$50K for 50 Years Fundraising Success

As part of our 50th Anniversary Year, we set a goal to raise a minimum of $50,000 for the Children’s School. Our goal was to provide resources to enhance the learning experience for the constituents of the Children’s School, such as playground shade and bike track resurfacing, educational programs, learning materials, and technology updates, etc. As of January 2019, we have raised over $66,000! Plans are under way to resurface the bike path and to add more shade areas to the playground during the summer of 2019. If you would still like to contribute to this fund, please visit the “Ways to Give” page on the Children’s School website or call CMU’s Annual Giving Office at 412-268-2021. To view the Children’s School’s 50th Anniversary publicity, visit the school’s web site at https://www.cmu.edu/dietrich/psychology/cs/.

February Dates:

- January 31st – Re-enrollment Packets Sent to Current 4’s Families
- February 1st 9:30-11:00 AM – Educator / Parent Discussion re: HEALTHY MIND & BODY
- Monday & Tuesday, February 4th (Preschool) & 5th (Kindergarten) - School Photos
- Friday, February 15th – Box Tops for Education DUE
- Monday, February 18th - Presidents’ Day Holiday (NO SCHOOL)
- Friday, March 1st - Forms & Deposits DUE for 2019-2020 Kindergarten
- Thursday, March 7th, 4:30-6:30 PM, HEALTHY MIND & BODY Family Festival
- Friday, March 8th, Professional Development Day for Educators (NO SCHOOL)
New Schedule for Mrs. Rosenblum

Mrs. Maggie Rosenblum is transitioning to a half-time schedule this semester as a first step towards retirement in a few years. For the Spring 2019 semester, she will be working full days on Tuesday and Wednesday, plus a half day on Friday afternoons. She will continue to concentrate her administrative efforts on family support, beginning with recruiting and initial admission, but also including tuition payments, scholarship assistance, re-enrollment, family involvement, general family resources, committees and special events. If you need immediate assistance related to one of these issues on Mondays and Thursdays, please ask Miss Drash to direct your call to one of the other administrative team members, Miss Hancock or Dr. Carver. Mrs. Beth Myers, one of our Educational Support educators is also joining the Administrative Team during this transition. We are grateful that Mrs. Rosenblum has agreed to make a gradual move toward retirement, and we plan to strategically develop a flexible administrative model to best serve the Children’s School’s many constituents. Please feel free to contact Dr. Carver at sc0e@andrew.cmu.edu with questions or suggestions.

School Picture Days

On February 4th & 5th, Jessica and Brett Van Dyke of Van Dyke Photography will be taking school pictures of our children. They will photograph the preschool children on the 4th and the kindergarteners on the 5th. Preschool “make up” photos will be done on the 5th as well. We would suggest sending your children in “picture clothes” on the appropriate day, but please feel free to send “school clothes” in your child’s backpack so the teachers can change their outfits after they have been photographed. Parents will be able to view hard copy proofs before placing orders for pictures.

Vision Screening / Speech & Hearing Results

The results of our January Hearing, Speech, and Language screenings demonstrate the importance of checking for potential problems. About 50% of our children were screened, and eight children were flagged for additional speech and hearing examinations. Additionally, among 41 children screened for vision issues, one was identified as having color blindness.

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!
February is Children's Dental Health Month

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

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

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

Valentine’s Day

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

Box Tops for Education by February 15th!

Submit to the Children’s School office by February 15, 2019!!

Help us to reach our Box Tops goal of $1,000 for 2018-19! To date, we have raised $76.20! Box Tops for Education has helped America’s schools earn over $600 million since 1996. You can earn cash for CMU Children’s School by clipping Box Tops coupons from hundreds of participating products. Box Tops also offers easy ways to earn even more cash online at [http://www.boxtops4education.com/](http://www.boxtops4education.com/).
FSO Opportunities in February

Chinese New Year Celebration (春节) on February 2nd

Celebrate Chinese New Year (The Year of the Pig) with some fun activities at the Children's School. Chinese snacks will be provided.

**Time:** 10 AM -1 PM, Saturday, February 2nd
**Venue:** The Red Room at the Children's School
**Please RSVP to Vivian Wang:** zhenzi_2008@hotmail.com

Pottery Making on February 10th

Please join us for pottery making at Ton Pottery in Millvale on Sunday, February 10th from 12:00 - 1:30 PM. Children will be introduced to basic pottery concepts and will make and paint a small project (an animal of their choice). Once kilned, the projects will be delivered to the Children’s School. Cost will be $20 per child. The studio can only accommodate 15 children (with a parent). Please RSVP as soon as possible to Jeni Hergenreder at jhergenreder@gmail.com to reserve your spot. We hope you can participate!

Gymnastics Fun on February 17th

Beat those winter doldrums and let your kids tumble, swing and jump for some gymnastics fun. Join us at Gymkhana in Point Breeze on Sunday, February 17th from 10-11 AM. The cost will be about $12 per child. Christie Lagemann will take RSVP’s at christielagemann@gmail.com.

FSO Fun in January

On January 4, more than ten Children's School friends met at The Alloy Studios in the East End to enjoy Creative Movement! The event certainly lived up to its name! All of the friends and grown-ups joined in the fun, which included stretching, running, dancing, pretending to be different animals, and playing "Red, Yellow and Green Light". We even made a human pizza with all of our favorite toppings. Lots of fun was had by all. A big thank you to the staff of The Alloy Studios for putting on such a fun event.
Keeping Healthy During Flu Season

We have all heard advice concerning flu prevention. Below is a description of flu symptoms from the Centers for Disease Control and Prevention website:

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

- Fever* or feeling feverish/chills
- Sore throat
- Muscle or body aches
- Fatigue (tiredness)

- Cough
- Runny or stuffy nose
- Headaches
- Some people may have vomiting and diarrhea (more common in children than adults)

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

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

In addition, we ask that everyone who comes into the Children’s School, including family members, wash their hands using the procedures recommended by the National Association for the Education of Young Children. Rub hands together vigorously until a soapy lather appears and continue for at least 10 seconds. Rub areas between fingers, around nail beds, under fingernails, jewelry, and back of hands and continue for 10 additional seconds, for a total lather time of 20 seconds. The children are being taught a more detailed version using the following hand washing song (to the tune of Row, Row, Row Your Boat).

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

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

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

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

Hello! We are the Yetter family! I’m Kim, my husband is Brandon, and we have two boys, Everett and Nolan. You may have seen at least two of us at the Children’s School each day. Nolan is an energetic Blue Room friend, and I work in an educational support role as the “Floater”. This position allows me to spend time in all of the classes getting to know all the children! If your child has mentioned Mrs. Yetter, that’s me!

Brandon and I are originally from the Hershey area and are high school sweethearts. After high school, I attended Duquesne University to major in Elementary and Early Childhood Education, and Brandon became a Pitt Panther majoring in Finance and Economics. My connection to the Children’s School goes all the way back to my early college years. In 2003, I was fortunate enough to spend a full semester student teaching in the Kindergarten Classroom at the Children’s School with Miss Hancock and Mrs. Perovich! It was truly a formative experience that would forever shape my views of what an exemplary classroom experience is.

Upon graduation, Brandon and I moved to Richmond, Virginia, where we would spend the next five years working and attending graduate school. I worked as a teacher while earning my Master’s degree in Educational Leadership. Brandon worked in the banking industry and completed his Master’s in Accounting. In 2008, we relocated to St. Louis, Missouri and started our family. We welcomed our eldest son, Everett, in July of 2011. After Everett was born, we felt the pull to be closer to our extended family and moved back to Pittsburgh at the end of 2012. We’ve been here ever since and couldn’t be happier! We love all the wonderful opportunities Pittsburgh has to offer for children and families! In 2015, our family grew again when we welcomed Nolan into the world. I was lucky enough to be able to take the next few years off to stay home and raise the boys. When I saw a job opportunity at The Children’s School, I knew in my heart that I couldn’t pass up the chance to work at this very special place. I was equally excited to have Nolan be able to experience the joy and magic of The Children’s School.

When we aren’t at school, our family loves to adventure outdoors. We love hiking, biking, and pretty much any activity that gets us up close and personal with nature. We try to visit a different National Park each year and are looking forward to this year’s planned summer adventure in the Pacific Northwest!

If you see Nolan or me in the halls at school, be sure to say, “Hello!”
Habits for Healthy Minds & Bodies

In preparation for our Whole School Unit exploring Healthy Mind & Body, please join us for an Educator / Parent Discussion on Friday, February 1st from 9:30 to 11:00 AM. Preschool 4’s and Kindergarten children will be in school, and child care will be provided in the Red Room for 3’s and younger siblings. Because school will be in session, please park in the East Campus garage or at one of the metered spots near the school.

According to the Scholastic Parent web site, “Teaching your child how to maintain the right balance of diet, exercise, and relaxation is the key to her well-being — for life.”


Come join our discussion of ways to foster young children’s healthy body care, nutrition, exercise, rest, mental & physical challenge, stress reduction, and giving.

Monitoring Pittsburgh Air Quality

We recently received a notice from the Allegheny County Health Department (ACHD) regarding an air quality issue in the Mon Valley following a fire at the Clairton Coke Works on December 24, 2018. The notice stressed that an alert was issued “out of an abundance of caution for sensitive populations”, which includes young children. At the Children’s School, a member of the administrative team receives daily emails regarding the general air quality. If this air quality report indicates a need to adjust our outdoor exposure, we take steps to modify our schedule for the day. This occasionally happens during summer camp, but not very often. As far as our indoor air quality, CMU’s Environmental Health and Safety monitors the air quality in the buildings. Our last report indicated that our inside air quality is quite good, though our humidity leans to the low end in the Main Office. We added a humidifier to help with this issue during the winter months. If you have any questions regarding health and safety at the Children’s School, please contact Miss Hancock.

Car Seat Safety

Pennsylvania law requires that all children under the age of 8 years must be restrained in an appropriate car seat or booster seat in the back seat of the vehicle. In the winter, special consideration must be given to the use of winter coats as they can impact the effectiveness of a harness-style car seat. As a result, Children’s School educators will remove a child’s coat prior to buckling the child into a harness-style car seat at dismissal time. During greeting, teachers will also help children to put on coats after removing them from their car seats. As always, Children’s School educators are not permitted to violate the laws set forth by the state. Therefore, they cannot place a child in the front seat of a car or into a car without a car seat or booster seat. For more information on child passenger safety, please visit the Pennsylvania Department of Transportation website:

The Value of Joint Attention

Joint attention, simply defined, is to share the focus of an object or experience with another person. It starts with intentional communication between two people (words, sounds, or gesture) so that they come together to focus upon that experience or item. A good example is reading a book with your child, pointing to pictures, and sharing a conversation about what you see.

In early childhood, shared or joint attention is an essential part of skill development in communication, socialization and cognition. Very young children typically learn to gesture (point, wave, or reach out to be picked up) between 12 and 18 months. In this way, young children learn to bring others into their worlds by expressing their wants, needs and interests. Joint attention can be understood as a set of skills that makes social communication possible. It takes not only the ability to communicate but the recognition of the presence of another person, and the knowledge that communication makes things happen!

As children’s communication and social skills grow through early childhood, so does their capacity to make shared attention experiences more complex. Elaborate dramatic play, independent of adults, is a wonderful way for our preschoolers to explore joint attention with peers. Adult guided games, such as board games or music games (like echo songs or songs with established hand movements) are also forms of complex joint attention.

If you are interested in learning more about joint attention and other powerful interaction strategies, we suggest that you review the Simple Interactions web site to learn more about the science and practice of human interactions (https://www.simpleinteractions.org). “Simple Interactions is a practice-based, strengths-focused, and community-driven approach to support helpers who serve children, youth, and families.” All of the resources they develop are free and accessible for those who serve children, youth, and their adult helpers.

Foster Love Project Update

Thanks to everyone who participated in our drive to support the Foster Love Project. We have almost completely assembled 6 full bags for children entering foster care! If you signed up to bring in an item but have not yet sent it to school, it's not too late! You can send in your items through Wednesday, February 6th.

There are still a few items that no one has agreed to bring. If you would like to help us complete our bags, please use the following Google Doc to sign up:
https://docs.google.com/spreadsheets/d/1PBSZJ6VdGCDrr_FkmB1j0KcbTPwEaUTjogWAeqNd6k/edit?usp=sharing

Thank you for your support of this great cause!
8th International Practicum Experience

HaYeong Lee and Kyung Min Doh are early childhood education students from Duksung Women’s University in Seoul, South Korea. Together with 6 of their peers, Miss Lee and Miss Doh are spending two weeks in Pittsburgh for a teaching practicum and a host family experience. Dr. Carver took the full group of students for a Duquesne Incline view of Pittsburgh on Friday, January 25th, and Mrs. Bird and Mrs. Myers toured the Cathedral of Learning “Nationality Rooms” with them on Saturday. On Sunday afternoon the 27th, the administrators from all the partner schools oriented the students to the practicum schedule, and we discussed some of the cultural differences between the United States and South Korea that affect school practices and home life. Then the VanHoudnos family (Madelyn, AM 3’s) joined us for a delicious tea before taking the students to their home to begin the host family experience.

Miss Lee is interning with Mrs. Armbruster in the AM 3’s Program and Mrs. Loomis in the Extended AM Program. Miss Doh is interning with Mrs. Perovich in the Kindergarten. Both students came well prepared to contribute to the ongoing units of Desert in the Preschool and Building in the Kindergarten, as well as to share some elements of Korean language and culture. Please join us in welcoming these future educators to our learning community.
Undergraduate Spotlight

• Justin Gotzis

Hi! My name is Justin Gotzis, and I’m a Freshman studying Art and Global Studies here at Carnegie Mellon. I’m originally from the Philadelphia suburbs, so coming to Pittsburgh hasn’t been too much of a culture shock. Upon browsing the campus job listings, I was immediately drawn to The Children’s School due to my incredibly positive prior experiences in working with children.

During the summer of my Freshman year of high school, I volunteered at the Rainbow Academy summer camp emphasizing inclusion of children with special needs, which initially exposed me to my passion for work with young children. The following summer, I worked as a lifeguard and swim instructor for the George School Day Camp, which differed from the previous summer in that I was able to work with children of all ages. I did not return to George School the next year, as I spent the summer studying art at the Rhode Island School of Design pre-college program, which lead to me interning at the arts education website, artprof.org, in the fall. During the most recent summer, I was able to finally combine my love of art and my love of children, as I worked as a teaching assistant at a local arts summer camp sponsored by Earth Center Pottery. These experiences prepared me greatly for the work I do at the Children’s School. Currently, I fluctuate between assisting the teachers and designing props, bulletin boards, and various other art-related projects around the school. Working at the Children’s School has been an amazing experience thus far, and I can’t wait to see what the future holds.

Winter Break Interns

When Carnegie Mellon students leave for winter break, we hire recent student teachers and students who are pursuing psychology or education degrees at other universities. In late December and early January, Hannah O’Donnell and Cynthia Scott supported our teaching team. Both students were preschool interns here during high school. Hannah is now a freshman early childhood development major at Slippery Rock University. Cynthia is a freshman psychology major at Carlow University. We appreciate these talented students sharing themselves with us!
Research Spotlight

The Tricky Boxes Game

The students in Ron Ziai and Patience Stevens’ Developmental Research Methods class are investigating one aspect of social learning known as “over imitation”. Social learning refers to learning from other people, such as how a child might learn how to put a letter in the mailbox by watching their parent do it. Interestingly, people tend to imitate each other’s methods of performing an unfamiliar task very precisely, even when some of the steps seem to be unnecessary. For example, when putting a letter in the mailbox, a child might lift the flag on the side of the mailbox simply because they’ve seen others do it that way, not because they know the purpose of that action. Psychologists investigate this type of behavior in a more controlled setting by introducing participants to a box they’ve never seen before with something interesting inside. The researcher demonstrates how to get a toy out of the box with an obviously irrelevant step (e.g., tapping it) and obviously relevant steps (e.g., lifting a latch and opening the lid). They’ve found that older children copy irrelevant actions (i.e., “over imitate”) more often than younger children, and that primates (like chimpanzees and capuchin monkeys) rarely copy the irrelevant steps at all. Although imitating actions without knowing their purpose can be useful, such as in the mailbox example, it’s not clear how this behavior develops, or what motivates children to do it.

The Tricky Boxes game was designed by the Developmental Research Methods instructors to investigate the age-related changes in whether children “over imitate” unnecessary steps of a demonstration. Children are shown two demonstrations of how to get a toy out of a box. Then they are given a chance to try for themselves. A researcher records which steps in the demonstration each child imitates. Each child plays this game twice during one session. Once, they watch a demonstration performed by two different experimenters. Another time, they watch a different demonstration done by one experimenter but repeated twice. Based on the existing evidence that imitating an irrelevant action is more likely when multiple people are doing it, we expect children of all ages to imitate the irrelevant part of the demonstration more frequently when they see it performed by two demonstrators. We also predict that the 5-year-olds will imitate the irrelevant action more often than the 3-year-olds. Findings consistent with this prediction would provide further evidence that one reason humans “over imitate” as we mature is in order to align with the group.

CMU’s Infant Cognition Lab

A developmental research team directed by Dr. David Rakison, a professor at Carnegie Mellon University, is interested in how infants learn to view the world around them. If you have an infant between 4 and 26 months of age, you and your child are invited to participate in research on how infants learn about animals, objects and people around them. The studies are simple but fun, and the parent stays with the infant at all times. For example, the infant may watch a computer display or play with some toys for a few minutes while the researchers observe the infant’s behavior. A typical visit to the lab usually lasts 30 minutes or so. If you are interested, please visit the lab’s web site to register (http://www.psy.cmu.edu/~rakison/Infant_Cognition_Lab/index.html).
Director’s Corner: Making Connections

At the heart of effective learning is the skill of making connections, according to Ellen Galinsky’s research-based list of “seven essential life skills every child needs” in *Mind in the Making* (2010). Galinsky describes making connections as, “putting information into categories as well as seeing how one thing can represent or stand for something else” (p. 160). She further highlights the importance of noticing “what’s the same or similar, what’s different, how one thing relates to another, and unusual connections”, with the latter as especially crucial for promoting creativity. This skill is evident in many aspects of the Children’s School developmental objectives, such as comparing and contrasting features of people, objects, stories, art forms, etc., applying rules or procedures in new situations, linking actions to consequences, relating stories to personal experience, identifying what’s missing, sorting, classifying, and ordering objects, events, etc., using symbols, graphs, maps, and other representations, identifying and generating patterns, creating new stories and combinations in dramatic play, art, music, etc.

Using novel techniques for revealing babies’ thinking, researchers have discovered that babies are born ready to notice important properties of objects, space, and number, much in the same way as they selectively attend to key elements of language. Their “object sense” helps babies go beyond the visually available information to learn how things work in their everyday world, their “space sense” focuses on the geography of their environment to guide their navigation, and their “number sense” provides an early means of noticing quantities relating to objects, events, etc. In early childhood, many of the games children play facilitate their learning of more sophisticated connections related to objects, space, and number. Dr. Robert Siegler, a former professor in CMU’s Psychology Department, has conducted a series of studies demonstrating the important role of playing board games in children’s developing understanding of numerical magnitude. Young children who play more board games (as opposed to card or video games) develop a clearer sense of the linear relationship between numbers (i.e., that the difference between 3 and 4 is equivalent to the difference between 36 and 37). This linear understanding is a foundation for numerical estimation, judgments of relative size (e.g., which is bigger, 7 or 8?), and beginning mathematical operations, such as addition and subtraction.

In similar ways, both parents and educators can more purposefully encourage children to make connections by playing a wide variety of games requiring children to learn and follow increasingly complex rules, think flexibly about possible moves, and reflect on the outcomes of their strategies. Continuing our focus on mathematical connections, we start with games like UNO in preschool and progress in early elementary school to games like Yahtzee. “Hiding and finding” games foster the space sense, while games with balls and other moving objects strengthen the object sense. Another way to foster children’s creative connections is to engage them in open-ended play wherein they can combine and recombine elements in novel ways. Block play, imaginative play with cars, animals, etc., and diverse arts experiences all invite children to apply their knowledge in new contexts and to invent solutions to the challenges they encounter. As with communicating, children benefit from experiences related to their areas of interest because their attention is most focused and their motivation to learn is highest in those areas. In these situations, the adult’s role is not to direct the exploration but rather to help bridge between the experience and the core concepts by labeling the concepts, highlighting relationships, etc. Take the time to engage in such guided play with your children while thinking about the connections they are making. You’ll be amazed!
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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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<td>Yogurt &amp; Granola</td>
<td>Clementines &amp; Club Crackers</td>
<td>Raisin Bread &amp; Apple Butter</td>
<td>Snap Peas w/ Ranch Dip &amp; Sun Chips</td>
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<td>Kix Cereal</td>
<td>Bananas &amp; Vanilla Wafers</td>
<td>Tortilla Chips &amp; Salsa</td>
<td>Broccoli w/ Ranch Dip &amp; Saltines</td>
<td>100 Day Snack</td>
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<td>No School President’s Day</td>
<td>Applesauce &amp; Graham Crackers</td>
<td>Mini Bagels &amp; Cream Cheese</td>
<td>Rice Cakes &amp; Sunbutter</td>
<td>Carrot Sticks &amp; Hummus</td>
</tr>
<tr>
<td>Milk/Water</td>
<td>Milk/Water</td>
<td>Milk/Water</td>
<td>Milk/Water</td>
<td>Milk/Water</td>
</tr>
<tr>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>Wheat Bread &amp; Butter</td>
<td>Apples &amp; String Cheese</td>
<td>Pretzels &amp; Guacamole</td>
<td>Oranges &amp; Club Crackers</td>
<td></td>
</tr>
<tr>
<td>Milk/Water</td>
<td>Milk/Water</td>
<td>Milk/Water</td>
<td>Milk/Water</td>
<td></td>
</tr>
</tbody>
</table>

**February 2019**