Fabulous Festivities Celebrate 50 Years

You can plan an event, but it is the people that make it a party!

On November 9th, over 120 people attended the Children’s School 50th Anniversary Celebration at the Pittsburgh Golf Club. With music provided by local band Spin Cycle, the evening was a time to reminisce and reconnect with families, alumni, educators and friends. A silent auction was held to support the 50th Anniversary $50,000 campaign and raised over $5,700. Ticket sales and other donations raised more than $10,000. Current Director, Dr. Sharon McCoy Carver, and Founding Director, Dr. Ann Baldwin Taylor, were each honored for having served 25 years as director of the Children’s School during its 50-year history.

December Dates

NO SCHOOL – Friday, November 30th – Parent Teacher Conferences

Saturday, December 1st – Waterfront Barnes & Noble Book Fair (10am-2pm)

Friday Afternoon, December 7th - Parent Teacher Conferences
Regular School Schedule in the Morning

Thursday, December 20th – Last Day of the Semester for Children & Educators

No School for Children – December 21st through January 6th

Have a Wonderful Winter Break!!

Monday, January 7th – Educators & Children Return to School
50th Anniversary Party Accolades

Thank you to the 50th Anniversary Celebration Committee members Allison Berger, Maria DeLima, Sarah Deutsch, Jono Fortier, Leslie Grodin, Aimee Kimball, Michelle Landau, Jocelyn Mayr, Jessica Morowitz, Natalia Skurman, Jordan Taradash, and Joy Wanamaker, as well as event volunteers Shillika Chandrasekhar, Lisa Fortier, Natalie Greene, Roheena Kamyar, Jen Maloney, Erin Suderman, and Kim Yetter, for giving so generously of their time and talents to help make this celebration possible.

Special thanks to all of the auction item donors, Karen Bertram and the staff of the Pittsburgh Golf Club, Tim Leonard and the CMU Alumni Relations Office for the use of their large size games, Nicole Mitchell of H&SS Web Services for designing the event web page, Dylan Vitone and Chris Stygar for help with the wooden guest book, VanDyke Photography for taking “class photos”, and CMU’s Gifts Administration and Annual Giving for all of their guidance and support.

The party would not have been possible without our party sponsors and we thank them for their support!

**Platinum Friends**
Vivian and Bill Benter

**Gold Friends**
CMU Psychology Department
Debra and William Demchak
Five Points Artisan Bakeshop
In honor of Marisa and Gillian Porter
Milena and Kamal Nigam
Tessa and David Nicholson
The Leech Family

**Silver Friends**
Anne and Raymond Sekula

**Bronze Friends**
Baylassin Family
Becky Mingo and Dutch MacDonald
Grace Tan and Lee Branstetter
PWWG Architects
RYCON
Shady Side Academy
Siobhan and Neal Raj Wadhwa

**Food Sponsors:**
Popcorn Bar and Candy Buffet - Anonymous
Cookies - Eat’n Park and Five Points Artisan Bakeshop
as well as many Children’s School Families

**Printing Sponsor:**
Tartan Ink
Barnes & Noble Book Fair

We hope you can join us on Saturday, December 1\textsuperscript{st} from 10am until 2 pm for our annual Barnes & Noble Book Fair at the Waterfront store. There will be a craft table where children can decorate tote bags, a Lego table, a scavenger hunt, and Mrs. Bird & Friends will host a lively sing-along at 12 noon. Families will have an opportunity to purchase books for the school and a percentage of the in-store sales and six day on-line sales will benefit the Children’s School library collection.

Appreciation for Family Support

THANK YOU to the Monthly Teacher Appreciation Committee and all of the Kindergarten and Preschool 4’s families who contributed treats for the Children’s School staff in October and November. We are looking forward to the 3’s celebratory treats on December 19\textsuperscript{th}. If you weren’t able to contribute this semester, you will have other opportunities during the spring semester. Please contact Maggie Rosenblum (rosenblu@andrew.cmu.edu) with any questions.

Also, sincere appreciation to the Sewing Committee, Book Fair Committee, Library Committee and Repair Committee for the work they have done this semester! The 50\textsuperscript{th} Anniversary Celebration Committee also did a fabulous job with our November 9\textsuperscript{th} event!

Please Avoid Credit/Debit Card Payments

Each family will be receiving an invoice for the spring semester. Please pay the amount due, either by sending a check, money order, or cash to the attention of Maggie Rosenblum or to the CMU accounting department. The Children’s School is requesting that families \textbf{NOT} pay by credit or debit card because the school is charged a significant fee for these transactions. For your convenience, monthly payment plans can be arranged through Maggie Rosenblum (rosenblu@andrew.cmu.edu) with no penalties or interest.

Lost and Found

We have accumulated quite a collection of unclaimed and unlabeled coats, sweaters, hats, gloves, etc. If your child is missing anything, please look in our lost and found area in the hallway or send a note to your child’s teacher with a description so we can see if we have it!

CMU Food Drive

Thank you for your contributions to the annual CMU Staff Council Food Drive benefitting the Greater Pittsburgh Community Food Bank. This year the University community collected 7,298.4 pounds of non-perishable food and $28,159.66 in cash, well over the goals of 6,200 lbs and $25,000!
Calling All Families!!

• Join us for the second meeting of our FSO Book Club on December 3rd! We'll be reading pages 38-88 of Thrive, by Arianna Huffington - but feel free to come and chat, even if you haven't read the book!

  Date: Monday, December 3 @ 8:45am  
  Location: Carnegie Mellon Cafe (Not sure where that is? Meet outside the school office after greeting and walk with us!)  
  Reading: Up to page 88 (up to “Lessons from the Sports Page”)  
  Discussion theme: Well-being and caring for yourself  
  If you’re interested in joining us, please RSVP to Heather Li at hlsprong@gmail.com.  

• Squirrel Hill Food Pantry Donations and Service Opportunity
Let’s get into the spirit of the holidays by giving to those in need. Starting December 3rd, we will be collecting non-perishable items that will benefit JFCS Squirrel Hill Food Pantry. A box will be placed at The Children’s School for collection. The most needed items are the following: oil, canned fruit in juice, peanut butter, gluten-free pasta, low sugar cold cereal, low sodium canned vegetables, diapers, baby wipes, laundry detergent, dish soap, paper towels and facial tissue. Please bring unopened, unexpired items in cans, boxes, packages, etc. Please, no glass jars or bottles. Up to 15 volunteers, adults and children are welcome to help unload, weigh and stock items on Friday, December 14th from 3-4pm. Christie Lagemann will take RSVPs on a first come basis. You can email at christielagemann@gmail.com.

• Join the FSO for a private movie event at 10am on December 21st for Mary Poppins Returns!
The Waterworks Theater in Fox Chapel will host The Children’s School friends before the theater opens to the public. We will collect the ticket money in advance. Matinee ticket prices are $8 for adults and $7.50 for children. Please send the money with your child in an envelope addressed to Sarah Hummel. Contact Sarah at shummel1010@gmail.com or 412-334-2520 with any questions. We can’t wait to see you there!

Upcoming Screenings re: Ears and Eyes
This year, the Easter Seals Speech, Language, Hearing and Middle Ear Screenings will be held at school during the week of January 14th. Lynn Hofstetter, who has conducted these screenings for many years, will be returning. This speech pathologist plays a series of Talking & Listening games with each child that take about 15 minutes total and give a snapshot of the child’s development in the areas of hearing and listening, direction following, understanding and use of language, speech sound production, voice quality, and fluent communications. If you are interested in having your child screened, please complete the enclosed permission slip and return it with cash or a check for $25 made payable to Easter Seals. On January 29th, the Blind & Vision Rehabilitation Services of Pittsburgh will be conducting screenings for vision issues. There is no cost for this service, but please complete the enclosed permission slip if you want your child screened. Please contact Mrs. Rosenblum at rosenblu@andrew.cmu.edu if you have any questions.
FSO Fun in November

Tinkergarten Fall Lantern Walk

On Sunday November 4th, over 80 people came to enjoy the Tinkergarten Fall Lantern Walk in Frick Park. Families brought or made a variety of beautiful lanterns that began to glow brighter and brighter as the sun went down and sky became dark. Our walk was one of hundreds of Tinkergarten Lantern Walks taking place across the country, and one of three in the Pittsburgh region, celebrating the natural changes in light and weather in our environment as we approach winter.

Engine House No. 16

On a rainy Friday, November 9th, Children's School families were treated to a tour of the restored Engine House 16. Paul Fireman, a Children's School alum whose daughters are also alumni, told wonderful stories and shared his artifacts. There were horses that lived in the firehouse long ago that pulled the steam engines. Also, before phones were common, a pull box was used to alert the firemen. The fire poles are still in the building and are surrounded by glass on the second floor. The poles were very popular with the children since it allowed them to look down to the first floor to see how the firefighters made their quick exit. Engine House 16 now houses Fireman Creative, a marketing firm, and also a physical therapy studio. Thanks Paul Fireman for a great tour!
Winter Health Pointers

**WINTER WEAR:** As the chilly winter weather approaches, please replenish your child’s extra clothes container with apparel appropriate for the season, as well as clothes to accommodate their physical growth. Layering your child’s clothing for school days is helpful. While the temperature in our building is fairly constant and comfortable, some children may feel too warm or too cold on any given day. Wearing a t-shirt under a sweater allows the child to adjust to a personal level of comfort. Even in the winter, we go outside daily except in very extreme weather conditions. Please send labeled hats and mittens to school every day. On snowy days, please also send labeled snow pants and boots. Feel free to provide a set of outdoor clothes to be kept in your child’s locker. If you have outdoor clothes to share, please send them to the school office; if you need outdoor clothes for your child, please contact a member of the administrative team for assistance.

**HANDWASHING:** We ask that everyone who comes into the Children’s School educational spaces, including family members, wash their hands using the procedures recommended by the National Association for the Education of Young Children: Rub soapy hands vigorously for at least 20 seconds, including back of hands, wrists, areas between fingers, around nail beds, and under fingernails and jewelry. The children are taught a much more detailed version which is included in your Family Handbook.

**PARTICIPATION IN THE SCHOOL DAY:** Our school day is filled with active and interesting projects that are planned in advance to ensure appropriate adult supervision. To that end, we ask that children come to school only if they can fully participate in the day’s activities, including outdoor play. If your child is not well enough to fully take part in the day, please keep the child at home because we do not have staff members available to supervise children indoors while the rest of the class is outdoors.

**Generous Givers & Gracious Receivers**

During the year, we seek to help the learners at the Children’s School become generous givers and gracious receivers. Whether giving and receiving affirmation, help, or actual items, we aim to emphasize respect and gratitude. For example, when collecting food in November, we explained to the children that some of our neighbors in Pittsburgh do not have enough food or enough money to buy food. We can help them stay healthy by sharing nutritious food with them. At other times, people may share food with us, perhaps when we are traveling or when someone in our family is sick. We also emphasize the importance of expressing gratitude verbally or by drawing or writing. Involving your whole family in helping provides opportunities that go well beyond donation drives in ways that build relationships. A child’s smile, hug, or drawing can brighten a neighbor’s day. Once children have learned skills by helping in their own homes and yards, they can share those skills with their elderly relatives and friends. Families can also share from their abundance when they cook or bake together, when flowers bloom or vegetables ripen, or when they have time to sit and listen. See “14 Little Ways to Encourage Kindness” by Kristine Breese from Parents Magazine for more ideas (http://www.parents.com/parenting/better-parenting/advice/14-little-ways-to-encourage-kindness/?page=1).
Family Spotlight: Full Circle in the MM Building

Hello! We are the Deutsch/Peoples family (lovingly referred to as “the Germans” by our friends, even though we’re only a tiny bit German). Ben and Sarah have a long history with Carnegie Mellon, and we were thrilled to discover an awesome preschool for Maggie in the same building where we met for the first time 20 years ago!

Sarah grew up in Squirrel Hill and spent lots of time on campus as a high-schooler – taking pre-college art classes on the weekends and attending Spring Carnival with her friends. Ben grew up all over the place, but mostly in Louisville, KY – though his mother grew up in Pittsburgh, so he came to town at least once a year as a child. We both applied to the CMU School of Drama (Class of ’02!). The first week of school, our first class was on the third floor of Margaret Morrison (3 floors directly above the Kindergarten classroom!) – we met for the first time on the window seat in the third-floor hallway, and we’ve been inseparable ever since.

We spent 7 years in San Francisco, stage managing (Sarah) and designing theatres (Ben) before moving back to Pittsburgh, buying a house a block down the street from where Sarah grew up, and starting our own business. Now Ben designs and builds lighting control systems. The fancy colored lights on the Homestead Grays Bridge and the Highmark Building downtown change colors because of him! Sarah manages all the boring business stuff that doesn’t make buildings light up. Maggie is an excellent quality tester; she’s been inspecting products and testing switches since she was 2!

As a family, we love going to the theatre (Maggie’s seen Aladdin and Frozen on Broadway!), going to Disney World (where we are right now!), and going on lunch dates at the Eat ’n Park (Maggie’s favorite). Maggie also loves going camping and kite-flying with her dad, doing art projects with her mom, and trying new mini golf and ice cream places with anyone who will join her. Her favorite thing about the Children’s School is the playground, and ours is the wonderful community of friends and teachers we’ve found here. We’ll all be sad to leave at the end of the year!

International Educator Visit

On Monday, November 12th, Dr. Paula Purnell from Sense of Place Learning brought the President Jinsong Zhao of Shuxiang Education International Group (pictured far left) and her assistant, Isaac Zhou (far right) to tour the Children’s School and talk with us about our rich thematic curriculum, extensive professional development for our teachers, and other innovative practices. Thanks to Miss Zhou, who served as our translator during the tour and lunch on campus.
Extended Morning Open House Events

Thanks to everyone who visited the Extended Morning program on November 13th and 15th for our annual open house events. We learned together in the Green Room by playing board games, manipulating playdough, building with Legos, and pretending to sell produce in the Farmers’ Market. We had a sing-along with Mrs. Bird in the Red Room and enjoyed sharing lunch with all of you!
First Pathways to Brain Development

An exciting component of the LEND program is our work with different Community Partners. I have been teamed with Working For Kids: Building Skills (http://workingforkids.com) and Dr. Judy Cameron. Working For Kids is a University of Pittsburgh based program designed to increase awareness of brain development for at-risk families and communities.

Working For Kids has developed a series of games called First Pathways (https://www.firstpathways.org/). First Pathways are a series of interactive games designed to help parents engage their children in activities based on the developmental domains of communication, fine and gross motor, problem solving and personal social. These categories are based on the areas of development of the ASQ (Ages and Stages Questionnaire) SE and ASQ 3, the same assessment tool we use at the Children’s School.

I am working with two other students from my LEND cohort to adapt the First Pathways games for children developing in non-typical ways. We are reformulating games within a tiered developmental scale (Levels 1, 2, 3) that are outside standard age range targets. Our hope is that families with children who are developing outside the typical range can access games that are developmentally appropriate and sensory sensitive. The games will also come with suggestions and guides that will enable families to play and learn with any child regardless of early developmental challenges. Please feel free to contact Beth Myers at ewmyers@andrew.cmu.edu if there’s any way I can connect you with resources to foster your child’s development.

Gathering for Psychology Colleagues

On Friday afternoon, November 16th, the Children’s School educators hosted about 45 Psychology Department faculty, staff, and graduate students for an Open House to celebrate our 50th Anniversary. We invited them to explore play dough, blocks, and other diverse materials, to converse with colleagues around the chocolate fountain and at the popcorn bar, to try research protocols, and to view photos from five decades of learning at the Children’s School.
Undergraduate Spotlight

• Julia Lagas
Hi! My name is Julia Lagas, and I am currently a junior at Carnegie Mellon studying business administration with a minor in psychology. In addition to working at the Children’s School, I also work at the CMU Bookstore and am the secretary for CMU’s F.E.M.M.E., Feminists Engaged in Multicultural Matters and Education.

My passion for children’s education began with volunteer work throughout high school. The summer of my freshman year, I worked as a camp counselor for a musical theater camp in my home town, Danbury, CT. For two weeks, I taught children how to memorize lines, choreographed their dances, and assisted the directors with producing the final show. Additionally, during my sophomore and junior years in high school, I went on two mission trips to Jamaica with my cousin’s church. For each trip, we spent a week working with children and rebuilding failing structures at the Pringle Home Orphanage. From these experiences, I realized how much I valued working with children, particularly by improving and assisting children’s education. In the future, I plan to work for a company like Scholastic Inc. or Sesame Street that works to better children’s educational opportunities.

After taking Dr. Carver’s Principles of Childhood Development course in the spring of 2018 and hearing about the Carnegie Mellon University Children’s School, I knew I wanted to be involved. I approached Dr. Carver after class asking if the school needed any volunteers. A few weeks later, I was volunteering at the Children’s School and I was hooked! I was hired this semester and am currently working with the kindergarten, preparing their daily work and helping them with their activities and games. Whenever I’m overwhelmed with exams or school work, the children at the school never fail to brighten my day. Working at the Children’s School has been such an amazing experience, and I look forward to working more with the children in future semesters!

Seeking a Host Family

Since 2011, The Children’s School has been partnering with a similar early childhood laboratory school at Duksum Women’s University in Seoul, South Korea. Our International Practicum Program will continue in early 2019 when we host two undergraduate students, Ha Yeong Lee and Kyung Min Doh. A total of 8 Early Childhood Education students will be in Pittsburgh for practicum experiences at our school, Falk, Carlow’s Campus School, or Pitt’s University Child Development Center. To help the students experience family life in Pittsburgh, we are recruiting one host family living close to the university to provide housing and some meals for our two female practicum students from Sunday, January 27th through Sunday, February 10th. Proximity to CMU is helpful so that the students can use public transportation or rides from teachers to travel to and from school. Please contact Dr. Carver at sc0e@andrew.cmu.edu if you are interested in this hosting opportunity. Former host families will be happy to share their experiences with you, and student bios will be available soon.
Research Spotlight

The Find the Picture Game

Catarina Vales, a post-doctoral researcher working with Dr. Anna Fisher, and Jiwon Ban, an undergraduate researcher, are studying children’s understanding of the different ways entities in the world are related. For example, a cat and a dog are both domestic animals, but only cats catch mice. Chairs and couches are both furniture items, and they also tend to occur together. This knowledge about things and their relations is called “semantic knowledge” and is thought to be important for much of what we do in daily life. For example, if a coworker tells you that his friend’s cat is staying with him because he has seen a mouse in his kitchen, you can use your knowledge that cats catch rodents to understand why the cat is staying at his house. Semantic knowledge is also likely to be important in academic contexts – for example, to help students make inferences when reading informational text.

Given the importance of semantic knowledge, the Fisher research team has been interested in studying developmental changes in children’s semantic knowledge. However, because young children cannot read or write, children’s semantic knowledge is often examined through pictorial depictions of concepts (e.g., a picture of a cat). When choosing pictorial depictions, researchers often use their intuition to select the stimuli; but because children and adults might have different images of what those concepts look like, the choice of these depictions could bias our research results if the pictorial descriptions are not easily recognized by children. The aim of this short study is to measure young children’s ability to recognize objects by having them attend to one stimulus in the presence of distractor items. The items that children can recognize and focus selectively on can then be used in future studies.

In this task, children are first told the name of the target for each trial and then shown an array of four line-drawings on the screen, as seen in the figure above. The array includes the target, a related item, and two unrelated items. Researchers use pictures of common objects that are familiar to young children. For up to 40 trials, children are prompted to indicate which of the photos is the referent of a word. For example, in our figure above, researchers want to confirm that their stimulus picture of the word “cat” is a good representation of this concept. As you can see, there is a related object (dog) as well as two unrelated objects (magnifying glass and water bottle).
Director’s Corner: Perspective Taking

Continuing my reflection on the “seven essential life skills every child needs” as framed by Ellen Galinsky in *Mind in the Making*, I turn to the skill of perspective taking. Once again, the essential nature of this skill is evident in its central focus in the early childhood curriculum. For example, the Children’s School list of developmental objectives includes empathizing with others, asking for help appropriately, comparing and contrasting others’ features with respect, handling oneself well when choosing not to participate, sharing and taking turns, politely interacting with visitors, respecting others’ rights, feelings, and belongings, responding well to winning and losing, generating alternate perspectives, negotiating and compromising to solve problems, etc. - all of which are part of developing versatility in understanding and responding to others’ perspectives. According to Galinsky, perspective taking involves “the intellectual skill of discerning how someone else thinks and feels; it requires assembling our accumulated knowledge of that person, analyzing the situation at hand, remembering similar situations, recalling what others have told us about such situations, putting aside our own thoughts and feelings, and trying to feel and think as another person must feel and think” (p. 71).

One way that even 3-year-olds develop their perspective taking skills involves practice “reading, anticipating, and responding to the feelings and plans of their baby siblings” (p. 73). Dramatic play with baby dolls provides similar opportunities, as does care for pets at home or in the classroom. For example, when one year’s kindergartners designed and constructed a coop for the chickens they were hatching, they considered the chick’s need for food, water and warmth, as well as their desire to see their surroundings, have fun climbing, etc. They learned that they had not anticipated the chicks’ desire to stay together in one part of the coop, nor the challenge the coop would be for those cleaning it. Galinsky also notes that children with strong perspective taking skills adjust better to school because they more easily understand what their teachers want and expect. Similarly, when learning strategies for comprehending text, children can leverage their perspective taking skills to both process what has happened and predict what might happen next.

As with focus and self-control, the point of acknowledging the importance of developing perspective taking skills is that both parents and educators should be more purposeful about fostering them. At the Children’s School, we intentionally emphasize strategies for identifying others’ perspective, both in the context of play and when reading stories. We verbalize aspects of our own thinking and our predictions about what others might be thinking. For example, when offering the children an opportunity to carefully touch a precious artifact, a teacher might say, “This xxx is special to me because my sister gave it to me. It is very fragile and I would be sad if it gets broken, so please touch it very gently.” To invite the children to predict thinking, an educator might ask the children how a friend who is getting ready to move might feel (including possible excitement and fear or sadness) and then invite them to suggest ways to encourage the child. Allowing children to choose among activities, graph their preferences, etc. allows them to observe that individuals have different points of view. Our laboratory school context also provides many chances for the children to interact with a wide range of peers and adults with different backgrounds, talents, needs, and goals, so they can become sensitive to a wide range of perspectives on both life and learning. Holidays offer a perfect opportunity for families to discuss what is important to them, as well as how we can best honor those we love and respond to the gestures they offer. I encourage you to be alert for chances to discuss others’ perspectives with your children, as well as to brainstorm possible responses.
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Children’s School
CMUCHSch@andrew.cmu.edu www.cmu.edu/dietrich/psychology/cs/index.html
412-268-2199
## The Children’s School Snack Menu

Subject to change based on birthdays & special events

Gluten and dairy free options available

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<tr>
<td>Raisin Bread &amp; Butter</td>
<td>Clementines &amp; Club Crackers</td>
<td>Rice Krispies</td>
<td>Apples &amp; Babybel Cheese</td>
<td>No School Educator Professional Development Day</td>
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December 2018
CHILDREN'S VISION SCREENING
A service of:

Blind & Vision Rehabilitation Services of Pittsburgh

Dear Parent/Guardian:

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

To ensure that children starting at age 1 are seeing as well as they should, Blind & Vision Rehabilitation Services offers a free Children's Vision Screening program for the children of Allegheny County.

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

If you have questions regarding the program, please contact Blind & Vision Rehabilitation Services at 412-368-4400 ext. 2213.

Sincerely,
Waldine Lewtowicz
Children's Vision Screening Coordinator

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Preschool Vision Screening is free!

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

THANK YOU IN ADVANCE FOR YOUR SUPPORT!

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PERMISSION FOR VISION SCREENING

School ___________________________________________________________

Child's Name ___________________________________________________

Age: _____ Birth date: ___/___/____ Sex: M _____ F _____

Parent/Guardian (Print Clearly)

Name _______________________________________________________

Address _____________________________________________________

City & Zip Code _______________________________________________

Phone (H) ________________________ (C) _______________________

E-Mail _______________________________________________________

How would you prefer to be contacted for follow-ups? Phone or E-mail

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

GLASSES MUST BE WORN ON THE DAY OF THE SCREENING.

Parent/Guardian Signature ___________________________ Date _______

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

FOR STAFF USE ONLY:
Pass_______ Refer_______

Color ____________________________

Unable: Unwilling_______ Undetectable_______
Dear Parent/Guardian:

The Easterseals Speech Department is offering a speech, language, hearing and middle ear screening program for preschoolers. This service helps to identify communication and/or hearing problems early and recommends courses of treatment. Some children may have had similar testing performed in the past by Easterseals or family doctor/pediatricians. However, since hearing and middle ear screening results can and often do change from one testing situation to another, it is strongly suggested that preschoolers be screened annually so as not to OVERLOOK a potential problem. Written results will be supplied on all children screened. Because children often react negatively to the word ‘TEST,’ we request that you refer to the screening as a talking and listening ‘GAME’ as you prepare your child at home. Please refer below for a description of the screening procedure.

**MY CHILD HAS PERMISSION TO PARTICIPATE IN THE EASTERSEALS SPEECH, LANGUAGE, HEARING AND MIDDLE EAR SCREENING PROGRAM. MY SIGNATURE ALSO GRANTS MY PERMISSION FOR THE EASTERSEALS SPEECH-LANGUAGE PATHOLOGIST TO DISCUSS MY CHILD’S RESULTS WITH THE DIRECTOR AND TEACHER AT HIS/HER SCHOOL SITE. I UNDERSTAND THAT I WILL RECEIVE WRITTEN RESULTS CONCERNING MY CHILD.**

| Date of Screening: | Fee: $25.00 Cash or check written out to Easterseals Western & Central PA | Cash: $__________  
Check No: ________  
HSA Receipt Needed? ________ |
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<tr>
<td>Name of School:</td>
<td>Teacher’s Name:</td>
<td>Class/Room No:</td>
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<td>Room No: ________ AM PM</td>
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<tr>
<td>Child’s Name:</td>
<td>Date of Birth:</td>
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<td>Gender: M F</td>
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<tr>
<td>Name of Parent/Guardian:</td>
<td>Address:</td>
<td>City, State and Zip Code</td>
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<td>Home Phone:</td>
<td>Cell Phone:</td>
<td>Email Address:</td>
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During the speech and language portion of the screening, your child will be asked to name common pictures and objects, follow simple directions, and repeat sentences. The speech-language pathologist will be listening for your child’s ability to produce developmentally appropriate speech sounds, identify specific vocabulary items and comprehend and produce various language skills. The speech-language pathologist will also listen for oral/nasal resonance, vocal quality and fluency of speech. For the hearing screening, your child will wear earphones, listen to several tones of different pitches, and indicate when he/she can hear the sounds. For the middle ear test, an acoustic otoscope or ear check will be used to measure sound reflectivity from the eardrum. This is a non-invasive procedure that helps to identify potential middle ear problems.

1. Do you have any areas of concern about your child’s speech and language? ________ If yes, please explain: ____________________________

2. Is your child currently receiving speech-language services? ________ If yes, for how long? ________

3. Does your child have tubes in his/her ears? ________ If yes, which ear? ________

4. Has your child suffered from recurring ear problems now or in the past? ________

5. Is your child currently on medication or being followed by a doctor for ear infections? ________ If ear infection, which ear? ________

6. Child’s native Language ____________________

_________________________  
Parent/Guardian Signature  
_________________________  
Date

Easterseals Western and Central Pennsylvania follows the Health Insurance Portability and Accountability Act (HIPAA) regarding confidentiality and privacy. A copy of these policies is on file with the director of your child’s facility.
Easterseals Western and Central Pennsylvania is pleased to offer the 2018-2019 Preschool Speech, Language & Hearing Screening Program

You can enhance your preschooler’s opportunity to make the most of their crucial early learning years by scheduling a speech, language and hearing screening right at school.

Easterseals will be at our school on ________________.

It is well-established that early identification and treatment of speech and language problems positively impacts literacy development, school readiness and reduces length of time in speech therapy by years.

Easterseals screening program is specialized and more comprehensive than pediatrician-based programs:

- Master’s level, credentialed, speech-language pathologists provide the service using the most current evidence-based practices.
- Children are seen individually, not observed in a group setting.
- Procedures are standardized and cover a wide range of skills:
  - middle ear health
  - hearing sounds
  - following directions
  - vocal quality and fluency
  - speech sound production
  - understanding language
  - using language and grammar
  - vocabulary development

- Each child receives individualized written results and recommendations.
- Unbiased pre-school screening services are provided to identify and refer children to appropriate outside agencies within the community.

The cost per child will remain at $25 for 2018-19 school year.
(Receipts are available for reimbursement by eligible HSA accounts.)

Your children will come home and tell you about the fun talking and listening games they played! This is a great opportunity to prepare them for kindergarten entrance screenings!

For your child to participate please fill in the permission form included with this letter and return to your child’s teacher by ________________.

For additional information or questions, contact Carrie Zolkiewicz at 412 281 7244 x1216 czolkiewicz@eastersealswcpenna.org
SIX GOOD REASONS TO HAVE YOUR CHILD SCREENED FOR SPEECH-LANGUAGE-HEARING SKILLS

1) Early identification of communication problems prevents complications arising from undetected speech, language or hearing needs.

2) Speech-language impairments may affect social/emotional development.

3) Early identification and treatment of speech and language problems can promote reading development and school success.

4) Standardized screening provides information about areas not addressed at well-child visits

5) Great opportunity to prepare children for similar educational screening experiences.

6) Services are provided by American Speech-Language-Hearing Association Certified and PA State Licensed Speech-Language Pathologists.

5/11/18 (Six Good Reasons.)