Cans Across the Cut

Thank you for your contributions to the annual CMU Food Drive benefitting the Greater Pittsburgh Community Food Bank. This year the Children’s School collected $50 and 163 food and hygiene items. The University grand total for the 2017 Food Drive is 6,205.5 pounds of food (including 807 Snack Bags for Kids!) plus $19,316.91! Thank you to everyone who contributed to this worthy cause. Throughout this newsletter are opportunities for you to continue modeling generosity and engaging your whole family in creative acts of kindness. That’s a great way to express thankfulness and celebrate holidays.

December Gallery Features

3’s Friends: Ryder F., Mio H., & Matteo L.

4’s Friends: Arianna C., Cheryl H., & Zoe S.

Kindergarten Friends: Colby K.-R., Aubri R., & Yerick V.

December Dates:

NO SCHOOL – Friday, December 1st – Parent Teacher Conferences for All Ages
Saturday, December 2nd – Waterfront Barnes & Noble Book Fair (10am-2pm)

Friday Afternoon, December 8th - Parent Teacher Conferences
Regular School Schedule in the Morning

Tuesday, December 19th – Last Day of the Semester for Children & Educators

No School for Children – December 20th through January 2nd

Have a Wonderful Winter Break!!

Tuesday, January 2nd – Professional Development Days for Educators
Wednesday, January 3rd – Children return to school
Barnes & Noble Book Fair

We hope you can join us on Saturday, December 2nd from 10 a.m. until 2 p.m. for our annual Barnes & Noble Book Fair at the Waterfront store. There will be a craft table where children can decorate gift boxes, a scavenger hunt, and Mrs. Bird & Friends will host a lively sing-a-long at 12 noon. 15% of the in-store sales (including the café!) and weeklong 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 13th. 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 50th Anniversary Committee also has begun brainstorming and has great ideas for our initial event in January of 2018. Watch for details coming soon!

Please Avoid Credit/Debit Card Payments

Each family should have received an invoice for the spring semester. Please pay the amount due, either by sending a check or cash to the attention of Maggie Rosenblum or to the CMU accounting department. The Children’s School is requesting that families 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 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 and we will see if we have it!
FSO Fun, Community Service & Art

November was a full month for Children's School families and the Family Social Organization. We focused on both service and fun with opportunities for children and friends to learn and explore.

Snack Bag Packing at the Squirrel Hill Food Pantry
On Friday, November 10th, a dozen Children's School friends met at the Squirrel Hill Food Pantry. After decorating bags specifically for snacks for other children, the friends were given a tour of the food pantry where its purpose and goal were explained. Friends and their families had previously donated snack and treat items, and we exceeded our goal of enough donations to pack 25 children's snack bags! To round out the day, the friends formed an assembly line and packed all of the donation bags. A great teachable moment for parents happened as the friends learned why it was important not to taste any of the yummy snacks we were packaging. If you missed this event, be sure to look for an alternate date to be announced for a spring food pantry trip.

Art and Exploration at Hatch
On Sunday, November 19th, a full capacity list of fifteen friends met at Hatch Art Studio in Point Breeze. This event is always a parent and child favorite! Friends and their adult companion made multi-media sock animals. Creativity was on display as animals ranged from cats to bats to elephants to eagles. We even had one out-of-the-box creative thinker make an airplane! After their art project, friends explored sensory tables including sand, water and blocks. It was a snowy day outside, but a warm, creative experience in the Hatch studio.

Don't Miss December's FSO Gatherings!
Be sure to check your email for announcements on FSO events for December, including a movie date and an ice skating outing. We're hoping to see you at an event in the future, and we're always happy to hear ideas for events you'd like to see us organize!
Calling All Families!!

Join us for the December meeting of the FSO Book Club! Our next meeting will be on Thursday, December 7th at 8:45am. We'll be reading Chapters 5 & 6 of *The Blessing of a Skinned Knee*, by Wendy Mogel, Ph.D. [http://a.co/ftkLtxl](http://a.co/ftkLtxl) - but feel free to come and chat, even if you haven't read the book!

**Date:** Thursday, December 7th @ 8:45am  
**Location:** Carnegie Mellon Cafe (Not sure where that is? Meet outside the school office at 8:35 and walk with us!)  
**Reading:** Chapters 5 & 6 (The Blessing of Longing & The Blessing of Work)  
**Discussion theme:** Giving, receiving, and teaching an attitude of gratitude. If you’re interested, please RSVP to Sarah Deutsch at sarah.deutsch@gmail.com. Hope to see you there!

On December 22 at 10:00am, the FSO will be hosting a **Movie Day** at the Waterworks Cinema, exclusively for The Children’s School friends. We will be seeing Disney’s **Ferdinand**, the story of a giant bull with a big heart. The cost is $8.00 for adults and $7.50 for children. We ask that you please send your money in advance in an envelope marked “Sarah Hummel”. Please email Sarah Hummel at shummel1010@gmail.com to reserve your spot.

**In December, there are many exciting events happening in our great city!**

The **Nationality Rooms** at the University of Pittsburgh will be decorated for the winter holidays now through January 13, 2018. No prior reservations are needed for tours. Tour prices are $4 for adults and $2 for children, and tours start at 10:30am. The rooms are open to view without a tour or audio tours are also available on weekends until 2:30 pm. The University will be closed December 22**rd**-26**th** and January 1**st**.

**Phipps Conservatory’s Winter Flower and Light Show** is happening now! Family fun days will be taking place from Tuesday, December 26th – Saturday, December 30th from 11am-4pm. Activities will include crafts, plant potting, and more. Ticket prices are $17.95 for adults and $11.95 for children.

**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 16**th**. 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 $20 made payable to Easter Seals. Beginning January 30**th**, 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](mailto:rosenblu@andrew.cmu.edu) if you have any questions.
**Family Spotlight: 85% Cat-Themed**

Hello! We are the Kurzweg Family – Pete, Jeni, and Emeline. We're attempting to write this spotlight together but we're both attorneys, so we're already fighting over the wording. To wit, regarding the phrase "Kurzweg Family," Jeni notes for the record that she did not change her last name to Kurzweg. That fact notwithstanding, Pete still regards her as a "Kurzweg" but fiercely supports her decision not to change her name from Hergenreder.

We both grew up in Pittsburgh. We are high school sweethearts. We have lived in State College, PA (Jeni), Princeton, NJ (Pete), and New York, NY (both). We both returned to Pittsburgh in 2005 to attend Pitt Law School. In 2008, Pete started his own law practice and Jeni started working at a non-profit organization where she represents children with disabilities. In 2008, we also adopted two kittens – a handsome tuxedo cat named Felix and a fluffy orange tabby cat named Clementine. We really like cats. Emeline's wardrobe is approximately 85% cat-themed. In 2011, we bought and rehabbed a 100-year-old house on the Northside (in Deutschtown).

In 2012, after we had (Pete: "more-or-less;" Jeni: "not-at-all") finished the house, we adopted another cat, Klaus (he's German). After that, we figured we should probably have a child so we would quit adopting cats. Emeline was born in November 2013. Three months later, Pete opened a craft beer bar, the Independent Brewing Company, in Squirrel Hill. In 2016, he opened a craft cocktail bar, Hidden Harbor, in the space next door. Both bars are restaurants too and we enjoy having dinners there! If you hear Emeline say her Dad is "at the bar", it means he is at work. Really!

Emeline joined The Children’s School last year. On her first day, Mrs. Tomer greeted her with a big smile and a puppy-dog puppet. Within moments, Emeline whispered in Jeni’s ear "I like her." We did too. Emeline grew so much last year. When she started, she could barely share space, let alone items, with the other friends. In Mrs. Tomer’s words, she was "a little handsy." At the end of year picnic, she giggled and played happily with her friends. We are forever indebted to the patient and talented Three’s Team.

This year, Emeline is in the Green Room with the incredibly skilled Mrs. Opferman. Her favorite thing about Mrs. Opferman is her "cute blonde hair." Our favorite thing about Mrs. Opferman is how she had a handle on Emeline before we could even blink. At home, Emeline continues to enact circle time. She is the teacher, of course. We each have assigned "sit upons" and she has weather symbols for the weather song. She no longer tells us to keep "hands to your own body." This year we have a new saying -- "put a bubble in your mouth" -- and we're pretty sure that isn't a reference to gum.

We love The Children’s School and are so grateful we’re part of its family. We wish all of you a happy holiday season and a wonderful school year!

The Kurzweg Family
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 and gym. 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 or at gym.

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).
Extended Morning Open House Events

Thanks to everyone who visited the Extended Morning program on November 14th and 16th for our annual open house events. We enjoyed learning together in the Green Room and Discovery Area, making a yummy dessert in the kitchen, having a sing-along with Mrs. Bird, and sharing lunch with all of you!
Children’s School

Children’s Media

This fall, we’ve had several families request advice about children’s television and media use, so here we share the two best sources of research-based information for families and educators.

- **Common Sense Media** is “the leading independent nonprofit organization dedicated to helping kids thrive in a world of media and technology. We empower parents, teachers, and policymakers by providing unbiased information, trusted advice, and innovative tools to help them harness the power of media and technology as a positive force in all kids’ lives.” ([https://www.commonsensemedia.org](https://www.commonsensemedia.org)).
- **The Erikson Institute’s Technology in Early Childhood (TEC) Center** “empowers early childhood educators to make informed decisions about the appropriate use of technology with children from birth to age 8.” ([http://teccenter.erikson.edu](http://teccenter.erikson.edu)).

Toys for Tots Donations

Would you like to do the best you can to make a child's holiday? That’s just what **Toys for Tots** strives to do. If you would like to donate a new unwrapped toy to Toys for Tots, you can take your donation to any Toys R Us or Babies R Us location. There is also a donation location at CMU’s Wean Hall 4212. If you would like to find a drop off location near you or to volunteer please visit [toysfortots.org](http://toysfortots.org).

Undergraduate Spotlight

Hi! My name is Grace Dzina and I am a senior at Carnegie Mellon, majoring in Social and Political History. After stumbling upon the Children’s School during observations for a class a few years ago, I discovered a new world of learning at Carnegie Mellon. Away from the stress culture at the collegiate level, I found myself immersed in a world of friends who were filled with excitement in learning about the world around them. It was a world into which I knew I wanted to immerse myself, rather than simply observe.

I have always had a love of working with children, but my experience prior to coming to the Children’s School was always on the softball field or in the pool. The experience I have gained here in the classroom has opened my eyes to a whole new side of child development. In helping with the friends, I have not only learned how to better engage with the friends, but I have also gotten to witness and adopt the skills each teacher brings to the classroom. Their examples have taught me about the intentionality that goes into each and every activity and interaction. The way in which they leverage every point of contact to support learning process is remarkable. At the end of each work shift, I am left inspired by the friends’ love and awe of learning and thinking. When the rigor of academia becomes overwhelming and frustrating, the children’s pride in learning how to zip a coat and their joy in learning about the different parts of trees puts reality back into perspective. In return for my work at the Children’s School, the friends have taught me the importance of excitement in knowledge and reminded me of the joy found in exploration.
Undergraduate Spotlight: Student Teacher Reflections

Danielle Sallmen and Andrew Lemberg are seniors in U. Pitt’s Combined Accelerated Studies in Education (CASE) Program, a five-year undergrad and Master’s program that includes a BS in Applied Developmental Psychology and a M.Ed. in early childhood and special education.

• **Danielle Sallmen** (AM Younger 4’s with Mrs. Opferman)
  My time at the Children’s School has been filled with amazing opportunities and valuable learning experiences that I will carry with me through all future teaching endeavors. It has been a pleasure getting to work with all the bright-minded students and to watch them grow in the brief time that I have been here. Mrs. Opferman and all the other Green Room teachers have set great examples of what effective teaching looks like in the classroom, and the best teaching mechanisms to advance a student’s learning. I am so glad to have been placed in such an outstanding school setting where the learning possibilities seem endless. It is hard to believe that my time here is coming to an end. Thank you to all the educators and faculty who have made my first student teaching experience a rewarding and enjoyable one. I will truly miss working with everyone at the Children’s School.

• **Andrew Lemberg** (Kindergarten with Mrs. Blizman)
  Having the opportunity to work with Mrs. Blizman and the other Kindergarten teachers this semester has been an incredibly insightful and humbling experience. The educators at the CMU Children’s School are like a big family, and I immediately felt welcome and continue to be greeted by happy faces each morning. From the first day of school, I was impressed with how the classroom was arranged to prepare both teachers and students for success, and also with how well all three teachers worked together in harmony. It has been a classroom dynamic that I haven’t experienced thus far in my time at Pitt, but observing the Kindergarten team has provided me an example of how effective it can be. I have been very fortunate to have Mrs. Blizman guide my progress as a young educator through development of lesson plans, daily work activities, and classroom management skills. The knowledge I have gained has been priceless, and I look forward to building upon and applying it to my studies, as well as wherever my future career takes me. My summary of my time at the Children’s School cannot be complete without mentioning the students with whom I got to interact each day. Their willingness to learn, as well as their acceptance of me in the classroom, has been unbelievably heartwarming. Any challenge they presented has strengthened me for my future teaching, which is just one way that they have shown me that teaching is a two-way street and that, at times, I am as much a student as they are! Overall, my time in the Kindergarten classroom has been wonderful, and I look forward to visiting everyone in the future.
Research Spotlight: Undergraduate Training

Dr. Anna Fisher’s Developmental Research Methods students conducted their final projects during the month of November and will be doing their public poster presentations on December 7th. We will then share their posters in the Children’s School hallway throughout December.

• Does clutter on the activity table impact children’s speed and accuracy when completing iSpy tasks that vary in difficulty? (The Pictures Game, AM 4’s and K)

Undergraduates Rebecca Ahmad, Patrick Dykiert, and Jordan Romah are studying the effect of cluttered tables on a child’s ability to stay attentive to a task. Various sources of distraction exist for children and adults alike, and it is commonly thought that one’s workspace affects their performance. Indeed, there are a number of studies regarding office workers about this topic. To investigate the effect that clutter has on children, this research team made a “Pictures” game about finding specific objects amongst a number of objects, much like typical “I Spy” or “1001 Things to Spot” activities.

The team randomly assigned children to either have a table cluttered with common objects from the classroom or a table without anything on it, and then they asked each child to use a pen to circle specified objects from the pictures (e.g., a basketball, bird, and bowling pin in the picture below left). The team measured children’s speed and accuracy on finding specific objects in four different pictures with either 30 or 50 objects. They hope to determine whether or not cluttered tables have a noticeable impact on the performance of the children.

• How do children consider merit vs. need when suggesting fair distribution of extra goods? (The Story Game, PM 3’s, PM 4’s & K)

Undergraduates Jiwon Ban, Jonathan Kim, and Sophia Weisma are interested in children’s perceptions of fairness. In the past, researchers believed this ability developed slowly. However, recent studies suggest otherwise. The latest literature on children and fairness supports the belief (to be continued …)
that children are able to follow the logic of fairness pretty well, even in early preschool years. Some of this literature included studies examining how children distribute goods, such as cookies, in pretend scenarios and found that preschoolers allocate resources to the individuals who contributed more in the scenarios, which indicates an understanding of merit. Other studies examined how preschoolers distribute resources in scenarios where there were certain individuals who needed a good more than others, such as a friend who had not eaten breakfast and is hungry. This research team investigated how children value merit and need when they are in conflict. To address this question, they asked children to make judgments after hearing two types of stories. One type presented need and merit in conflict with each other, where one child did more work (merit) but the other child needed the item more (need). For example, one conflict story involved two friends who were planting flowers. One friend had a garden at home and knew how to plant and, therefore, helped a lot (merit). The other friend just moved to Pittsburgh and had an empty garden at home but did not know how to garden and, therefore, did not help as much (need). Potted plants were divided evenly between children, and there was one pot left over. Researchers asked each child which character in the story should get the extra flower pot and why they made their choice. One example of a no-conflict story had two friends chopping fruit to make a fruit salad. One friend took a break while the other friend kept working until all the fruit was done (merit). In the end, each child was asked who should get the extra bowl of fruit salad to take home. The results of this study should provide insight into children’s understanding of fairness and their preference for merit-based and/or need-based distribution strategies.

• How well can children of different ages identify emotions and link them to the situations that might trigger them? (The Matching Faces Game, AM 3’s, AM 4’s & K)

Undergraduates Tori Iatarola, Priscilla Medor, Saru Nanda, and Lucy Truschel are exploring children’s ability to recognize an emotion (happy, sad, surprised, or disgusted) and to contextualize each emotion in a particular setting that would likely trigger that emotion (e.g., linking a happy face with a birthday party, a sad expression with a fallen ice cream cone, a surprised face with a jack-in-the-box toy, or a disgusted expression with rotting food). The researchers presented multiple trials with new sets of children’s faces expressing the same four emotions and various sets of settings in which to contextualize the emotion. There is significant research in the field of developmental psychology exploring children’s ability to recognize emotion in facial expressions. This work has shown that typically developing children are generally able to categorize common emotions in this way. This team’s study extends that research by exploring the less frequently studied ability of emotional contextualization.
Director’s Corner: Careful Communication

This year, I am exploring life lessons from the animal kingdom to broaden my view of novel solutions to some of the common challenges in early childhood learning communities and in families raising young children. At the same time, I am now “Mormor” (Swedish for mother’s mother) to a new granddaughter, Violet, and my other granddaughter, Lucia, has entered “The 4 Club”, as she calls it. Both my Director and Mormor roles are giving me plenty of opportunities to recognize the need for improved communication to better understand the individual children with whom I have the privilege of interacting. Given what I said last month about the benefits of biodiversity, it should come as no surprise that each child will communicate in unique ways, which challenges adults to adjust the communication dance to fit each individual personality and to continually readjust as development changes the child’s capabilities, which then advances their ideas, initiative, and explorations at the edges of both their own and our comfort zones.

Interestingly, the study of animal communication offers several helpful tips for educators and other adult caregivers as we seek to support and guide children in developmentally appropriate ways.

- **Listen more and talk less.** In many animal societies, individuals must observe signals in order to keep track of other group members, and they only send signals for specific purposes related to coordinating behaviors, establishing authority, defending territory, finding mates, and caring for young. For example, understanding a new baby, a new child in a classroom, or even a child entering a new stage, all necessitate focused observation of varied signals: visual (gesture, facial expressions, posture, etc.), auditory (e.g., coos, sighs, cries, and words), physical touch, and body rhythms, etc.

- **Listen carefully.** As with animals, we do well to “listen” to these nuanced signals attentively to fully comprehend the message behind the behavior, such as the wriggling that indicates a toileting need or the “fatigue sillies” that may seem fun but often precede a meltdown. On the positive side, we can “learn to suspend [our] adult agenda to really see children's perspectives and the amazing ways they experience the world … to engage with children in a more meaningful teaching and learning process.” (Ad for early childhood educator Deb Curtis’s new book, *Really Seeing Children*)

- **Talk purposefully.** During busy days, we often narrow our focus to communicating only about the procedural routines and immediate tasks. While these are important and at times urgent messages, parent & writer Monica Bielanko reminds adults to stop daily to “talk to your children to better understand what’s going on in their world because it makes a world of difference.”

My favorite photo from our Thanksgiving holiday shows my husband (aka “Grampy”) intentionally listening to Lucia’s ideas about what should be included in the story that she asked him to tell her, and that she would then ask to be retold and embellished repeatedly. In just the last few months, he noticed and acknowledged her interest in stories and her need for them to involve a brave character grappling with the challenges of monsters, little sisters, fears, and disappointment. Together, they are building quite a repertoire of tales and, through this careful communication, deepening their relationship and laying a foundation for meaningful conversations in the future. I hope that the winter break will afford you opportunities for such calm and comfortable communication that will yield new insights and joys!
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**Children’s School**

CMUChSch@andrew.cmu.edu  http://www.psy.cmu.edu/cs/  412-268-2199

2017
# The Children’s School Snack Menu

*Subject to change based on birthdays & special events*

*Gluten and dairy free options available*

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<td>Pretzels</td>
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<td>Wheat Bread &amp; Butter</td>
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**December 2017**
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.

<table>
<thead>
<tr>
<th>Date of Screening:</th>
<th>Fee: $25.00</th>
<th>HSA Receipt needed?</th>
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<tbody>
<tr>
<td>Amount Enclosed:</td>
<td>Check No.:</td>
<td>OR Cash:</td>
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<tr>
<td>Name of School:</td>
<td>Teacher’s Name:</td>
<td>Class: AM PM</td>
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<tr>
<td>Child’s Name:</td>
<td>Date of Birth:</td>
<td>Gender: M F</td>
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</tbody>
</table>

Name(s) of Parent(s)/Guardian(s)
Mr. () Mr. & Mrs. () Ms. () Mrs. ()

Address:
City: ST Zip

Home Phone
Cell Phone
Email Address

Language:
(If other than English)

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. A picture book called Come Talk and Listen is available at your child’s school to help them anticipate the “talking and listening games” they will play.

1) Do you have any areas of concern about your child’s speech and language? Yes No If yes please describe:

2) Is your child currently receiving speech-language services? Yes No If yes, where and for how long?

3) Does your child have tubes in his/her ears? Yes No If yes, which ear? Left Right Both

4) Has your child suffered from recurring ear problems now or in the past? Yes No

5) Is your child currently on medication or being followed by a doctor for ear infections or other medical problem(s)? Yes No If ear infection, which ear? Left Right Both

_________________________________________ DATE
SIGNATURE OF PARENT/GUARDIAN
Easterseals Western and Central Pennsylvania is in compliance with 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. 6/6/17dz
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.
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 x 2213.

Sincerely,

Children’s Vision Screening

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!

Please return to teacher by _______________________

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_______
Children’s Vision Screening

To The Parents:

During the screening, the technician will stand about three feet away from the child while holding the PlusOptix photo-screener. The camera will take a dozen sets of pictures and immediately calculate results. PlusOptix camera is testing for visual acuity and muscle balance, and another separate test will detect color discrimination.

As the technician will know the results immediately, your child will be sent home the day of the screening with a Parent Letter notifying you of your child’s vision. If your child is referred, you will receive a follow-up packet of information within the ten days after the screening.

We vision screen because:

~ 1 in every 20 children have an undetected vision problem.

~ Amblyopia (lazy eye) affects 1 in 50 children. With early detection and treatment by the age of 3, a child can expect a 95% correction rate; however, if left untreated until the age of 7, the correction rate drops to a mere 5%.

~ Correcting a child’s vision within early years of school can improve behavior, grades, and performance in general life.

Watch for signs that your child might have a vision problem:

~ eyes that cross, turn in or out, or move independently of one another—all of the time, part of the time, or when the child is tired.

~ closing an eye or covering it, squinting, frowning, blinking, rubbing, or squeezing the eyes trying to see, or even turning the head to use one eye.

~ holding reading or writing materials in unusual positions, or tripping and stumbling excessively.

~ complaining of eye pain, headaches, nausea, blurriness or inability to see, or words that 'move' or 'jump.'

If you notice any of these symptoms in your child, or anything else that makes you suspicious of your child’s vision, do not delay in calling your eye care professional to make an appointment.