IMPORTANT DATES

MAY 1-5
MIDDLE SCHOOL TO DC
6th GRADE TRIP TO WILLIAMSBURG

Tues 5/2
POPAM COFFEE/ VOLUNTEER APPRECIATION EVENT
8:45 am
Parent Ed with Patty Clarke
7 pm

MAY 8-12

Mon 5/8
New Infant Community Parent Gathering
7:00 pm

Thurs 5/11
New Primary Parent Gathering
7:00 pm

Fri 5/12
Infant/Parent III ends

ASEP II ends

Testing: Is There a Correct Answer?

By John Long, Head of School

Students recently completed the Stanford Achievement Test (SAT). As a group, Post Oak students scored very well—as we have become accustomed to expect.

What do the scores tell us?

Standardized achievement tests are mandated by nearly every state and most school districts because they: (a) provide useful information to parents about the overall quality of the schools, (b) provide teachers with diagnostic information about their students’ academic strengths and weaknesses, (c) measure how well students have mastered essential skills and knowledge they will need in their future schooling or work and (d) none of the above. Evidence has mounted that testing programs promise more than they can deliver.

Howard Gardner, director of Harvard’s Project Zero and author of *Frames of Mind: A Theory of Multiple Intelligences*, offers another approach: “Over the past several decades, the assumptions underlying the current testing edifice have been challenged by developmental, cognitive, and educational studies. There’s a considerable body of scientific findings telling us that if we want to understand people’s competence in or knowledge about something, we should not examine them in an artificial way in an artificial setting.”

As Montessorians, we have our own reservations. These tests are largely factual and do not incorporate higher-order thinking skills. So while the tests do give us some feedback, they don’t really give us the rich and nuanced picture the teacher develops based on daily work with the child in and out of the classroom. We know that the test content is not congruent with our curriculum. I believed this was a phenomenon particular to Montessori schools until reading research that shows tests are an imperfect fit everywhere. When the major standardized tests are compared to the most commonly used textbooks in traditional schools, only 50% of the test items are covered in the textbooks. The one-size-fits-all approach of achievement tests does not correspond to the variations in curriculum across the nation.

Furthermore, in our experience it is possible for a student not to score very well on a standardized test when, in fact, he is a highly motivated and industrious student, able to take risks when it comes to creative problem solving, able to work cooperatively with other students, able to work with information from a number of sources simultaneously, able to assimilate information and to represent it in unique new ways, and has developed the habits of the heart and the habits of the mind to be identified as an ideal student.

On the other hand, it is just as possible for a student to score at the 99th percentile straight down the page, while at the same time to have little interest in scholarship, to be uncertain of himself and therefore unwilling to risk being wrong, to be a distraction to himself and his classmates—in short to be at-risk, yet by the most objective measure to appear as if all is well.

And most significantly, from our perspective, standardized tests fail to measure that which is most important. While they attempt to measure learning at a mostly factual level, they do not measure character development and that is in reality our bottom-line measure of success.

(Continued on page 8)
The 05-06 POS Annual Fund
A Crystal Clear Commitment to Post Oak

2005-2006 Annual Fund Drive Participation Totals

We’ve reached 91% parent participation in the Annual Fund Campaign!

If you have not yet contributed, ANY gift amount will help us reach 100% parent participation.

THANK YOU TO EVERYONE WHO HAS ALREADY CONTRIBUTED!

Alumna Sara Mitchell will work for Google this summer before heading to Stanford to begin her masters in computer science. To qualify for this position it was necessary to pass a five hour exam, but she came through with flying colors. This is no surprise to those of us who know Sara and have worked with her. We wish her well. Go Google!

An interesting note: Google was founded by two former Montessori students, Sergey Brin and Larry Page.

About POST OAK NEWS

- The Post Oak News is published weekly while school is in session.
- It is distributed each Friday to the oldest child in your family.
- It is also available at the school’s web site: www.postoakschool.org
- The deadline for material to be considered for inclusion each week is 5 pm on the Tuesday preceding the publication day.
- Please direct all material in electronic form to Christina Kopanidis-Cantu, Director of Development: christinacantu@postoakschool.org
- Please call Christina if you have any questions: 713-661-6688 ext. 124.
Lower School
New Parent Gatherings

Each spring parents attend gatherings with their child’s new teacher. We will hold two of these evenings during the week of May 8. These are very valuable and important evenings for the smooth transition of your child to the next level. If you are unable to attend, please inform Kathy Long so she can direct handouts to you.

Monday, May 8 at 7:00 p.m.
New Infant Community Parent Gathering
Please meet with your child’s new teacher in the classroom.

Thurs., May 11 at 7:00 p.m.
New Primary Parent Gathering
We will start in the atrium and then spend most of the evening in your child’s new classroom. This evening is especially recommended for the Infant Community families whose children moved up to primary during the past two months.

You’ve worked hard for Post Oak School this year. We would like to say THANKS.

Please join us for the POPA VOLUNTEER APPRECIATION COFFEE

Tuesday, May 2nd
8:45 a.m. to 11:00 a.m.
Post Oak School aftercare room

Join fellow volunteers from this year’s POPA Dinner, Field Day, Book Fair, Movie Night, Annual Fund, Katrina relief efforts, Opera, Room Parents, along with daily volunteers at the school for a social gathering and a cup of coffee.

All Post Oak Parents are invited to attend.

ROAD CONSTRUCTION UPDATE...

The school has started doubling up on parking spaces due to construction on Avenue B, which is scheduled to start in a few days. Please respect the reserved parking spaces and do not park behind another car. Thank you.
WHAT A RIDE! THE MS150

By Della Barbato, Middle School Teacher

The Team of 17 – Post Oak Pedalers – consists of 6 middle school students: Michael Harvey, Ryan Cunningham, Ian Fedke, Jim Sallans, Steven and Emily Cannella; 4 middle school teachers: Von Niezgoda, Della Barbato, Joseph “Chepe” Lockett, and Luiza Grandchamp; 5 parents: Bob Harvey, Rick Cunningham, Susan Beavers, Lisa Philbrook and Jeff Cannella; and 2 other teachers: Keri Nickerson and Emily Hansen.

An obnoxious sound rouses me out of a deep sleep. It is early Saturday morning; still dark outside. It is my alarm clock – “But today is a holiday,” is my first thought, “I don’t work today!” Then the realization hits – I will participate in a two-day training ride to get ready for the MS 150. It is the last training weekend before the big event. Friday is a holiday for the school. It turns out that this weekend will be the one where most of the camaraderie of the team will be built.

Many of us will stay overnight in the country to be closer to our Saturday ride. I drive the few miles to my ride to get ready for the MS 150. It is my alarm clock – “I only woke up in just a few hours. “I only woke up twice last night,” I reply.

We drive on the Westpark toll way, to Highway 99, to Interstate 10, to the meet-site in Columbus where the rest of our team is getting ready to ride. “Pump those tires!” “Get your clip-on shoes on!” “Where is my helmet?” asks Ryan Cunningham. “I got new gloves yesterday!” I inform everyone who is in ear-shot. “Is everyone ready to roll? We will ride 50 miles today, then 60 tomorrow!” “OK, remember all of your voice commands and hand signals. Safety comes first! Let’s roll.” “Rolling,” everyone says in unison. We get to the first intersection; everyone is excited and fresh. “Clear,” yells Bob to inform everyone that the traffic has no cars in sight for our left turn.

The next day is Saturday. Again, we get up very early in order to train as much as we can before the sun gets too hot. Today is the longest ride our team has ever done. “Does anyone have any coffee that actually has caffeine in it?” I ask with a hopeful, lazy smile. “The ride gets underway. Everyone hates their bike seat that morning for the first few miles. “I can’t sit! Is it supposed to hurt this much down there?” asks Rick Cunningham. We get to a beautiful stretch of smooth road with tall pine trees on both sides to provide shade. It has become a favorite road in our training. “Look, there are John and Kathy Long on a tandem! Hi John and Kathy!” “Did they have matching jerseys on?” asks Jim Sallans. “I think they did,” someone replies. The ride was particularly brutal that day, since during the last 10 miles, the riders hit a fierce headwind, while riding uphill, with very tired legs. But, with Keri’s jubilant spirit, she would continue to yell at the riders, “You guys are doing great. Keep it up.” Keri really was our team cheerleader. Thank you, Keri!

The next Saturday was the big day! We arrive at Rhodes Stadium at 5:45am. The adrenalin was high. Spirits were soaring. Everyone was excited. The bikes had already been labeled with our official ride numbers and loaded into a U-Haul. Jonathan James came through for the team at the last minute to drive the U-Haul to Rhodes, then to LaGrange where we would be camping for the night, and it was waiting for us there. Thank you, Jonathan! Pump tires, gather energy in the form of Gu, Cliff Bars and powder electrolytes, make sure all your gear is on. The sun had not yet risen, and Mercury was giving us a fine display of itself on the orange horizon. OK, several group shots of the team with bikes, and off to the queue at the starting line. It only took 30 minutes to get to the front. Just ahead of us, they announce on the loudspeaker the oldest rider among the 13,000 – he is 92 years old! I yelled to the announcer “we are the Post Oak Pedalers,” and he obliged by announcing us on the loudspeaker as we passed under the starting line, and we are on our way amidst lots of cheers and clapping along the highway from supporters.

During training, we divided into two groups according to our average speeds. Pod 1 – the lead pod (16 mph average) – separates from Pod 2 (14 mph average), immediately. Being among pod 2, during
Michael and Ryan at lunch in Bellville

Ian, Steven and Jim eat dinner in LaGrange.

training I had affectionately named us “bipod”. We soon discovered that Chepe had fastened an iPod to his recumbent – and so, we became the “Bipod with the iPod”. We saw imaginative vehicles, like unicycles and even roller blades. Jim Sallans cracks a joke as we ride into our first break point just 11 flat miles later: “Austin!” he proclaims. We pass fans entertaining us with their musical talent, such as a violin on day 1, and a bagpipe on day 2. It is a rush of energy to see all of the support from the cheering people as we pass them. Lunch was provided by Vicki Harvey and Amanda Brock in Bellville. “The experience was great! There are signs by the side of the road that say ‘3 miles to next breakpoint’. That’s when you smile and think ‘I can do it,’ says rider Emily Cannella. 5.5 to 6.5 ride hours and 84 long miles from the start, we arrive in LaGrange. “Tent City” is a converted county fair grounds with hundreds of tents, vendors, 3 band stages, and a huge building that is turned into a kitchen to feed the thousands of riders dinner and breakfast. We eat a scrumptious sausage, chicken, pasta and veggie soup in our tent, made by Susan Beavers. Showering in the shower trucks (18 wheelers with 8 shower stalls) is an experience in itself. We are treated to a massage, then, it is off to sleep in our sleeping bags to prepare for the next day.

We wake at 5:00 am as they blast “LaGrange” by ZZ Top out of the loud speakers. Fitting! They somehow feed thousands of people pancakes in just one hour. The line moves surprisingly fast. It is streamlined cooking: Some only pour batter onto the 10 large griddles, some mix cement-sized bags of pancake mix into bowls large enough to fit a person, and others mix with drills fitted with mixers. We get coffee (of course), orange juice, milk, and cereal if so desired. We get into the queues just before 7:00 and are off by 7:50. Bipod with the iPod is separated for the first part of the trip. Some take highway 71 and others take the “park route alternate”. Pod 1 takes the hardest route of all – through the park dotted with very steep hills. Veteran Ryan Cunningham states, “It felt a lot easier this year, even though I took a more difficult route.” Going down hills, some reached a maximum of 38 mph. Steven Cannella was the victim of our only fall with injury. He came up from the ground, looked at his pinky finger, and exclaimed “I don’t think that looks right.” His finger from the second knuckle was broken and curved about 30° under his ring finger. Five-ride veteran Chepe Lockett says, “I liked the way our pod waited for me, since my recumbent does hills more slowly than most upright bikes. And I know it wasn’t because they liked all of my music!”

72 miles and many, many hills later, Bipod with the iPod meets up with the lead pod in Austin near the finish line so we can all cross together as a team. To all of us, the feeling while riding under the tape with hundreds of people cheering was a natural high. We had accomplished something great, together. Immediately we saw family members with cameras, warm smiles and congratulatory comments. As we dismounted our bikes, hugs were given all around. Says our ride captain, Susan Beavers, to the team, “Sitting on a little seat and propelling yourself for 150 miles is no small feat. To accomplish your goal, you had to train your body and your mind. Building stamina and endurance takes patience, time, and energy. Witnessing what you achieved this past weekend, I ponder what other great accomplishments are in store for you. I believe there are many. Your will to persevere when times were difficult is praiseworthy.” And “I surmise that while carrying out this training, you learned more about team work. I saw riders encouraging each other, motivating each other, working and helping each other, and cheering each other on. I celebrate this growth. The culmination of all the training ride struggles, exerting oneself from one hill to the next took team work. This team work led to our success.”
Thoughts about the ride...

By Keri Nickerson

One challenge all teams face is to balance competitive desire and still remain a cohesive unit; not everyone travels at the same speed, not everyone trains equally, and not everyone has the same goals. But, I am very proud to be a part of a team that despite these challenges chose to support, encourage, and collaborate to help the Post Oak Pedalers cross the finish line together. I remember a moment, after one of our team members was injured, where there was a question whether or not we would continue – but one of the team members said, “No, you have trained too hard for this, you will cross the finish line, and we are going to help you get there.” This year I believe that the spirit of Montessori was with us as we remembered the process of an experience is more important than the finality of a finish line.
GETTING READY FOR THE OPERA

Costume preparation

Early morning warm up

Practice, practice, practice
Testing: Is There A Correct Answer  
By John Long, Head of School  
Continued from Page 1

Returning to the question at the top of the page, we want the tests to tell us choices a, b, and c. We suspect that the answer is d.

So why do we test? 
Test results provide national norm percentile rankings, stanine indicators, and a grade equivalence scores for each section of the test for each individual. The SAT tests reading, language components, mathematics, social sciences, science, and various study skills. Percentiles show where a score would fall if 100 students in the same grade took the same test. A score of 80th percentile means that your score was higher than 79 of those 100 test takers. Stanines are a way of organizing percentile scores under a bell curve. There are nine stanines. The 4-5-6 stanines are the largest, encompassing from the 25th percentile to the 75th percentile. Scores in this group are considered "average." Scores in the 7-8-9 stanines are "above average" and represent the top 25%; the 1-2-3 stanines are "below average" and represent the lowest 25% of scores. Grade equivalence is an interesting measure that is often misinterpreted. If, for example, a 5th grader's score is a 12th grade equivalence, it means that the average 12th grader, taking the 5th grade test, would have scored at the same level as the 5th grader in question. It does not mean that the 5th grader taking the test is doing the equivalent of 12th grade work. The grade equivalence score is most helpful in estimating how much progress a student has made since testing the previous year. So if the score in math computation has gone from 9.8 to 11.2 from one year to the next, presumably the student has made 1.4 year's progress in math computation in that time. Be aware that grade equivalences cannot be compared from one subtest to another; that is, if a student scores 3.3 in math and 4.5 in spelling, you cannot conclude on that basis alone that he is better in spelling than math.

What should I tell my child? Please do not share test scores with your child, not even in general terms ("You did super on the math tests; I wonder what happened on the reading comprehension?"). Children are almost certain to misinterpret such information, and it is a very important part of the Montessori classroom culture that children not be encouraged to compare themselves to other children, either favorably or unfavorably. If the child does not ask about the test results, please do not mention them. If your child asks, we recommend an answer such as "You did OK. The tests are mostly for practice. It's the work you actually do in the classroom that tells you how you're doing."

Success? We're in an awkward and uncomfortable position. We use standardized tests because we must. We don't like them because we don't think they fit us very well. They don't correspond very well to our curriculum, they don't test the level of thinking we believe is most important, and they certainly don't test the development of the whole person. We're not convinced they even measure what they purport to. And we know they do not measure as accurately as the numerical results suggest. At the same time, our students as a group perform at a very high level. Shouldn't we be pleased? Shouldn't we hold this up as a measure of our success?

STOP. Put your pencil down. Do not go on to the next section. You may check your answers on this portion of the test if you wish.
Recent Activities in Mrs. Lubel’s Upper Elementary Class

Diamonds, Rubies, and Emeralds, OH MY!
written by Lauren and Carson

Several students in Mrs. Lubel’s class studied minerals. On Friday, March 10th, we went to the Bulgrari Jewelry Store in the Galleria. It was an extremely exciting trip! We examined finely cut diamond rings and even got to try on a $99,000 ring! As we gazed at sapphire and diamond necklaces, Ms. Glanville, manager at the store, explained how precious stones such as emeralds, rubies, and diamonds are made and cut to reflect the light. She also explained how to tell the value of a diamond by using the four C’s—clarity, color, cut, and carat weight, and the imaginary C—“cost.” We concluded our trip by enjoying lunch at the food court. It was a trip that will definitely be remembered.

Irregular Polygons Chart
written by Emily

Benny Penchas and I have been working hard on irregular polygons. We drew our own crazy, irregular version of polygons with a rule and a pencil. Then we drew the angles using a compass. We colored the angles and the polygons and then completed our work by labeling them.

Where in the World?
Written by Hunter

I’ve always loved geography. I like to learn about different places of the world so I often choose to work with the geography command cards. I like them because they are challenging and fun.

Grammar Work, written by Sophia

I worked on parts of speech and sentence analysis. I first had to label the parts of speech for each word and then cut them into sentence parts for verb, subject, direct object/indirect object, and adverbial phrases.

An African Experience
Written by Kyle and Nikhil

Many students in our class have been studying ancient Egypt. We used the History Question Charts to guide us in our research. Mrs. Lubel suggested that if we could find an Ethiopian restaurant here in Houston to experience an authentic meal, we could plan an outing. We picked the Blue Nile Ethiopian Restaurant. We sat at authentic chairs and ate authentic dishes, such as beef, lamb, collard greens, squash, and other different types of recipes. Ethiopian food is eaten without utensils, so we ate just using our fingers and a flatbread made from a grain called teff. After we ate we were treated to a coffee ceremony with popcorn and freshly toasted coffee beans. We were surprised by how much we enjoyed the cuisine and we recommend it for all families.

Pin Maps
Written by Daniel

I challenged myself to complete all of the pin maps, which cover countries, cities, capitals, landforms, and bodies of water. This work took me two days and at least 5-6 hours to finish! My goal is to eventually memorize all of the countries, their capitals, and all their major cities.

El Pirata Barbanegra/Blackbeard the Pirate
Written by Joshua

Someone walked out of our closet and my mouth dropped! It was Ms. Alarcon, our assistant and Spanish teacher...or was it Blackbeard the pirate? Ms. Alarcon was teaching us about the verb “to be” and how it is used to describe the permanent characteristics of people and objects. Her costume made the learning more fun! My group decided that I should dress up like Appolo and the others used Spanish to describe my character.

Volume

Mrs. Lubel demonstrates that volume is the number of cubic units that a space figure can hold.
The first duty of the educator, whether he is involved with the newborn infant or an older child, is to recognize the human personality of the young being and respect it. We demonstrate a lack of respect toward the child when we do not allow him to be with us because he might annoy us. Just as we observe amenities in the adult world, so would it be no mistake to do so with the small child. If we are at dinner and the child is in another room and he weeps because he is left out, we have withheld the respect we would have given an adult. We must consider as we would with any person for whom we have regard, that the child would “do us an honor” by being at the table with us; we ought to be pleased by his presence and keep him near us. Some people believe that it is unhealthy for the child to eat adult food at adult hours, but we need not be too worried about this. All sorts of things can do him harm, and we let those go. Most of all, if we ignore him, we offend the child, and this we do without even begging his pardon.

The most marvelous aspect of the child is that he is quite an acute observer who sees things that we cannot imagine he can have seen. How peculiar, then, that we believe we must use bright colors, exaggerated gestures and loud voices to attract his attention. What we do not know is that the child has a great capacity for observation and absorbs many images, not only of things, but of actions. The child absorbs not only images of things, but relationships among things, and is already greatly advanced when we are least aware of it. For example, one four week-old infant, who had never been outside of the house in which he was born, had seen only two men, his father and his uncle, but always separately; then one day saw them together. The child looked amazed and gazed at one and then the other for a long time; the two men stood quietly in front of the child in order to give him time to observe. Had the two men left the room or said something to distract him, the child would never have made any sense out of an experience that profoundly impressed him. The two men finally left, but slowly, so that he would have time to see each of them and persuade himself that they were two distinct persons. Here is an exercise in the adult’s educating the child by helping him with his inner construction.…Another example concerns a small child who saw some statues of ballet dancers in a hall and immediately began to dance. He had already seen people dance and had recognized the positions depicted in the statues.

Children are always attracted to the same objects in a room. If someone sets down something that was not there before, the child will immediately see the new object and ask what it is. One girl, being taken out to play one day, noticed a stone lying near a wall. The stone impressed her, and every time she went out, she was not satisfied unless she stopped to look at it. There is no doubt that children love light and flowers and watching animals, which is understandable because we know that they are acute observers who can order the images of what they perceive. The child always acts to satisfy his passion for observation. He will, for example, watch closely the mouth of an individual adult who speaks to him, yet we often think that to claim the attention of a child it is necessary to shout or call him by name. This is not so, for instead of speaking, if we make small but distinct movements with our lips, the child will become very attentive. This is something which fascinates him, for what is developing in him is his awareness of a task he must accomplish—he is becoming sensitive to language. If one holds a child of four months near a person who makes only lip movements, the child will watch with great interest. Evidently these movements please him more than most things because they stimulate the imitative capacity that coincides with his necessary inner development.

Let us look at older children. I had the occasion to watch some Japanese fathers who demonstrated a deeper comprehension of children that we do. One was taking a walk with his two year old son, who suddenly sat down on the sidewalk. His father did not shout at him, “The sidewalk is dirty-get up!” but waited patiently until the little boy got up by himself to continue the walk. Even this is the exercise of an educator, for the father submerged his dominant personality to that of the child by respecting his activity. I saw another of these fathers standing with his legs spread apart so that his child could run in and out between them. The poor man even managed to look dignified in that position. I greatly admired the wisdom which many people have acquired, or perhaps already know, from their traditions; we, on the other hand, seem anxious only that the child become an adult in society.

—Maria Montessori

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Translated by Mario Montessori
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OPERA PERFORMERS’ INFORMATION

April 28, 2006

Dear Elementary Parents,

The opera is tonight! Thank you for your support of this endeavor. The children have been working so hard and excitement is all around the school. The costumes are gorgeous, the set is amazing, and the music sounds so professional. We can’t wait for you to see the show!

Sanford and Judy Jones have been here this week and are working with the children to prepare for the performance tonight (Friday, 4/28). Crew children have been hard at work putting finishing touches on the program and sets. Below are some very important details you need to know:

Please make sure you thoroughly read the instruction in your child’s costume bag. Each costume has individual instructions and it is important that all children come with the appropriate hair and makeup style.

Most children will be barefoot during the performance. There are THREE exceptions: morning mists, cherry trees, and geisha girls. These girls must have pink ballet shoes at school EVERY DAY for rehearsals. Please purchase or borrow ballet shoes if your child is playing one of these characters.

Costumes will remain at the school through Friday 4/28 for rehearsal purposes. Children will be sent home with costumes on Friday after school. Headpieces and accessories will be kept at the school and distributed just prior to the show. All costumes should be returned to school on Monday, May 1st.

Children should arrive DRESSED IN COSTUME no later than 6 pm on 4/28 for the 7 p.m. show. Characters requiring “special” make-up need to report at 5:30 p.m. These characters include: geisha girls, tidal waves, sun, moon, feudal lord, warriors. We have recruited some “make-up artists” to assist with make-up for these characters.

Make-up for ALL other characters: Stage make-up should be applied AT HOME. This applies to boys and girls. Make-up should include: 1) foundation 2) rouge/blush on cheekbones 3) liquid black eyeliner extended beyond the eyes to give an Asian appearance 4) lipstick – girls only.

Crew Children: Some children will be “working” the night of the show, while others will have completed their responsibilities prior to the show. We hope all crew children will come and watch/support the show regardless of whether they have a specific job that evening. You will be receiving further details from a designated point person if your child has a job that evening. Children that will DEFINITELY have jobs on opera night include all greeters and ushers, ticket sales crew, and several sets/props children.

Please make sure your child has a light meal prior to the performance. We will celebrate the conclusion of the opera experience with a brief reception in the Episcopal High School cafeteria following the show.

All costumes should be returned to school on Monday, May 1st.

THANK YOU ALL FOR WONDERFUL YOUR SUPPORT AND COOPERATION!!

Jennifer Norten, Judy Simon, and Shawn Edwards

OPERA GENERAL INFORMATION

When: April 28 at 7:00 pm
Where: Episcopal High School, Underwood Theater 4650 Bissonnet
Parking: Enter off the feeder and park in the west lot.
Tickets: Pre-ordered opera tickets will be sent home Wednesday with your oldest child. Underwriter tickets will be mailed.
Duration: The performance will last a little over an hour. The show is recommended for children ages 4-5 and older.
Photography: Please take photos before bringing your child to the performance.
Presenting Flowers: This is a wonderful tradition, but not appropriate for the children on this night because it would call attention inappropriately to individuals.
Arrival: Drop off children at the door of the student center and then leave to find your seat in the auditorium.
During the Performance: Please turn off all electronic devices, especially cell phones.
After the Performance: Please monitor your child’s behavior after they have been returned to you.

All cast and crew members and their families are invited to join in the post-opera reception immediately following the performance.
Piano needed
The school is looking for the donation of a used spinet piano for our upstairs music room. Please contact our business manager Robin Lunsford (713-661-6688 x158).

NOTICE BOARD

CELL PHONES OFF
Please remember to avoid using your cell phone in the arrival/dismissal lines. Your cooperation is GREATLY appreciated by everyone involved.

Nannies Needed:
If anyone knows a good nanny who is willing to work for a resident in training (long hours), may or may not be a live-in position, please contact Michelle Cunningham. Additionally, there are a variety of other nanny jobs, full and part time, day, evenings, and weekends. Please contact Michelle at her email address for more information.

Parking at Post Oak
Due to the construction on Avenue B, we have started the new reserved double parking spaces. Please be sure not to park behind another car. The spaces are all marked “reserved” and will have orange cones in front of them.

It’s the last POPA COFFEE—but it’s not a work day; instead we celebrate YOU, the volunteers of Post Oak School. Let us say THANKS to you for all you’ve done. All parents are invited to attend. Tuesday, May 2 at 8:45 a.m.

Around the School ...

Left: Isabella, Christina, Hannah, and Sarah Adelaide wait to be picked up at dismissal.

Right: Daniel and Joshua

Anna pauses for a photo.

Jordan, Benny and Jonathan Penchas bring a Passover celebration to Helene’s class.

Singing songs in the Full Day Infant Community