Two third graders, accompanied by a classmate who is the designated “Captain of Geography”, presented to their teacher a wooden map of Africa thick with a forest of little plastic name tags. The little flags identified the countries, capitals, other prominent cities, principal lakes and rivers, mountains and islands. There must have been a gazillion labels. I said to them, “That was a lot of work. How did you know where to put each label?”

“We used the atlas.”

“And how long did it take you to finish this?”

“We’ve been working on it for three or four days, but not all the time. We did our other work, too, and worked on this map for maybe half an hour every day.”

Teacher and students had a little conversation about visiting Africa, and map making, and the joys of studying geography. The students had brought the completed work to their teacher not to be graded, evaluated or even checked, but because they were ready
"The map of Africa."
by John Long, continued from page 1

...he said to the teacher, "I'll come back when you're teaching." This traditional educator only recognized teaching in the form of "the sage on the stage"—the teacher at the center of activity, lecturing or directing all of the children as they worked on the same task. In that kind of classroom, who chose the activity? The teacher. Who organized the work? The teacher. Who did most of the talking? The teacher. Who did all conversation flow through? The teacher.

In our classrooms you may well see the teacher presenting a lesson to an individual student or a small group. At the same time, the independent work of the others is powerful evidence of the teacher's work. In the example above, our Post Oak students chose to work on the map of Africa. That simple act embodies a radically different approach to education. When traditional teachers ask the question, "How can we motivate students?" they are really asking the question, "How can I get students to do what I want?" It's not the same thing. Children are hard wired to learn and to be active. That motivation is the powerful force that drives the advancement of human culture. Children are inventive, creative and hard working. They are social, collaborative and helpful. They are inquisitive, and interested to learn facts, develop skills and explore big ideas.

Traditional education is designed to train factory workers. Students are told what to do and when to do it. A Montessori classroom is more entrepreneurial and professional. Children are given choices. They are encouraged to pursue individual interests above and beyond basic requirements. They are given a great deal of freedom to structure their time and their work—as long as they act with responsibility. Elementary children usually work collaboratively with a partner or a small group of classmates.

Several years ago I asked a group of business people, "How many of you consider yourselves entrepreneurs?" Every hand went up. "How many of you learned that in school?" Every hand went down. I asked, "How many of you love learning something new?" Every hand went up. "How many of you liked school?" Three-fourths of the hands went down. "How many of you have to work with other people?" Almost every hand went up. "How many of you learned that in school?" Almost every hand went down. "What do you call it in school when you help someone else?" After a moment of hesitation, someone in the front row said, "Cheating," and a chuckle swept the room.

Why is there such a mismatch between the needs of the adult world and the fundamental lessons that schools teach? Does everyone need to learn the countries and capitals of Africa? No, though "global awareness" is on many lists of 21st Century Skills. This is why their teacher had not assigned everyone the task of completing the map of Africa, though it is available in the classroom for students to work on, and it is a popular choice. Is this all our children were learning as they completed the map of Africa? No. More importantly, they were learning the following items from a list of 21st Century Skills:

- Self-direction
- Curiosity
- Creativity
- Teaming and collaboration
- Interpersonal skills
- Personal responsibility
- Interactive communication
- Prioritizing, planning and managing for results
- Effective use of real-world tools (Like the atlas. Even if I use Google Earth, I still need to read the map.)

We all went to school as children, so we all understand school, right? Stop next time you see a classroom, and look for the characteristics listed above.
is your life too plastic?

plastic is disposable... just throw it away...

but, where is away?

there is no away.

movie: free and open to the public

Wed., April 20, 7:00 pm in the gym

brought to you by the Post Oak Green Team
Important dates for the 2011-2012 school year

Watch The Weekly Post and our website for more information about next year’s academic calendar. Here are a few dates we have already determined:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Aug. 15–19</td>
<td>First week for Elementary &amp; Middle School</td>
</tr>
<tr>
<td>Aug. 22–26</td>
<td>First week for Infant Community &amp; Primary</td>
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<tr>
<td>Sept. 5</td>
<td>Labor Day—school closed</td>
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<tr>
<td>Oct. 10</td>
<td>Columbus Day—school closed</td>
</tr>
<tr>
<td>Nov. 23–25</td>
<td>Thanksgiving Break—school closed</td>
</tr>
<tr>
<td>Jan. 16</td>
<td>Martin Luther King, Jr. holiday—school closed</td>
</tr>
<tr>
<td>Feb. 20</td>
<td>Presidents Day holiday—school closed</td>
</tr>
<tr>
<td>Mar. 12–16</td>
<td>Spring Break—only students with expanded-year contracts attend</td>
</tr>
<tr>
<td>Apr. 6</td>
<td>Good Friday—school closed</td>
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<tr>
<td>May 25</td>
<td>Last day of school</td>
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Alumna honored for acrobatics & tumbling at Baylor

Congratulations to Post Oak Alumna Jayme Edwards (eighth grade class of 2006) on being named a National Collegiate Acrobatics and Tumbling Association (NCATA) All-American while at Baylor University! Jayme participates in competitive cheer at Baylor (where she received a four year cheerleading scholarship) and received this honor with her teammate at the NCATA awards banquet in Eugene, Ore., on April 6.

According the Baylor news, Jayme said, “I feel very honored to be given the chance to compete in so many events for my team,” Edwards said. “As a freshman, I am excited to be a part of the first All-American team. I hope to continue to grow individually and as a part of this team.”

Read more on the Baylor website at: www.baylorbears.com/sports/comp-cheer/spec-rel/040711aab.html

Bake sale for Japan relief

Bake sale for Japan relief from Kathy Long’s Lower Elementary class are sponsoring a bake sale to raise money for the people of Japan who suffered great losses due to the recent earthquake and tsunami.

When: Wednesday, April 27, 2011 10:30 am–2:00 pm

Where: The Common Room

Bring: $3.00 - $5.00

Why: To donate to the American Red Cross International Relief Program for Japan.

All donations are welcome. Thank you.
Cinco de Mayo show: April 29

The Cinco de Mayo presentation was begun in 1990 by the classroom assistants as a part of the Spanish program. This regional dance and musical performance combines Spanish, history, cultural appreciation and the arts into one dynamic program.

This year, the presentation will feature our extended-day Primary students offering them the unique opportunity to develop stage confidence and expressiveness. Middle School will participate as guests of the Primary students.

The performance will be held in the Underwood Theatre at Episcopal High School on Friday, April 29 at 6:30 pm. The classroom assistants and the children have been hard at work preparing and practicing for this performance. So come, invite your friends and family to join us as we enjoy the extended-day Primary classes’ Cinco de Mayo 2011!

Elise McClain & Ann Lee
Cinco de Mayo Co-Chairs

Cinco de Mayo celebrates the Mexican Army’s victory over the French at the Battle of Puebla on May 5, 1862.

Redirecting Children’s Behavior
The Gentle Art of Parenting

Pre-register for this 15 hr. course designed to guide parents to use discipline as a process of teaching children self-control and responsibility. This class is a positive, powerful, informative and fun training course that will give you a system to handle every situation in which adults and children interact, from infancy to adolescence. Visit www.deborah-fry.com for more information.

Dates: June 1, 8, 15, 22, 29 (five Wed. evenings)
Time & Place: 6:15–9:15 pm at Post Oak
Cost: $225 per person, $325 per couple
For registration, call 713-840-8663.

Deborah Fry, PhD is a certified instructor for the International Network for Children and Families. She gives talks and seminars for parents, teachers, and people involved with children and families, as well as teach at Westminster Weekday School.

Looking for old pictures!

For part of our 20th anniversary celebration of Cinco de Mayo, we are looking for previous Cinco pictures for our slide show. We would like to include students from all classes. If you have any that you would like to share or know someone who has pictures, please submit them via the link on the left side of the homepage (if they are digital or have been scanned in), or for hard copies, please bring them to Norma Paulin here at Post Oak. Please label all photos, both digital and hard copies, with your name and the year. We will return hard copies as soon as possible.

Post Oak Fund
Leadership Circle Members

Please mark your calendars for Tuesday, April 26, for the spring cocktail reception.
Invitations to follow in the mail.
Two years ago, Post Oak parents Melissa Cordero and Erin Stus stepped into the role of Post Oak Parent Association chairs. I’m not sure if they knew what they were in for, but they came armed with striking enthusiasm, bright ideas, a willingness to work hard, and a love for the school. These characteristics were all tapped into during their term: communication with the Room Parents was significantly improved, the big bulletin board out front kept everyone up to date with Melissa posting the events and Erin’s photographs welcoming our newest students. Parent Workday was both an inviting event and a well organized work session to complete classroom projects. They attended to every detail of so many gatherings, and would offer constant help to all the major event chairs. There is so much behind-the-scenes work that these two POPA chairs have accomplished, and they have done so with unending grace. Thank you, Melissa and Erin, for taking on this important role in the life of the school and for handling it superbly.

As Melissa and Erin complete their term this year, we welcome our new POPA Chairs for the 2011-2013 term: Laura Citardi and Whitney Walsh. Both women have worked on various school events and have volunteered on countless occasions. They are excited to start their new role and will be selecting chairs for next year’s school events in the next month. Please extend your congratulations and thanks to Whitney and Laura for taking on this leadership position, and to Melissa and Erin for all they have done in support of this community.

Photos top right: (L-R) 2011-2013 Post Oak Parents Association Co-Chairs Whitney Walsh & Laura Citardi. Photo at bottom right: (top row) (L-R) 2009-2011 POPA Co-Chairs Melissa Cordero & Erin Stus, (bottom row) (L-R) 2011-2013 POPA Co-Chairs Whitney Walsh & Laura Citardi.
Safety and security are of critical importance to everyone at The Post Oak School, and we continually review policies and procedures to ensure a safe and secure school environment. We would like to provide an update of our current security measures as well as information on how we can all improve security at school.

We continue to use off-duty Bellaire Police Officers to patrol during evening and special events. Beginning in January, we extended this to include having officers on campus from 7:00–11:00 am every school day to direct traffic and provide security. Officer Hefferin, who coordinates the officers, has been working closely with the school to increase awareness of parking lot safety. This has taken on increased importance given a recent spate of “smash and grab” robberies in Bellaire—one of which took place in the Post Oak parking lot. Officer Hefferin has observed that too many vehicles parked in our lot contain attractive items in plain view of prospective thieves.

We would like to remind you to:

- Lock your car.
- Do not leave your purse or valuables in the car.
- Secure any other attractive items out of sight (gym bags, brief cases, prescription medicine, etc.).
- Report anything or anyone that looks out of place or suspicious to the front desk or other school personnel.

On another matter, school personnel have occasionally observed parents and caretakers who have left children in their cars unattended while they picked up another child or dropped something off at the front desk. We encourage you not to leave children in the car unattended and remind you that you do so at your own risk.

Safety and security are top priorities here at school and we currently have two committees reviewing our security measures: a Safety and Security Committee made up of staff members, as well as an Audit and Risk Committee of the Board of Trustees. Some of the options under consideration include:

- A security camera system that would film entrances and exits to campus as well as to the building.
- A check-in system at the front desk that would screen visitors against the national sex offenders data base.
- Extending the hours that Bellaire Police Officers are present on campus to the full school day.

Our committees are assessing how these measures would contribute to increased security on campus and whether there would be unintended consequences associated with them. They are also assessing the costs involved. We will keep you informed of new developments.

In closing, we encourage everyone to be aware of their surroundings and to take measures that will help ensure safety and security here at the school.

—The Post Oak School Safety and Security Team
Middle School book reviews

*Of Mice and Men* review

The Post Oak Middle School students recently visited Blackwood, and we read the short novel, *Of Mice and Men*, by John Steinbeck during our trip. We then had a seminar on Thursday night in Blackwood as a follow-up activity for the book. *Of Mice and Men* presents the story of two unique migrant workers whose abnormality arises from the fact that these men travel from job to job together. Having a partner or an accomplice in this field of work is very uncommon so these men are automatically somewhat ridiculed and disliked everywhere they go. One of the two men, Lennie, is mentally handicapped and possesses the mental capacity of a small child; however, he is very strong and talented at physical labor. The other, George, acts as a parent or guardian towards Lennie, and is like Lennie's opposite. Within the book, the pair joins a new ranch on which they work; however, it is not long before their chance of excelling on this ranch is ruined. Lennie constantly yet unintentionally causes trouble and within the plot of the book, he makes the biggest commotion of his life: he kills the wife of one of the most important men on the ranch. After Lennie commits this crime, George knows that his partner will soon face either a brutal death or a life of misery as a result of the other men's rage and revenge. Because of these terrible fates, George decides to kill Lennie in order to prevent his suffering.

Within our seminar, the Middle School students began with the simple discussion of our thoughts about the book. We then discussed the author's writing style and the plot within the novel. Later we debated whether or not George was right to kill Lennie, and this calm conversation soon became an altercation.

The story within *Of Mice and Men* fit well with our visit to Blackwood because our work there and George and Lennie's work was very similar. *Of Mice and Men* was an easy yet intriguing read which lead to an even more engaging seminar between the middle school students.

—by [unnamed] Grade 8

*To Kill a Mockingbird* review

The seventh and eighth graders of Post Oak Middle School read Harper Lee's *To Kill a Mockingbird* during the beginning of March. The book was very good and it effectively portrayed the moral struggles of a lawyer and his family. The themes in the book describe the loss of innocence that all people go through in the process of growing up through the use of symbols and motifs.

The body of the book presents two interwoven plots; one is the story of Atticus Finch's defense of Tom Robinson, an African-American man accused of raping Mayella Ewell in Maycomb, Alabama, a town largely made up of those with racist prejudices. It is exposed during the trial that there is really so little evidence on the side of the prosecutors that it does not seem as though it is justified that the case comes to court at all.

The second plot focuses on the children of Atticus Finch, Jem and Scout, as well as their friend Dill, who is based on Lee's childhood friend and fellow author Truman Capote. The three children become curious concerning their reclusive neighbor and social outcast Boo Radley, a

continued on page 9
man kept hidden from the outside world by his father and by his own will. They become keen on seeing and changing whom they assume is a malicious madman but whom they later find has been giving towards them with no want or expectation of a returned kindness.

After the trial and a dire meeting with the father of Mayella Ewell, the children, particularly Jem, go through two stages: a stage of innocence where they believe all can be fixed and made well and where they wish to do only good, a point that parallels the mindset of a mockingbird, stated by Atticus Finch in the line, “Shoot all the blue jays you want, if you can hit them, but remember it’s a sin to kill a mockingbird.” The line is explained by a neighbor as meaning that because mockingbirds do nothing wicked and only do good things like “make music for all to enjoy” they are innocent and are only destroyed by an act of evil.

The book’s other theme of racial inequality shown in the prosecution of Tom Robinson is especially relevant when considering the period in which it was written. It was the time of the Civil Rights Movement, the early sixties which must have helped the book to be revolutionary on the date of its publication. Since that time it has risen to contemporary status and is often termed the best American novel.

During Blackwood, the middle school group watched the Academy Award winning film adaptation of the novel. The film was well acted by all of its cast members and kept the meaning and importance of the novel while not being overly long. Indeed, the series of events began and were enacted with great expediency throughout the film and it did well in knowing which scenes could be left out and replaced with something that could be shown more swiftly for the sake of time. Apart from this, the film stuck very closely to its novel counterpart with some scenes even including all of the same lines. In all the film did justice to the book and can be considered a great film on its own. Both the film and the book evoked truths and told of the importance of equality and both were effective in this goal while still being enjoyable to experience.

—by [Grade 8]

"Middle School book reviews," continued from page 8

Best of luck, Pedalers, as you ride the MS 150!

For the past couple of months, several Post Oak Middle School students have been vigorously training for the MS 150 bike ride from Houston to Austin. This weekend, after so many weeks of training, the event is finally here. Middle School students

all participated in the MS 150 last year, and we are all doing it again this weekend. We are all looking forward to our exciting weekend, and to finally accomplish what we have been working so hard for these past six months. [In addition to Middle School students, numerous members of the Post Oak faculty, staff, parents, alumni, and alumni parents will be riding with the Post Oak Pedalers team. We wish you all good luck and a nice ride.]

Owl be seeing you...

Mary Anne Weber, the education director for the Houston Audubon Society, visited Laura Roark’s Upper Elementary class recently with several feathery friends including this owl. Pictured above with Weber are [left] and [middle], who partnered together for a science fair project on owls.
1. Weighing a snake by taking the difference between the empty container and the full container.
2. Drawing a baseball diamond for research.
3. Moving up, there is a lot to carry with you.
4. Building the Pink Tower.
5. Serving pasta in Infant Community.
6. Elementary boys met on the slopes for ski school during spring break in Park City, Utah.
The Middle School class held a mock trial at Harris County Civil Courthouse in Downtown Houston on April 1. The class as a whole found it to be an experience that was both enjoyable and educational. There were two cases: one centered on cyber-stalking, and the other case concerned a violation of freedom of religion. The judge for both cases was Post Oak parent, Attorney Kevin O’Gorman.

To prepare for the mock trial, the lawyers talked to the witnesses and discussed what questions they were going to ask them. The students timed themselves on how long it took them to present each section of the trial. Student attorney stated, "It was very time consuming, involved a lot of reading and out-of-the-box thinking. As the lawyer questioning the witnesses, I had to spend one-on-one time with each witness and think of questions to which the answer would prove my client not guilty. The experience was fun and I learned plenty, but most of all, I was very pleased with the verdict: ‘...The defendant has been declared innocent.’"

Witness said, "It was quite a challenge because you really had to know the witness and not just read the witness statement."

To select the jury, all of the sixth graders came to the Middle School room. The lawyers for each case asked the sixth graders questions to figure out if they would be a good fit in the jury, such as: "How would they react to issues of religion and discrimination?" For example, student attorney asked, “A man enjoys smoking marijuana in a legalized state. It makes him happy. However, the neighbors are concerned that it is damaging the lungs of their five-year-old child. Should the man be forced to give up smoking marijuana for the safety of his community or should he be allowed to continue, as it is his right?”

The first case was Anderson vs. Williams. Jamie Anderson was cyber-stalked by an anonymous person believed to be Tyler Williams. Anderson received threatening emails and posts on M_space. Anderson claimed that Williams had threatened her causing Anderson to losing her valedictorian scholarship.

The plaintiff’s attorneys were portrayed the plaintiff, Jamie Anderson; the other plaintiff witnesses.
The defense attorneys were The defense's witnesses were The trial of Anderson vs. Williams was a close one; the teams made great points such as: there were things that had been done in the past that were similar to what the messages said. But those points were countered by good defense arguments. For example, Tyler did not know how to create an email account; she did not have Internet access at her house, and she was other places when the threatening messages were sent. The jury voted and tied on multiple hand votes, but on a numerical vote, the defense team won by two points. Student lawyers stated that if they could do it over again, they would focus more on, “preparation and memorization because that was all that made us lose points.”

The jury found Taylor Williams not guilty. Witness said, “I thought that it went better than expected.” Lawyer said, “It wasn’t that difficult, but I was disappointed that we lost. If we could have done it over again we would have been more prepared for the transitions.”

The second case tried Dr. Afam Unamon for allegedly violating Sam Holliday’s freedom of religion. Sam Holliday was a student at Copper State University who was diagnosed with tuberculosis. Holliday’s religion was Rastafarianism. Holliday was told to take medication to help prevent further spread of the disease and to wear a mask when she went to public places. Holliday was caught at a party without her mask. Holliday also withdrew from her treatment plan. Holliday was expelled, according to Dr. Unamon, because she was putting other people in danger and not obeying the specific plan for her treatment.

Holliday blamed Dr. Unamon, Dean of Students, for expelling her because of her religion. Lawyer and student for the defense said, “Both of the teams made very good arguments; however, one of the reasons I think the defense won was our taking advantage of the little places in the opposing witness testimonies where there was a lack of information. We used these places to shed doubt on the contending witnesses full knowledge on the series of events. We used places in their testimonies where they attacked their own side’s credibility, though only slightly, and expanded these parts to show their importance. The attorney who delivered our closing statement also did well in not only tying our argument together, but also bringing new ideas about the case into observation for the jury. The attorney also did well in explaining
“Mock Trial,” continued from page 12

just why the plaintiff was wrong in what she did.”

The attorneys for the defense were

The defense’s witnesses were

The plaintiff’s attorneys were

The plaintiff’s witnesses were

Dr. Unamont was found innocent.

After the trials, State District Judge Mark Davidson, who let us use his courtroom, explained to us that in the courtroom the judge represents the law, and the jury represents justice. The judge explained to us the reason why the judge’s box was elevated higher than the jury’s box: the law is above justice. State District Judge Davidson also demonstrated how he uses a hockey puck as a gavel. Many sixth graders and middle school students took turns using the hockey puck.

After the end of the day students reflected on the mock trial process. Student and lawyer said, "I learned the most important part of a trial was not the jury’s decision, but upholding the law.”

Photos by Debbie Henderson

Post Oak Dads Softball Game, homerun derby & long ball contest!

Thursday, May 5
4:30–7:00 pm
Episcopal High School
(softball field on Bissonnet)

Middle School will be out there selling tasty treats to raise money for their micro-economy fund.

If you want to be on a team, please R.S.V.P. to Greg Scheinman at

Kids and families, come out to cheer on your dads!
Life at the Blackwood Educational Land Institute

by [Name] Grade 7

Blackwood is a good place to learn living off the land. You are deprived of modern conveniences; however, you still get to live in a nice house with a scenic forest, chickens, and garden. This year’s Blackwood trip was eventful; we cleaned up, repaired, and repainted the chicken coop, replaced a privacy fence by the recycling bins, built a weather station, hauled rocks to make a dam, and worked on many other small tasks.

A member of the chicken coop repair team, was eager to describe his experiences with the chicken coop project, “We cleaned the chicken’s cage and painted the chicken coop green; it was fun to deal with chickens”. A member of the fence repair team, was eager to share his opinion of the project, “The building of the fence was a fun experience as well as challenging because we had to demolish the old fence and create a new one with pieces of chopped wood. A couple of times some pieces did not fit, so we had to find a creative way to fill the gaps, but overall I enjoyed it”. The last major job was creating a weather station. One of the students who constructed it, describes the project, “My experience was good. I was assigned to help put up the weather station. It was very interesting to see the process”.

A popular activity was playing tag in Blackwood’s lush forest. Others read or played piano to the delight of those in the main living area where the piano is located.

The cooking crews were in charge of making lunch. By doing so they sacrificed their free time so that the student body would be fed (teachers too). Cooking crews would change every day, consisting of 6 to 7 people, and make all of the meals for the day. The cooking crew would rise early, shower, and start to prepare breakfast while everyone else was jogging. Later, the cooking crew was briefly relieved of work to cook lunch and dinner. Many people ate the culinary delights that the cooking crews fixed up with relish. The food ranged from bacon to vegetable rice. All in all, many people anticipate the Blackwood trip rolling around, and a majority of the students find that they like Blackwood and understand why it is a valuable experience.
Pink lemonade
photos and story written by Charles Eskridge, Parent

“My name is [redacted] and I am 5 years old.”

That was the opening line of a short, pink flier that went to all the homes of those living on and around the 3700 block of Nottingham on Saturday, April 2, announcing a sale of pink cupcakes and pink lemonade the next day at the corner of Auden and Nottingham. When the sale was over, and the receipts were counted [redacted], and her friends had raised $896.33, having sold out over 170 cupcakes and 7 gallons of lemonade in just over two hours.

But this was no young entrepreneur looking to be the next Bill Gates or Mark Zuckerberg. It was instead all for the best of causes: the annual Avon Walk for Breast Cancer, which takes place in Houston on April 16 & 17. When [redacted] learned that her mother would be walking again this year—26.2 miles the first day (a full marathon) and 13.1 miles the second day (a half marathon)—she knew she wanted to be more than simply her biggest cheerleader on routes those days. [redacted] wanted to help her mom raise the $1,800 required of participants to take part in the walk.

And so, 200 fliers were printed and distributed early Saturday morning. [redacted] her mother, and her grandmother started baking and frosting as many cupcakes as they could in a single day. Her dad made signs, and posted them on Bissonnet and Sunset, on University at the little league ballpark, and on Rice across from Little Matt’s and Edloe Street Cafe. [redacted] and [redacted] came by to help and stayed for the duration, generating a lot of buzz and activity. Many friends and classmates from POS attended as customers.

If you want to cheer the walkers on April 16, the route will go through West University along Auden at around 1:00 pm. If you want pink cupcakes and pink lemonade, you’ll have to wait till next year. Riley has even bigger plans for a bigger stand in the works! ☺️

High School acceptances for 2011 Post Oak grads

The following are the High Schools to which the 2011 Post Oak eighth grade graduates were accepted:
* indicates where they will attend

- Awty International School
- Bellaire High School
- *Carnegie Vanguard High School (CVHS)
- Duchesne Academy
- Emery/Weiner School
- *Episcopal High School
- *High School for the Performing and Visual Arts (HSPVA)
- Incarnate Word Academy
- *The Kinkaid School
- *St. Agnes Academy
- *St. John’s School
- St. Pius X
- St. Thomas High School
- *Xavier Academy

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- *St. John’s School
- St. Pius X
- St. Thomas High School
- *Xavier Academy
CALENDAR
For more, visit www.postoakschool.org

APRIL 17–23

Mon 4/18
Passover begins at sundown

Wed 4/20
Art Sale—Roark’s Class
5:30–6:30 pm

Bag It: is your life too plastic? movie for environmental event. Free & open to the public.
7:00 pm

Thu 4/21
First Day of Ridván

Fri 4/22
Good Friday—School Closed

Earth Day
No Weekly Post this week

APRIL 24–30

Sun 4/24
Easter

Tue 4/26
Post Oak Fund—Leadership Circle Reception
5:30 pm (off campus)

Wed 4/27
Bake Sale—Long’s Class
10:30–2:00 pm
Parent/Employee Basketball
8:00–10:00 pm

Cinco de Mayo performance
at Episcopal High School auditorium
6:30 pm

NOTICE BOARD
TWO HOUSEKEEPERS AVAILABLE

1. Housekeeper available—she worked for me almost four years. She is a reliable, hard worker, loving with kids. Available MWF from 7:30 to 11:30 am or 7 to 11 am. She charges $11 per hour. Please contact Liliana Walji at [contact info]

2. Our wonderful housekeeper came to us 15 years ago when another Post Oak family no longer needed the help. Carmen speaks Spanish, and some English, and is only looking for work cleaning houses. She is available Tuesdays and Thursdays. Call me and I will put you in contact with her. Jenny [contact info]

Becoming a Love & Logic Parent®

This parenting course series is designed to give you practical skills that can be used immediately for enjoying parenting and giving children opportunities to grow into wisdom. Open to all parents and grandparents in the greater community.

To join the Love & Logic® Insider’s Club and receive emails on Love & Logic® topics, please visit www.loveandlogic.com.

SPRING PARENTING CLASSES

Wednesday evenings, 6:30–8:00 pm,
March 23, 30, April 6, 13, 20, 27, and May 4
Cost: $150 pp for the series, plus $10 workbook.
($100 for spouse; discounts given if previously attended classes)
Drop-ins welcome, $30 per class

Thursday mornings 9:10–10:30 am
March 24, 31, April 7, 14, 21, 28, and May 5
No charge for Post Oak parents
Cost: $20 per person for the series (includes workbook).

ABOUT THE WEEKLY POST

The Weekly Post appears on most Fridays of the regular school year.
You can receive a printed copy from your oldest child, or a PDF version online.

Submit letters, articles, or photos in electronic form by 5:00 pm on the Tuesday before publication to Communication Coordinator Shannon Neufeld (shannonneufeld@postoakschool.org). If publication is on a Thursday due to school closure on Friday, then the deadline is 5:00 pm on the preceding Monday.

All photos in The Weekly Post are by Shannon Neufeld unless otherwise noted.

The Post Oak School was founded in 1963 and accredited by both the Association Montessori Internationale (AMI) and the Independent Schools Association of the Southwest (ISAS)

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