staff spends so much time during September teaching children the expectations and routines of our school days. Taking the time to establish these practices so that they become comfortable and automatic will free both children and adults to responsibly focus on deeper learning and more challenging activities as the year progresses. We take special care in the Make Shop and with campus trips because of the extra safety concerns involved. One way that you can help the children both at school and home is by modeling the same behavior expectations with the same words that the children hear at school. We'll all benefit from working across contexts to:

**Be a kind friend.
Follow the routine.
Use your words.
Use walking feet.
Put everything in its place.**

**Listen the first time.
Stay in your own space.
Use inside voices.
Use things appropriately.**



Thanks for working collaboratively with us to make school a safe and positive experience for everyone!

Holidays at the Children's School

At the Children's School, holidays are viewed as educational opportunities that give us the chance to learn about our diverse school community. As part of our emphasis on family identity and respect for diversity, we encourage children to talk about their family traditions, and we share stories related to the meaning of holidays. We plan age-appropriate activities to involve the children in preparing for simple school celebrations and to help them contribute to family events (e.g., making cards, decorations, gifts, and so forth). We limit our school celebrations to very brief spans of time (typically one day), attempt to maintain our regular school routine, and, as always, are ready to provide extra attention and comfort as needed. In all these ways, we can create meaningful celebrations with the young children in our educational context.

At the Children's School, the children do not "dress up" for Halloween because children can be scared by costumes, and costumes often cause toileting difficulties. Seasonal activities may involve natural fall items, such as colorful leaves, acorns, gourds, etc. This year, because of restrictions related to the pandemic, please do not send any type of card, food or other Halloween items for your child to share with school friends.



Who Can Help? Administrative Structure & Roles

The Children's School has a team of four professionals to jointly meet the administrative needs of our active laboratory school (left to right: Miss Hancock, Ms. Yetter, Ms. Drash, Dr. Carver). We all strive to know each child and to interact with them frequently. We are all available to serve the educators, students, families, and researchers. At the same time, we each focus distinctive talents in different areas, so here are some helpful hints about who to approach for which issues.

Miss Hancock (lh37@andrew.cmu.edu)
 Ms. Yetter (kyetter@andrew.cmu.edu)
 Ms. Drash (adrash@andrew.cmu.edu) 412-268-2199
 Dr. Carver (sc0e@andrew.cmu.edu)



Dr. Carver, the *Director*, takes primary leadership for **school programs and staff development**, as well as coordinating the pandemic response on the CMU side. She recruits educators, coordinates professional development and outreach efforts, and manages the school web site, as well as leading the school's **NAEYC accreditation process**. She observes the classroom frequently and provides support for new curriculum development, alternate teaching strategies, ways to meet individual student needs, etc. She prepares the **whole school newsletter** and serves as a **resource for parents** with questions about child development, education, special needs, and family issues. Dr. Carver coordinates all uses of the Children's School as a **psychology laboratory**, including undergraduate courses, graduate student research, and faculty research. As a **teaching professor in the Psychology Department**, Dr. Carver also teaches undergraduate courses, serves as an advisor, and participates in other department and college events. As the **Associate Dean for Educational Affairs in the Dietrich College**, Dr. Carver leads the college-wide curriculum and assessment efforts, organizes networking and professional development for graduate students, and serves on university-level committees to coordinate across colleges.

As the *Administrative Coordinator*, Ms. Drash manages the office operations and equipment, answers the primary **school phone** number, takes messages, and monitors all **observation and research activities**, as well as handling entry and exit via the **security system**. Ms. Drash also develops most of the Administrative Team's creative communication through cards and videos.

Miss Hancock, an *Educational Administrator*, handles **program administration issues**, including managing the school calendar, ordering materials, conducting safety drills, monitoring the school's email account (cmuchs@andrew.cmu.edu), handling student allergies and medications, and working with our health and safety consultants. She also coordinates requests for **Carnegie Mellon services**, particularly those regarding facilities and security. She takes a lead role with **teacher mentoring** and consultation for the kindergarten educators and families, as well as in recruiting businesses to contribute **scholarship funds** through the Pennsylvania EITC and OSTC programs. Last year, she negotiated our transition to the digital **FACTS Student Information System**.

Ms. Yetter, a part-time *Educational Administrator*, concentrates her administrative efforts on **family support**, beginning with recruiting, tours, and initial admission, but also including tuition payments, scholarship assistance, and re-enrollment. She coordinates family involvement, resources, and special events, and also serves as the primary mentor for preschool educators.

Administrative Structure & Roles, continued ...

In addition, Ms. Yetter coordinates **undergraduate support** at the school, manages our school library, and leads the school's diversity, equity, and inclusion efforts.

Along with Dr. Carver, the Educational Administrators collaborate to maintain strong relationships with local schools, to broaden our public relations, to manage the school budget, to secure funding for special projects and scholarships, to maintain the school's NAEYC accreditation and PA private academic school licensing, to represent the school in the local, national, and international education community, and to continually seek ways to improve all the services we offer.

Most importantly, we're all here to help provide an excellent early childhood program for your children. If you have a question or concern and are not sure which administrator to approach, feel free to ask your child's teacher or to call the school office. We'll be happy to direct your call. You may also contact us through email for quick questions or comments you may have.

Educational Support & Substitutes

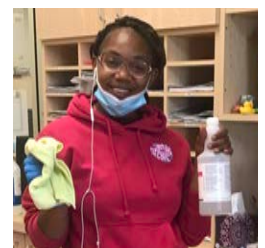
In addition to the administrative team, one full-time and three part-time professionals support Children's School educators, students, and families. Mrs. Maggie Rosenblum retired in May but re-joined our team as an Educational Consultant to share her gifts for staff and family development, as well as coordinating the Pittsburgh Alliance of University Schools (PAUS). Ms. Loren Rau is now our full-time Educational Support Staff whose primary responsibilities include supporting all three teaching teams as a substitute / consultant, coordinating individualized support for children who need specialized services, and organizing whole school resources (e.g., library, whole school unit, and other shared resources). She also organizes our Ages & Stages screening and conducts



practice research to orient our new children to the labs. The newly retired Mrs. Estelle Cherin has returned as a substitute educator every Monday, and Mrs. Cheri Mack continues to serve as a substitute teacher every Thursday.

Custodial Workers Recognition Day

Sunday, October 2nd is National Custodial Workers Recognition Day - an annual celebration to pay tribute to and thank those who clean and maintain buildings. The COVID-19 pandemic has highlighted the importance of these workers everywhere in our community. Our school is cleaned and sanitized by Jameia LaMore during the day and Olympia Saunders at night. Both work for Aramark, the custodial services company contracted by CMU. Olympia was raised on the North Side and loves to do crossword puzzles. Jameia is an Alderdice alum who lives in Millvale and loves to dance, sing, paint, and make jewelry. Thanks to both of these front-line workers who are helping us stay healthy this year.



Health & Safety at the Children's School

Health and Safety considerations are high priorities for Children's School educators. All staff participate annually in Health and Safety related trainings, including Pediatric CPR and First Aid, Bloodborne Pathogens, Medication Administration, Fire Safety, and Emergency Preparedness.

We collaborate with the University Environmental Health and Safety Department as well as the University Police to create a safety plan for emergency situations. One week each month is designated as **Safety Week**. During this week, children and staff practice safety procedures such as evacuations or lock down drills. A different drill is practiced each month at varied times of day. During our drills, each staff members carries a cell phone as well as an emergency bag that contains first aid supplies, class lists, and emergency phone numbers. The University has provided us with a Fire and Emergency Action Plan. This includes a map with our recommended evacuation routes. Also, during Safety Week, an in-depth Safety Check of our facility is conducted.

Our first evacuation drill was completed on Friday, September 23rd by the 4's and Kindergarten classes. After discussing the procedure during circle time, the children listened for the fire alarm and walked outside to the Reflection Garden, which is our main egress in case of emergency. The 3's classes practiced their first evacuation drill during circle time on September 27th. This drill was done without the fire alarm to teach the children the procedure. In October, we will have all the children participate in the drill together with the alarm ringing.



Your child may come home and discuss this experience with you. We have found that reading the book Fire Drill by Paul DuBois Jacobs is very helpful in explaining the concept of emergency situations to young children. If you have any questions about our Health & Safety Guidelines, please refer to your Family Handbook or contact the Main Office.



Register for CMU-ALERT

CMU-Alert is Carnegie Mellon's emergency notification important information during an emergency. The communication to ensure the campus and community is notified during an emergency situation.



system used to communicate system uses multiple methods of

By following the instructions below, Children's School families may enroll in an annual subscription to receive CMU-Alert messages:

Text keyword: VISITORS to 67283.

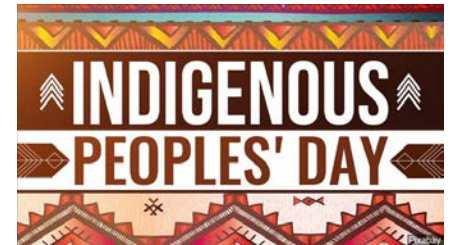
You will receive the following message: "Welcome to CMU-Alert, Carnegie Mellon University's emergency notification system." Visitors will have the option to renew once their subscription has expired after one year.

To opt-out: Text STOP VISITORS to 67283.

Please note that CMU Alert is the University's emergency notification system and sends messages for the whole campus community. The Children's School Parent Alert System is specific to the Children's School Community.

Indigenous Peoples' Day

Monday, October 10th is Indigenous Peoples' Day, a local and state holiday in some parts of the country that celebrates the cultures of Native Americans.



Lenora "Lee" and Earl Dingus will visit our school on Friday, October 21st to share their culture and heritage with the 4's and K classes. Lee is an established Nod-doh-wa-ge-no (Seneca) artist in both the traditional and contemporary media of Native American beadwork and silver work. Lee is a storyteller of traditional Native America stories and a traditional Seneca style dancer. In addition to her art, Lee has been active in many aspects of Native American Affairs and human rights for over 20 years. Earl is a Cherokee (Tsalagi – Aniyvwiya) artist and silversmith and a talented traditional Native American flute player. Lee currently works for Pearson Education, and Earl is an adjunct professor at the Community College of Allegheny County. Together, they teach Native American History and Culture in the University of Pittsburgh Osher Lifelong Learning Institute.

NAEYC Accreditation Renewal



As an early childhood program accredited by the National Association for the Education of Young Children (NAEYC), we continually strive to improve our performance relative to their high standards for our leadership & management, teaching staff, relationships with children & adults, partnership with families, teaching approaches, curriculum, assessment, nutrition & health, physical environment, and partnerships within the community. During the 2021-2022 school year, all our educators participated in NAEYC's reflective process to prepare for our accreditation renewal, and our families provided input via our annual survey.

Our current accreditation is valid from 7/1/18 through 7/1/23, and we are finalizing our renewal documents this month. We just received notice that an assessor has been assigned to conduct our site visit. After some phone orientation, we will receive notice of the three-week window for the site visit, likely at some point between October and March. The final notice of the exact timing comes just one business day prior to the start of the visit. There's really nothing that families need to do differently while the NAEYC assessor is here, other than recognizing that even the best educators who are used to being observed constantly in a laboratory school environment get a little extra nervous on days when the school's accreditation status is being assessed.

Perhaps you are wondering what the site visit will entail. The visit will take approximately two days so that the assessor has time for the necessary orientation and tour, review of our required documents (e.g., verification that the educators have the required First Aid / CPR training), facility tour and safety check, classroom observations, evaluation of our electronic program and classroom portfolios. The portfolios include photos, documents, and descriptions of the ways that we meet each of the standards that might not be evident to the observer otherwise. We will have a chance to locate any "missing evidence" for the assessor and finish the visit with a brief visit verification procedure. Then, the assessor submits the findings to the Academy for review, and we wait for their decision about our accreditation renewal. We'll keep you posted at each step along the way!

Parent Volunteers are Back!

Thank you to the following parents for volunteering for a committee! We are looking forward to partnering with you this year! If you are interested in volunteering at school, it's not too late to sign up, and we are still in need of class coordinators for the 4's and K classes. Follow this link to complete the Google Form to let us know how you'd like to help:

<https://forms.gle/VYxfkiyiZhLBeqwUA>.

Gardening Committee: Bridget McCullough/Caroline K, Mark MacWhinney/Jimmy 4's, Beth Triggiani/Joey 3's, Claire Lama/Asha 4's, Maria Lehmann/Fernando 4's



Community Service Committee: Natalie Marshall/Max 4's, Christine Larson/Aiden 3's, Alysia McCray/Amelia 3's, Laura Dickey/Gabriel 3's, Annie McLaughlin/Zoey 4's

FSO (Family Social Organization) Committee: Carol Ann Welsh/Leo 4's, Emily Perlow/Henley 3's, Annie McLaughlin/Zoey 4's, Eileen French Jordan/Pepper 4's

Article/Book Club: Christine Larson/Aiden 3's, Carol Ann Welsh/Leo 4's, Bridget McCullough/Caroline K, Laura Viccaro/Timmy 4's, Lindsey Scherloun/Edith 4's, Nisrine Ziade/Alex 3's, Beth Bennett/Jordy 3's, Laura Dickey/Gabriel 3's, Claire Lama/Asha 4's, Cesar Augusto Simon/Cesar 4's, Maria Lehmann/Fernando 4's, Kelly Farkas/Benjy K

Projects Committee: Maki Shirado/Takeru 3's, Bridget McCullough/Caroline K, Lindsey Scherloun/Edith 4's, Daniel Dickens/Sam 4's, Cesar Augusto Simon, Cesar 4's, Christen Russo/Lorelai 4's

3's Class Coordinators: Maki Shirado and Beth Triggiani

Shop our October Book Fair

Did you know we have our own web page at Children's Bookstore that raises funds for The Children's School through book purchases?

It's true! By choosing to shop for books through the link below, you can help support our school all year long! Please feel to share this link with friends and family anywhere in the U.S.



You can also post information about our book fair to your Facebook page or Twitter.

We earn 15% of book purchases made at this link every day.

During our virtual book fairs, we earn 25% of every purchase!

Our upcoming book fair runs from October 3rd - October 17th.

Shop at the link below: <https://www.bookfair.org/welcome/?ref=6fere9w>

Happy Reading!

Bi-Weekly Music & Movement Class

Welcome back Lauren Hraber! Mrs. Hraber conducts bi-weekly Music and Movement classes with all the children at the Children's School. Music class will be held outdoors in the Reflection Garden, weather permitting, but inside when the weather is inclement. Our first classes were held on September 29th and will continue every other week for the remainder of the school year. To familiarize yourself with Mrs. Hraber's approach, see pandemic videos on the Children's School YouTube Channel (<https://www.youtube.com/channel/UCtb1JaytfLYRwKllqqZHorQ/playlists>).

Lauren Hraber is an experienced preschool and elementary music teacher with a MEd 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 13 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.



Children's School Discussion Group

Educational Consultant, Maggie Rosenblum, is convening an Article / Book Club this year, and already about a dozen parents have indicated their interest. Based on member input, in person discussions will be held on Thursday mornings from 10am to noon, in a room close to the Children's School. At least one person indicated interest in an evening, virtual discussion, so Mrs. Rosenblum will offer that option if there is additional interest.

The first session will be held on October 20th and focus on parenting styles and how to be an authoritative parent. Considering parenting styles can help adults plan how to handle issues from toilet training to handling picky eaters to nurturing strong-willed children.

There is still time to join the group, indicate your availability, and suggest topics by completing the form here:

<https://forms.gle/VYxfkiyiZhLBeqwUA>.



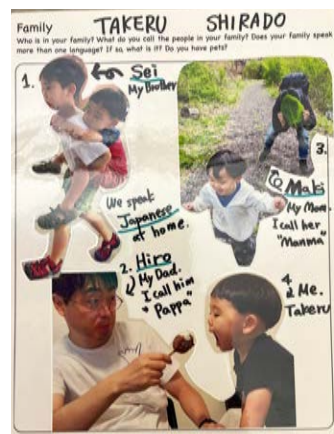
Family Spotlight: Snapshot of Our Community

During September, the friends in all our classes got to know each other by sharing information about themselves and their families, which prompted us to discuss similarities and differences so that we can better appreciate the diversity among us. The "All About Me" projects in the preschool and kindergarten give children and families an opportunity to get to know each other better. You will be able to see these projects at the October Open House!



This year, we have 59 families with 61 children in Children's School programs, including 23 only children. 21 of these families are new to the school. Among our families, we have six in which one parent is a Children's School alum. Fourteen of our families have a parent who is a current graduate student, researcher, staff member, or faculty member at Carnegie Mellon.

In addition to nurturing their children, the adult family members in our school have a wide variety of professional and volunteer roles in the community, including in the arts, communication, education, engineering, finance, government, health care, housing, hospitality, law, manufacturing, marketing, media, retail, social services, technology, trades, transportation, etc.



Our families live in and around Pittsburgh, including Aliquippa, Braddock, Bradford Woods, Bridgeville, Dormont, Fox Chapel, Greentree, Homestead, Monroeville, Munhall, Oakland, Oakmont, Point Breeze, Regent Square, Sewickley, Shadyside, Squirrel Hill, and Wilkinsburg.

About 30% of our children are dual language learners (18). This year, we have families speaking at least 15 languages besides English: Arabic, Chichewa, Chinese, French, German, Gujarati, Japanese, Korean, Mandarin, Nepali, Persian, Russian, Spanish, Turkish, and Vietnamese.

As one way of helping families get to know each other across classes, we will introduce one or more each month in our newsletter's Family Spotlight column. Please contact Mrs. Yetter (kyetter@andrew.cmu.edu) if you would like to be a featured family. You can see prior family profiles on the school web site under "For Families". The Cho, Forbes, Insanally-Albanna, Lama, MacWhinney, McCray, and O'Leary families have introduced themselves in the last few years.

Whole School Theme: Performing Arts

At this time in the pandemic, we chose **Performing Arts** for our Whole School Unit to intentionally focus on the human connection and interaction that come with performing arts and that we need now more than ever. Engaging in performing arts encourages children to explore their emotions, expand their imagination and develop their own, unique voice. Each discipline of music, dance, and drama engage a child's brain, body, and emotions in different ways to encourage their confidence and find joy in self-expression (<https://www.nordangliaeducation.com/tbsw-warsaw/news/2021/05/07/the-importance-of-performing-arts>).

In preparation for weaving this theme throughout our school year, our educators have begun exploring the performing arts ourselves, beginning with workshops by teaching artists in our area. We are partnering with the educators at the Pittsburgh Cultural Trust to schedule mini-residencies so early childhood teaching artists can work over a period of time with our classes. If you are interested in helping to design the unit or have ideas to share, please contact Dr. Carver (sc0e@andrew.cmu.edu), Ms. Rau (sararau@andrew.cmu.edu), or your child's teaching team.

Perhaps you wondered ...

why we organize our curriculum into thematic units.

Studying topics in depth builds children's knowledge base, starting with what they already know and creating a network of concepts that are richly connected in ways that help children apply their knowledge to new contexts. We combine verbal and visual representations and provide a variety of activities to help them acquire, strengthen, and refine concepts via experimentation, stories, dramatic play, art, games, technology activities, etc. Children converse and reason in more sophisticated ways about content they understand, so themes provide a foundation for other cognitive challenges.



Across the school year, we include a variety of topics that span literature, social studies, science (life, physical, and earth & space), and the arts. In every unit, we include activities that strengthen children's skills in all our developmental domains: Self-esteem & Independence, Interaction & Cooperation, Communication, Discovery & Exploration, Physical Capabilities / Health & Safety, and Artistic Expression & Appreciation.

Performing Arts Family Activity

On Saturday, December 10th at 10AM, the Pittsburgh Cultural Trust is hosting an event called "Puppets! Creation and Play". Families will work together to create puppets from a variety of recycled and repurposed materials and then learn how to bring them to life! Participants will use their creativity and learn new techniques to create their puppet friends! For more information, click here: <https://trustarts.org/registration/83353>.



Reviewing Student Information in FACTS

As we begin the new school year, each family should log in to the FACTS Family Portal to review your Family Demographic Information, your child's Emergency Contacts and authorized Transportation information. ***If you make a change to your Family's information in any way, please notify the main Office via cmuchs@andrew.cmu.edu so that we can alert the staff to this change.***

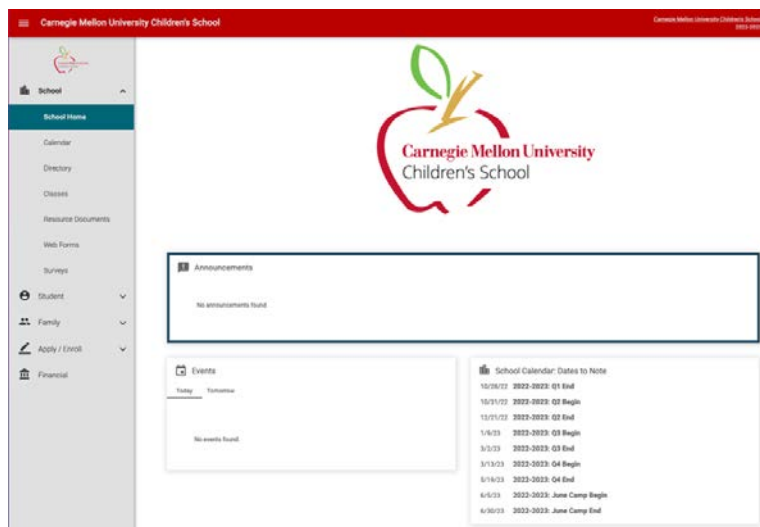
To access the **Family Portal**:

- Please go to <https://cmu-pa.client.renweb.com/pwr/>
- Enter your username and password. If you have forgotten your username or password, please click on the link provided.

Alternately, you can access the **Family Portal** from the Children's School Website:

<https://www.cmu.edu/dietrich/psychology/cs/index.html>

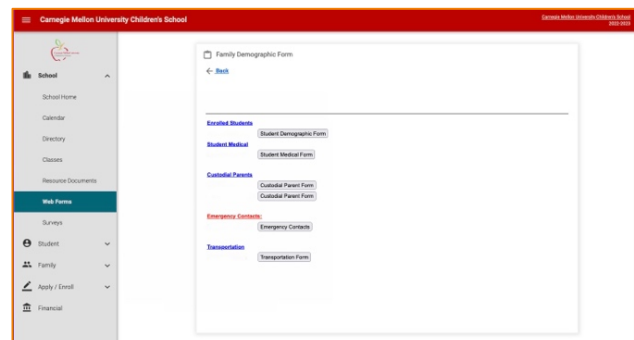
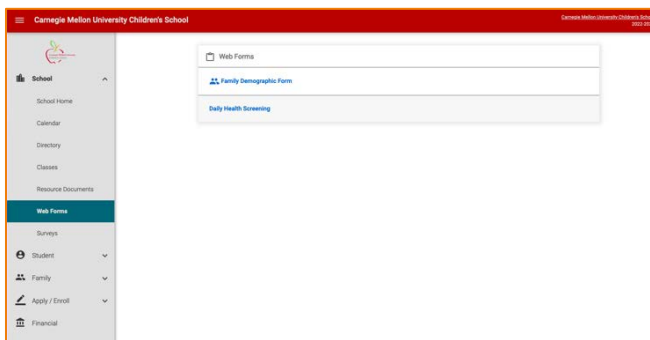
When you log in to the **Family Portal**, you arrive at the **School Home Screen**:



Here in the center of the **Home Screen**, you see the Children's School logo, which you can click to be directed to the Children's School website. In the top right corner of the **Home Screen**, there is a circle with your initials. Here, you can change your password. Below the logo, there is a space for announcements, events for today and tomorrow, and a quick look at the calendar. On the left side of the **Home Screen** is a menu of options.

- Clicking **Web Forms** directs you to the **Daily Health Screening** and **Family Demographic Form**. Click "Family

Demographic Form". Please review and, if necessary, update Demographic Information, Medical Information, Emergency Contacts, and the Transportation Form that indicates individuals that are permitted to pick up your child from school.



Week for Campus Children



Engage • Network • Advocate

The National Coalition for Campus Children's Centers (N4C) is helping its member centers **Celebrate Campus Children** during the week of October 3rd to 7th to raise awareness of the quality early childhood programs operating on college



campuses across the country. This year, small groups from our Preschool 3's class will be "chalking" the cross-campus walkway each day. The Preschool 4's children are going to use large outdoor blocks to build a booth from which they can distribute treats to passersby. The Kindergarten children are preparing "Kindness Rocks" to spread around campus as an encouragement to those who find them. The QRcode on these items will link to our school's website. The older classes will also be participating in CMU's Community Engagement Day on Friday, October 28th.

Professional Development

As a campus laboratory school, professional development is a high priority for us because it supports our continuous quality improvement and makes us better models of excellence in early childhood education. We dedicate 1.5 to 2 weeks at the beginning of the school year, every Friday afternoon, and 1.5 to 2 weeks at the end of the year as paid professional development time.



The Children's School is a member of two professional organizations, each of which provides on-line resources and publications that help us keep abreast of developments in the fields of education and early childhood.

- IALS: International Association of Laboratory Schools
- N4C: National Coalition for Campus Children's Centers

We pay for individual staff memberships in the National Association for the Education of Young Children (NAEYC), both for general professional growth and for specific updates related to the early childhood program accreditation standards. Finally, in 2016, we initiated a collaborative professional development effort among Pittsburgh's university-based early childhood and elementary schools. The Pittsburgh Alliance of University Schools (PAUS) includes the Children's School and CMU's Cyert Center, Pitt's University Child Development Center and Falk School, and Carlow's Early Learning Center and Campus Laboratory School.

In mid-November, Mrs. Rosenblum, Ms. Aylwin, Ms. Potter, and Ms. Rau will be traveling to Washington, D.C. to attend the annual NAEYC conference. Dr. Carver and Mrs. Sweet just submitted a workshop proposal for the N4C conference in March 2023, and we hope to send several educators to the IALS conference at the University of Toronto in April 2023.

Undergraduate Spotlight

As a university laboratory school, we benefit from having undergraduate students participate in our school in a myriad of ways. From interns to student teachers to research methods students to student employees, our ongoing relationship with these students is mutually beneficial to all parties involved. We are also occasionally lucky enough to have local high school students who are interested in careers in early childhood education work as interns in our classrooms. This year, we have ten undergraduate student employees working as classroom assistants, one undergraduate volunteer, and two high school interns. Seven of our undergraduate classroom assistants are returning from last year, and three of the students are new to the Children's School. Throughout the year, we will introduce you to all these wonderful individuals in the Undergraduate Spotlight section of our newsletter. We feel very fortunate to be able to have them at our school each day!



• Intern Skyanna Baker (Kindergarten, M / R afternoons)



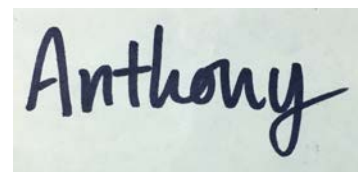
This year, we have a high school intern from the City Connections East School. City Connections is a program through Pittsburgh Public Schools that provides continued programming in community-based settings for individuals ages 18-21 with mild to severe disabilities. Skyanna Baker joins us from the program. Skyanna, who comes to our school with her aide Stacy Faust, can be found working with our Kindergarten class on Mondays and Thursdays. Meet Skyanna!

"Hi! My name is Skyanna N. Baker. I go to City Connections East, and I'm currently working at Square One Café. I love horses very much, and I get to go to a therapeutic horseback riding center called Elliott Acres. I also really love to cosplay. One of my favorite cosplays is Christine Daae from Phantom of the Opera and from Love Never Dies. I really love doing makeup, and I love to do art like painting and coloring. I also love to sing Billie Eilish and Broadway songs!"



Please Label Your Child's Clothing

Please help us keep your child's personal items together with them. We suggest that you use **permanent marker** on clothing labels, as well as lunch bags, food containers and water bottles. It is not unusual for personal items to get shuffled during the day as we support children's independence. Clear labeling by first name (or initials & last name) means our staff can reconnect misplaced items with their owners.



Keeping Parents Informed about Research

The **Research Spotlight** section of the monthly newsletter is one way Children's School families can learn about research in progress. Also, each time your child participates in a study that involves playing a "game" with a researcher, he or she will get a **participation sticker** suggesting that you, "Ask me about the ... game" and a **study description** detailing the task. We also have **recent articles** resulting from Children's School research posted on the Children's School web site (www.cmu.edu/dietrich/psychology/cs). Feel free to contact Dr. Carver to discuss any questions you have about research.

Observations for Psychology Assignments:

Students from Dr. David Rakison's Child Development class will once again conduct observations throughout the fall in person. For each assignment, they observe specific differences between age groups in motor skills, social interactions, language, etc. or they observe the same age group in different contexts (e.g., indoors vs. outdoors, free play vs. teacher-led activities, early in the day vs. late in the day). Regarding safety, all of the observers will be wearing quality facial coverings, and 99% of the CMU student population is vaccinated, with 96% also up to date with boosters.

Research Methods Class Studies:

Students in Professor Erik Thiessen's Developmental Research Methods class will conduct **The Animal Names Game** to investigate young children's working memory capacity. Working memory refers to our ability to hold in mind information intended for immediate use, such as dialing a phone number someone just told you or remembering directions given verbally. Such information is likely to be forgotten relatively quickly unless we make a special effort to retain it, for instance by rehearsing it. Because the amount of transient information one can hold in mind increases with development, a 2-year-old may not remember a sequence of three random instructions like touch your nose, clap 3 times, and shake your head, but a kindergartner should be able to do so.

In **The Animal Names Game**, students in the Developmental Research Methods class investigated the age-related increase in working memory capacity using the Word Span task. In this task, children are asked to repeat animal names spoken by the tester. In the beginning, children are given a relatively easy task of repeating a sequence of animal names consisting of just two words, for example FROG-SWAN. The number of words in the sequences is gradually increased, such that the longest possible sequence contains six words, for example SNAKE-FOX-CLAM-WOLF-BUG-HAWK. A coder records the maximum number of words a child repeated back correctly. Feel free to try this game with your child at home!

In the lab, each child plays this game twice. Once, they repeat sequences of one-syllable animal names (like the examples above). Another time, they repeat sequences of animal names with multiple syllables (such as BUTTERFLY, ANTELOPE, or ELEPHANT). Existing evidence suggests that memory span for numbers depends more on the amount of time required to say the number names than the number of items in the list, so researchers expect children of all ages to correctly repeat more animal names when the names consist of a single syllable than when the names consist of multiple syllables. Findings consistent with this prediction would provide further evidence suggesting that our working memory capacity has temporal limits rather than item-based limits.

Later in the semester, the students will work in small groups to conduct a study of their own design, which will be approved both by their instructor and by Dr. Carver. Watch for their research questions in the November newsletter!

Research Spotlight

The Pay Attention Games

Emily Keebler, a seventh-year graduate student working with Dr. Anna Fisher, is studying how children learn to manage waiting patiently and to control impulses. Young children grow rapidly in these important self-regulation skills, facilitating their increased cooperation and collaboration in many group settings. In some situations, it is important to delay or stop an impulsive response. In other situations, one must not only stop a response but also produce a less expected one. All of this requires paying attention to situational cues. In Emily's series of **Pay Attention Games**, children participate with their words and bodies in matching, movement, and naming activities. By comparing different age children's sustained attention and inhibition, the researchers will learn how these skills develop.



While conducting research, Emily and her research associates will be wearing quality facial coverings at all times this fall. As always, children's time in the lab each day is less than 20 minutes. Additionally, the child and researchers will be separated by distance as much as possible.

DAY ONE

Shape Game: Children match geometric shapes using a sanitized computer keyboard. Trials vary in how much attentional control they require due to varying color/shape combinations.

Animal Matching Game: In this game, children search for animal pairs on their screen. There's a twist in the second half of the game to keep the children on their toes.

Puppet Game: The researcher introduces two animal puppets in this game. Then both characters give children commands such as touch your nose, clap your hands.

DAY TWO

Head and Toes Game: Children get up and moving as they follow the researcher's directions in this whole-body listening game. Children often find this one to be quite silly!

Wolf and Pig Game (Session 1): Children help to keep fictional pigs safe from wolves in this digital game! Their participation helps us to learn about how attention is deployed over time.

DAY THREE

Statue Game: In this game, children get to "freeze like a statue." We'll ask that they stand still and close their eyes while we play this whole-body game.

Wolf and Pig Game (Session 2): Children will play another round of the Wolf and Pig Game. Changes to the task characteristics, relative to Session 1, will help us to learn even more about children's sustained attention.

DAY FOUR

Sorting Game: Children sort by color to create apple baskets, flower bouquets, and more in this digital task. The children stay alert to task directions, such as what to do when a worm appears!

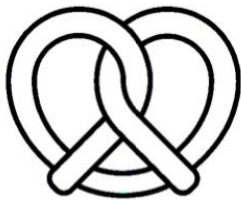
Colorful Foods Game: Children play with unexpected images in this naming game. Care for an orange kiwi, anyone?

Picture Matching Game: In this digital activity of close looking, children identify line drawings that match target images.

Research Spotlight

The Picnic Foods Game

After children complete the series of Pay Attention Games described above, they continue to engage with Emily Keebler's research team by playing the Picnic Foods Game, which is an opportunity for the researchers to better understand young children's knowledge of foods and their typical colors so they can better interpret children's performance on the Colorful Foods Game. In the Picnic Foods Game, children are first asked to state the names of foods presented as line drawings on a computer screen. In the second part of the game, the children indicate which of two colors is more typical for each food item.



The researchers expect that children have varied familiarity with the foods (for example, bananas being more familiar to most children than eggplants). Collecting this information directly from children helps the researchers to understand children's knowledge and their reactions to the specific depictions of the foods. In addition to supporting the research efforts, The Picnic Foods Game provides children the opportunity to re-engage with the pictures from the Colorful Foods Game. In many cases, opportunities to build mastery result in new pride and confidence. Children also build flexible thinking by working with familiar images in multiple ways.

Snack Time Ideas

Wondering what to send for snack?

Here are some popular ideas:

- Applesauce
- Bread – Flat bread, mini bagels, pita bread, & raisin bread
Add some apple butter, sun butter, or jelly.
- Cereal
- Cheese sticks, cubes, or slices
- Cottage Cheese
- Crackers – Animal crackers, club crackers, Goldfish, graham crackers, Ritz, rice cakes
- Pretzels
- Tortilla chips with salsa or guacamole
- Veggies & dip (broccoli, carrots, cucumbers, peppers with dressing, hummus, guacamole...)
- Fruit (e.g., apple, banana, berries, clementine, pear, pineapple, orange)
- Yogurt cup (or squeeze style or shake)
Add granola or dried fruit.



Friendly Reminder: We are a **NUT FREE** facility. Please do not bring or send any food containing peanuts or tree nuts to the school.

Director's Corner: Timeless Priorities

As the coronavirus *pandemic* becomes *endemic*, I've heard people talking about the "new normal". Certainly, there are ways in which we can never "get back to normal", as in ... back to the way things were in 2019. At the same time, many have emerged from their unique pandemic experiences with a clearer sense of what matters most for them. Perhaps these reflections can lead to more intentional focus on the "new important".



The two weeks of Children's School professional development before school started were refreshing for our educators and administrators because we had the time and space to ponder our own current priorities for all the learners in our laboratory school context: ourselves, our colleagues, the children, the families, the undergraduates, and the researchers. One provocation we began using for our discussions is a 2021 book by Gregg Behr & Ryan Rydzewski, When You Wonder, You're Learning: Mister Rogers' Enduring Lessons for Raising Creative, Curious, Caring Kids. Though Fred Rogers' hosting of Mister Rogers' Neighborhood (1968 to 2001) began half a century before the current pandemic, the book's thesis is that his principles have now been proven effective by learning sciences research and repeatedly demonstrated via implementation in varied contexts for learners of all ages. For that reason, Behr and Rydzewski advocate that they become the central themes for our "new important", particularly with respect to nurturing young children.

For the first time in Children's School history, those entering our Preschool 3's program have no memory of time before the pandemic. Even our Preschool 4's children have experienced pandemic conditions for half their lives. They are also part of a generation of children who could spend their entire lives online (p. 5). In that context, the authors highlight six of Rogers' priorities as central for **"raising creative, curious, caring neighbors and citizens – people who can build stronger, more inclusive communities and a more just and loving world"** (p. 7). I hope you are not surprised to learn that the school you have chosen for your children has been committed to this goal and these very priorities since our founding, which was also in 1968!

Six Priorities from Fred Rogers

- Curiosity
- Creativity
- Communication
- Working Together
- Learning and Growing
- Connection

Children's School Developmental Objectives

- Discovery & Exploration
 - Artistic Expression and Appreciation
 - Communication
 - Interaction & Cooperation
 - Self-Esteem & Independence
- Essentially the way all the above interact*
- PLUS Physical Capabilities / Health & Safety, which is in some ways prerequisite to all the above

We invite you to partner with us for this phase of your children's educational adventure. Together, we can help each one to thrive in the present and strive to reach their full potential in all the priority areas. In August of 2020, Joanne Rogers wrote the foreword for Behr and Rydzewski's book, sharing "the simplest, truest thing" she knew. "Being there for each other and supporting each other is what it's all about" (p. viii). In that spirit, we invite you to join us on this year's Children's School journey. In this column, I'll explore one of the priorities each month and I encourage you to continue the dialogue with us, among yourselves, and with those in your caring circles.

October

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
						1
2 3's Theme: Building 4's Theme: Pittsburgh K Theme: Elements of Art National Custodial Appreciation Day	3 N4C Week for Campus Children Online Book Fair through Oct. 17th Visit: https://www.bookfair.org/welcome/?ref=6fere9w	4	5	6 12:00PM Navigating Elementary School Options: Finding a Program That Works for Your Family	7	8
9	10	11	12 4:00-6:00PM Kindergarten Open House	13 Music w/ Mrs. Hraber	14	15
16	17	18	19 4:00-6:00PM 4's Open House	20 10:00AM Children's School Discussion Group	21	22
23	24 October Safety Week	25	26 4:00-6:00PM 3's Open House	27 Music w/ Mrs. Hraber	28 End of First Quarter	29
30	31				CMU Community Engagement Day	



Children's School

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2022