GUIDING THE UNIVERSAL CHILD TO MATURITY was the theme of this year’s AMI Refresher course in Tampa, Florida. Twenty-one Post Oak School teachers and administrators attended. Below are reflections from some of our Primary teachers and a parent.

Tamara Basham reflects...

The AMI Refresher course is an opportunity for AMI teachers from all over the country to get together and listen to an AMI teacher-trainer discuss Montessori principles organized around a particular topic or theme. The lecture series offers
a comprehensive exploration of our work with children and a personal examination of our thoughts and attitudes about our roles as guides.

This year, the Primary lecture series was led by Ginni Sackett, my trainer from the Montessori Institute of the Northwest. It reminded me that Ginni also led the 2009 Refresher Course when it was held here in Houston—an event that eventually led me to join the faculty at Post Oak. I remember the first day I visited Post Oak. It felt overwhelmingly like a sort of homecoming. I was so impressed with the Primary teachers, both by their genuine commitment to the children and families that they work with, and by their openness to my curiosity about them personally. The administration struck me as being cohesive and innovative while, above all, maintaining their focus on providing an authentic Montessori experience for as many children as possible.

In the years since I have worked here, our community has changed and grown in incredible ways. Growth is often times challenging and sometimes even painful. However, our community continues to get stronger and more dynamic in the ways we support children in their development. This is also true of the partnership between families and the school in helping to support the child in every aspect of his life.

This weekend as I visited with other teachers/administrators from other schools as well as other Post Oak employees from all levels and from administration, I kept thinking how interconnected we all are. Our true strength comes not from one community, but rather from the collective strength of the communities that we intersect with. I felt proud to represent the Post Oak community this weekend, and I feel committed to helping strengthen any community I am a part of.

Tim Kasser, author of *The High Cost of Materialism*, was the keynote speaker. Kasser is a Professor of Psychology at Knox College in Galesburg, Illinois. Primary teacher *Julie Parraguirre* shares her thoughts on Kasser’s keynote address, “Children, Values and Consumer Culture.”

His presentation was a reminder that technology, for all of its marvels and benefits for adults, has an extremely limited benefit (if any) for young children. As a Primary teacher, I know that infants and young children learn and do best when they explore their environment, culture, and world with their whole bodies and connect with nature through all of their senses. Unfortunately, technology and television have severely encroached into the daily lives of even the youngest children despite the American Academy of Pediatrics’ recommendation that children under the age of two years have NO “screen time” (television, iPod, iPad, iPhone, computers, video games) and older children less than two hours.

This is time spent passively watching, tapping, swiping, and touching and not interacting with humans—digging, playing, running, climbing, or observing real life activities. I am hopeful that, through increased education of well-intentioned parents and teachers, these trends can be reversed.

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For *Tamara Townsend*, who is in her first year at Post Oak, the refresher course caused her to look back over her entire career as a Montessori teacher.

Thirty years ago my trainers cautioned us, saying, “For now, you will define Montessori based on what area you are studying. It will take a lifetime of being immersed in her words and her schools before you catch a glimpse of how she sought to educate.” Indeed. A lifetime...

Children are well on their way to the full absorption of their culture in their “lifetime” of only three years by the time they enter our communities. It is their job.

If we scorn the popular culture that the child has absorbed, then we scorn the individual child. It is their job to successfully adapt to their time and place and follow their inner drive to formulate their personality. The children’s interest in their culture cannot be simply commanded away... There is no success in battling the culture in which we live.

Children enter our “casa” (classroom) and have become the experience provided to them. We avoid the tendency to eliminate,
Reflections from Tampa
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judge and legislate their experience. It is within our control, however, to re-shape those experiences to allow the child to connect with the core elements Montessori outlined.

Acceptance and connection with the child begins with conversational language. Conversational language is a work. We connect with the child through:

- observation (done with patience and humility)
- compassion (separate the child from the behavior)
- positive experiences tailored to the spontaneous interest of the child
- eliminating your own ego

Dr. Montessori outlined and defined a way of teaching and living based on scientific observation. Data was collected from her work with children from many cultures and varied circumstances. Her approach was based on “scientific pedagogy.” Concrete research.

The universal child.

Danielle Dalsey returned to Houston and her mind was focused back on the children in her class community and Post Oak. Danielle reminisces...

As I sit and process the many inspirations gleaned from Primary trainer, Ginni Sackett this weekend, the most predominant recurring thought is our unique option to give Post Oak children “freedom of choice.” During a 1942 lecture in India, Dr. Montessori said:

“I repeat that it is not a miraculous power, but that it is due to the interest that has been aroused in the child…. It is this interest which the teacher must be able to inspire in the child, and then know how to educate it. This forms the psychological part of our study.”

Many times, we were called “scientific pedagogues” this weekend and I think that is truly applicable to our day-to-day work in the environment. As a guide, more than what we expect, more than what our albums suggest, more than what we think is best for the child, we are entrusted to listen, respond, and then observe. However the child walks in, that is the individual we accept with open arms, without any judgment. I genuinely feel refreshed and free from the “academic” pressures of modern day educational institutions knowing that I am part of a community that supports Montessori’s holistic model in educating the child for life and that education can only begin with the interest of the child.

Emily Hansen, Primary teacher and parent of two young children contributes from both perspectives, as a parent and teacher…

One of the most important tasks of the young child is to adapt to the culture of her time and place. In the first six years of her life, the experiences in her family, at school, and in the wider communities will shape her. This weekend in Tampa, Florida, Montessori educators, parents, and administrators explored what it means to guide and support the development of the child at this time in history and in this place of our world. What are the value systems of our society? Do they align with the core principles of Montessori education? Are the aspects of popular culture a hindrance or a help to the natural development of the child?

As a parent of two young children, my husband and I have some control over what experiences our children have in our home. Our children will absorb the value system and unique culture of our family. We are intentional about the kinds of activities we have available for our children, encouraging free and open-ended exploration, connecting them with...
experiences in nature, and limiting their screen-time.

We also have control over what kind of educational experience we want our children to have. We know that our children's experiences at The Post Oak School are in alignment with our family's core values. Our children are being nurtured and guided along a natural path of development—an educational model that considers the child as a whole being and fosters characteristics such as independence, perseverance, creativity, and empathy (to name only a few).

As a Montessori guide, children come into my classroom from a variety of home experiences (which is what makes it such a rich and diverse place to be.) What I can do as a teacher is meet each child right where they are when they walk through my door. My job is to affirm and unconditionally accept each unique human being in my care—recognizing and celebrating the gifts that each child brings to our community. From this place of connection and through a relationship built on trust, my work in the classroom is to spark the interests of each child and connect them to activities that will lead them to joyful engagement. It is through this joyful engagement that each child can grow and learn the way nature intended.

The home life and school experience of my own children are within my domain to influence. The reality remains, however, that my children are a part of a wider community—the popular culture of our time and place. Whether I like it or not, my children (and yours) will absorb the culture around them and make it a part of themselves. My hope for my children, and the children in my class, is that they become well-adapted people and that as they grow into adulthood, they will be able to tap into the experiences that built their foundation and choose to use these resources to make this world a better place.

Maintaining a positive balance between the natural development of children and a friendly attitude toward the current larger culture is the “ultimate destination” for the children in our care.

Miriam Winton returned with renewed appreciation of her work in the classroom with the children and families:

Ginny Sackett was an excellent presenter and the topic was one of great interest to us all. The refresher course reaffirmed the vital importance of spoken language activities in the classroom and how they can be used to “re-direct” children along more positive paths.

Popular culture has a pervasive and profound influence on the lives of children today. The external world is in direct conflict with the true nature of the child and does not support their natural development. Our modern world supports adult life and needs. As Montessori educators, it is our responsibility to provide the uniquely “prepared” environment to help the child along the path towards optimal development. Within that environment, we (the teachers) must be “scientists in the laboratory,” observing, interpreting, responding, modeling, and creating precedents for new interests that are truly aligned with the universal laws of development.

The refresher course helped me re-define my role as an adult in the environment. I am not a teacher, I am “a practitioner of scientific pedagogy.”

Impressions from Post Oak parent, Natalia Uretta:

“Igniting Your Child’s Innate Strengths: The Role of Family in Positive Constructions.” This was the title for
Reflections from Tampa
continued from page 4

this year’s AMI parent workshop in Tampa, Florida led by Jennifer Fox author of How to Discover and Develop Your Child’s Strengths. A group of parents and educators gathered to learn about techniques for identifying, developing, and most importantly utilizing children’s strengths. There are so many ways to learn but for some, “fixing” what is wrong is sometimes easier than developing what we have. Of course we all want our children to be great in math, science, reading, etc., but are our interests so standard? Do they need to be above average in all to succeed?

This weekend gave me the opportunity to reflect on my kids—what makes them happy, what are their strengths, talents, interests? What are we doing to support them? It is not about pushing them into something we think they are good at; it’s about observing what they are drawn to and letting them explore without interference. It’s about watching, listening, and wondering, very much as the Montessori environment is.

Natalia is committed to Montessori education. She values these opportunities to be informed about Montessori to support her role as a parent.

Houston will host the 2014 Refresher course… a great opportunity for Post Oak parents to participate.

© The Post Oak School

Be a part of
The Post Oak School
Triathlon Team!

Join us at the University of Houston for the second annual Houston Kids Triathlon on Sunday April 14, 2013

This friendly race is for children six to 15 years of age. The event is almost sold out (at 1,400 kids) so register your child ASAP!

There are two manageable Triathlon distances for younger and older racers. It’s a great opportunity to try a tri and have fun exercising.

Race entry is just $35. The fee includes a race T-shirt, a finisher’s medal, and lots of other fun things in the goody bag, not to mention the free ice cream after the race! Come meet some NFL players and cheerleaders and experience the fun world of cross training!

Sign up your child online at: www.houstonkidstriathlon.org/register-to-race-soon.html

Teachers Who Inspire Teaching

One of our High School teachers, Jan Ott, received a mention in this blog post as a Teacher Who Inspires Teaching! Congratulations, Jan!

gettingsmart.com/cms/blog/2013/01/teachers-inspiring-teachers-in-a-new-age-of-pd/
Upper Elementary and Middle School Science Fair

Last week these budding scientists demonstrated their knowledge for visitors from Primary through High School, as well as their parents. Look for more photos in the Parent Community at www.postoakschool.org.
STOP! The Benefit of Boundaries

by Nikayla Thomas, Post Oak parent

F.I.S.H. is a parent group focused on helping families create their own Montessori environment at home with the guidance of experts and ideas generated by parents. We meet for a discussion guided by teachers or an expert. It is an opportunity for parents to come together, share ideas, receive feedback, put it into practice, and benefit from the rewards.

I think of boundaries like sign-posts: “Turn Right,” “Go Slow,” “STOP!” They indicate or fix a limit or extent. I understand from parenting classes that drawing and enforcing boundaries very firmly for young children actually creates a zone of comfort that allows a child to feel safe and without firm boundaries, many children exist in a perpetual state of testing and unrest.

Some boundaries feel easy to enforce. Throwing food excuses the child from the dinner table; going past the curb after a warning means bringing the child inside to play; if toys aren’t picked up, then my hands help the younger child’s hands pick up the toys or, in the case of older children, the toys disappear until they are earned back with chores.

It is those personal boundaries that we are having trouble with:

It is time to make dinner. My daughter (age 6) decides she will decorate Dad’s dinner chair with balloons and paper strips. Within minutes of hanging the last balloon, her three-year-old brother comes in with a paper towel tube. “Arrr, I’m a pirate!” He starts hacking away at the balloons. “Please stop,” she says. He doesn’t appear to hear her. “STOP!” she says louder. He keeps swinging away. “I SAID STOP!!!!” she screams. Her screaming has brought me out of the kitchen. “You need to listen to your sister’s words. This is her work not yours,” I say. A few minutes later, “MOMMY!!!!” “Try to work it out yourselves,” I call back. Next, I hear a scream and loud crying. So much for dinner...

What do they do in the classroom to keep the peace? What is the magic that allows twenty-four or more children to interact with each other in a single room without such conflicts?

EXPECTATIONS

“The first part is to state clear expectations,” says Tamara Basham, lead teacher of a Primary classroom. “I let children know at the beginning of the year that we expect them to treat each other with respect. For example, work and materials in the class must be put away in a condition that someone else would want to come and take them off the shelf.” When a conflict arises, Tamara asks the child: 1) is the action respectful? 2) Is it kind? 3) Is it necessary? “I also make sure my own language is precise and clear,” says Tamara. “I can’t tell you how many times upon reflection or in observing children, I have become painfully aware that it was me that didn’t send the message clearly.”

At the Elementary school level, communication of expectations goes a step farther. “During our first class meetings we discuss how we are going to treat each other and how we want to be treated,” says Kathy Long, lead teacher of a Lower Elementary classroom. “From these meetings, we create ‘Our Class Agreements’ says Kathy. “Throughout the year, we return to this document which we have all signed when we need reminders or when there are transgressions.”

PRACTICE

In the classrooms, the boundaries for both Primary and Elementary are literally laid out on a mat or table-top work area, and children are taught to move respectfully around them.

“In Primary we have grace and courtesy lessons. We call it a little Montessori show and tell,” Tamara laughs. “For example, if people are consistently getting into each other’s work then I say, ‘I have noticed that there is a problem in the class with people touching other people’s work. This is how I observe someone else’s work.’” She then places her hands behind her back.

When I visited, Tamara’s classroom was a hive of productive activity. With so many children, though, I was bound to see someone get out of line. Amazingly, it took some time, but finally, a child went up to Tamara:

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“She touched my pencils!” the child announced angrily.

“What did you say to her?” (Tamara knelt inches from the child with eyebrows raised in eager anticipation as if she was hearing some exciting yet troubling story about a colleague that she was very curious about).

The child promptly reported, “I said stop but when she didn’t, I pushed her hands away.”

“You may not use your body to force someone to do something. You must use the power of your words,” Tamara responded with the same intensity. She then asked the other little girl to acknowledge the problem.

“I always ask the injured party to state the problem in fact, not opinion.” (Note: “she is being mean” is an opinion.) “I also never force an apology because I find that it breeds insincerity. Instead I ask them to please acknowledge the problem. It is up to the child to determine if they feel like apologizing and many times, after he or she has had time to calm down, the child will apologize or make amends in his or her own genuine way.”

On this topic, Kathy notes, “In Elementary, we define our personal space and we practice how to respect the personal ‘bubble’ of others.” She comments that the lockers in the hallways have no locks and each is considered a person’s personal space. “The elementary child is a very social being so we have to learn how to balance group work with appropriate conversation. We are consciously developing self-control and responsibility with our students and work on how to be encouraging to each other.” This naturally takes some time and practice.

In Kathy’s classroom, the children were equally busy and the classroom hummed with spelling quizzes and individual work projects. I noticed that there were signs marking ongoing work and systems in place for self-directed activity, such as sign-up sheets for trips outside the classroom. When the level of noise went up in the classroom beyond a productive buzz, Kathy took a very soft chime, rang it and asked in a very quiet voice that the children be respectful of those not yet finished with their quizzes. The only conflict I noticed was between children taking turns on trips to the library. After a short discussion, the children resolved it on their own without involving Kathy at all. “If something comes up that involves the whole class then we will discuss it anonymously at a class meeting. If someone has been hurt, then we have a private meeting(s) depending on the issues,” says Kathy. At the Elementary level, though, there appears to be an expectation of self-reliance.

F.I.S.H. Meetings

Join Post Oak faculty and parents for the Families Integrating School and Home (F.I.S.H.) meetings, which start at 9:00 a.m. in the Common Room:

Fri., April 19—Young Chef
Fri., May 10—Backyard Fun
STOP! The Benefit of Boundaries
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FOLLOW-THROUGH
So what happens when the boundary gets tested? What if the child doesn’t listen or if the problem persists? For young children, “their universe gets smaller,” says Tamara. “If they are unable to handle the freedom of the class, then they get moved closer and closer to me until their behavior changes.” It is essential that when those boundaries are tested, our response sends the message that the boundaries are important. “We can’t set a limit and then when the child tests it, try to avoid the follow-through. The follow-through is the part that gives the child the feedback that even when they test it, the limit is still there.”

One way this is done in Elementary is through self reflection. “We have work diaries,” says Kathy Long. “If there is a conflict, I have the child write both about the conflict and what they plan to do differently next time. Our students are given many freedoms, including the freedom to make choices. They may need to make poor choices several times before they understand they have the power to make a better choice,” says Kathy.

I asked both teachers if they had any advice for parents attempting to implement boundaries at home.

“The follow through is the part that I think is my best advice for families,” says Tamara. “Every time you don’t follow through after you have clearly communicated a limit, the child is sent a mixed message. If you do it often enough, the child takes away that you just don’t mean what you say so they discount any limit you try to set. That’s when we get into real trouble because then we risk losing our temper/patience out of frustration or fear for their safety.”

For children four and older, Kathy recommends implementing some form of family meetings on a regular basis. “There are many models to choose from. For the Elementary child, this structure will be familiar from school and at home it will allow the family to work together to plan the week ahead, family outings, share chores, or discuss challenges together.”

The Post Oak School also offers several classes that can assist parents with tools for setting and enforcing boundaries. Kathy Long recommends (and is taking) “Love and Logic” classes instructed by school counselor, Phylis Tomlinson. Post Oak also offers “Redirecting Children’s Behavior” classes with Deborah Fry for parents struggling with boundaries and other behavior related issues with younger children.

Please contact me at nikayla.thomas@gmail.com if you have any topics you would like to see covered in a F.I.S.H. article.

1. www.merriam-webster.com
2. “Redirecting Children’s Behavior,” by Kathryn Kvols
3. Love and Logic is a registered trademark of Love and Logic Institute, Inc. www.loveandlogic.com

Why Parents Need to Let Their Children Fail
A new study explores what happens to students who aren’t allowed to suffer through setbacks. Read more of Jessica Lahey’s article in The Atlantic online at:


Book Review
by Lower Elementary student

I just read the book Smile by Raina Telgemeier. Sometimes when you are hurrying to class the book you pull out first is what you might call the best book ever. This book is about a girl named Raina. She went through a lot of dental drama with braces, teeth, headgear and a retainer.

I like it because I related to her because I have braces. I recommend this book to people with or without braces because it is such a great book.
FROM A PARENT

[My son] likes very much to have friends and be noticed. For example, he went to a playground and a couple of his friends were already playing. He joined in, but they did not immediately acknowledge him and kept on playing as if he wasn’t there, which is typical for 4 and 5 years old. He got really mad and instead of continuing to try to join and play, he retreated to a corner of the playground and sat there pouting.

He also takes very literally who is or who is not one of his friends and has a hard time keeping friends. For example, in school he will expect someone he considers a friend to be with him all the time. Once that child moved to work or play with another kid, he will be very upset, and tells me that X no longer likes him and is not his friend anymore. The teacher and I tried to reassure him that although someone does not work or play with you at the moment, it does not mean he is no longer your friend.

He is very loyal to his friends to an extent that it can feel too needy and that in turn makes him easily hurt by his friends’ actions.

FROM PHYLIS

Regarding social issues for a 4½ to 5 year old: the child quickly has his feelings hurt when others play together and he is not part of the group. Loyalty to a friend can be translated as clinging to a friend. This is not conducive to making and keeping friends at any age.

There are several strategies for assisting children in friendship making/keeping.

1. Role play with the child, with the parent taking on the role of their child using phrases like, “If you change your mind, let me know. I’ll be over here doing...” “Okay, whatever you decide.” Children need to learn to be alone and not lonely and they will do so, given the emotional space without parent’s rescuing.

2. Remind the child of the great time they had with imaginary play or on trips when no friends were around.

3. Make a statement of confidence to the child, even at young ages. “Would you like to know what some other kids do? Some get mad and go away, some cry and beg for friends, and some smile and find something else to do. I know you can decide.” This can be role played with humor—seeing parents get mad, cry, or beg can make the scene more light hearted.

4. Parents may refer to themselves with “I” messages: “I want a friend who wants me to have fun, even if we are not together.” “I want a friend I can share with at times and not share with at times.”

5. Parents role play together, for example one parent asking the other (in the presence of the child), “Would you like to take a walk (play cars, blocks) with us?” The other parent says, “Not now, I am happy here now.” The first parent replies back, “Great, have fun and maybe another time!” or “If you change your mind, we’ll be in the other room.”

6. Children hearing the language of acceptance and flexibility is a far better teaching tool than explaining or attending to a lot of tears. “Cry all you like about that and then when you are ready we’d love to see you have fun.” Eventually the crying diminishes and the fun increases.

Strengthening your child’s social skills will come in time and your child will have a lot of practice for this. That’s part of being a parent, providing practice for our children, knowing they don’t have to “get it now.” There are many opportunities in the process of being and having friends.
I, Dog, Take You…

Recently published in Bellaire Buzz

[Name and [Name] (pictured) are second-grade twins who love animals and weddings and were disappointed that they had never been to a wedding. For their eighth birthday, they threw a wedding for their two rescue dachshunds. After being inspired by a TV ad, for the past year they have donated $20 a month to the ASPCA. They decided that instead of getting presents they would ask their guests to bring a donation. They collected $630 from guests, including [Name] and [Name] and delivered the money to the Houston SPCA on their actual birthday, Jan. 11. They are starting a movement at The Post Oak School to defer birthday presents at parties in lieu of money for a favorite charity.

Innovation Incubator

From the blog of John Long, Head of School

From Briefings magazine, an article that pulls together much of the recent press about the outcomes of Montessori education: we’re not talking about higher test scores, though that may also be a secondary outcome. No, we’re talking about the development of personal characteristics that lead to creative, entrepreneurial leaders in business, the arts, and sciences.

The most difficult question being asked today in, around, and about schools? “How do we educate the next generation of inventive, creative, and entrepreneurial leaders?”

Business writer Steve Denning answered the question this way:

“The biggest problem is that we’re applying a factory model made up of hierarchical bureaucracies and a focus on efficiency, scalability and grinding out graduated students. This system is run for the convenience of parents and educators and has little to do with lifelong learning that is critical to the future of the economy. When I started writing about this, people told me that we don’t need to invent a new system, it is already there. Montessori has been doing this for more than a century.”


SPRING ENVIRONMENTAL LECTURE: ENERGY HOUR AT POST OAK

COMING IN APRIL. STAY TUNED FOR DATE AND DETAILS!
Love & Logic®
Follow Ups

Tuesdays, 9:00–10:00 a.m.
March 5, April 9, and May 7
at The Post Oak School

Join Post Oak counselor Phylis Tomlinson for
three one-hour sessions, brainstorming solutions
and reinforcing Love and Logic® concepts. These
gatherings are for all interested parents whether
you’ve attended the series or not.

This event is free. Contact Phylis for more
information at phylistomlinson@gmail.com.

High School Admission
OPEN HOUSE
Wed. April 10, 7 p.m.
1102 Autrey St., Houston

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 as well as Middle School students
participating as guests of the Primary students.

The performance will be held at Post Oak on Thursday,
May 2 and Friday, May 3 at 6:30 in the gym. The classes will
participate as follows:

Thurs., May 2
Tamara Townsend’s
Miriam Winton’s
Tamara Basham’s
Middle School

Fri., May 3
Danielle Dalsey’s
Julie Parraguirre’s
Emily Hansen’s
Middle School

¡Celebremos Cinco de Mayo 2013!
—the Primary Assistants

T-shirts and
DVD orders
will go up online
soon!
Nanny Class

Deborah Fry, Redirecting Children’s Behavior instructor, will lead a series of four classes designed for nannies. The class will be taught in English, however, the workbook is available in Spanish if requested. The class will meet on four Thursdays:

April 4, 11, 18, and 25
from 9:15–10:45 a.m.

Upon completion of the class the nanny will be able to:

- Practice a consistent set of guidelines which harmonize with the approach your child experiences at school everyday
- Use positive language to redirect children’s behavior
- Encourage your child’s self-care skills and sense of responsibility
- Reduce sibling rivalry
- Interact to build self-esteem

The cost of the class is $150 per person. The class will be limited to 12 participants with a minimum of 8 for the class to be held.

To register call Deborah Fry at 713-840-8663

DATE CHANGES THIS YEAR

Don’t forget to mark your calendars with these changes:
Bearkats Celebration Banquet: April 16
Upper EL MMUN in NY: April 23–27

2013–14
Important Dates

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:

Aug. 19–23
First week for EL, MS, and HS

Aug. 26–30
First week for IC and PRI

Sept. 2
Labor Day (school closed)

Oct. 14
Columbus Day (school closed)

Nov. 27–29
Thanksgiving Break (school closed)

Dec. 23–Jan. 6
Winter Break (school closed)

Jan. 20
Martin Luther King, Jr. (school closed)

Feb. 17
Presidents Day (school closed)

Mar. 17–21
Spring Break—only students with expanded-year contracts attend

April 18
Good Friday (school closed)

May 26
Memorial Day (school closed)

May 30
Last day of school

GALA
AUCTION ITEMS

LAST CHANCE!

Check out the Gala page on our website for the complete list of remaining items. Contact the Development Office: christinacantu@postoakschool.org
CLASS PICTURES
Wed., March 27
starting at 8:30 a.m.
Please see that your child arrives at school on time. We will not be able to re-take photos if someone is late.

Coffee with the Elementary HIGH SCHOOL Director
Wed., March 20, 2013
at 9:00 a.m. on the main campus
Everything you want to know!

SAVE THE DATE! GALA AUCTION ITEM!
BBVA Movie Night
at The Post Oak School on the back field
Friday, April 19
Movie starts at 8:00 p.m.
Doors open at 7:00 p.m.
Movie details coming soon!
Come out early for fun prizes from BBVA—shoot and score neat items!
$15 per person (Elementary and older)
Rain or shine! It’s fun for the whole family!
Email Kathryn Murphy to purchase tickets: kathrynmurphy@postoakschool.org or call 713-661-6688 ext. 130.
## CALENDAR

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<th>Date</th>
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<td>Sun 3/10</td>
<td>Daylight Saving Time begins</td>
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<td>Mon–Fri 3/11–3/15</td>
<td>Spring Break</td>
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<td>Fri 3/15</td>
<td>Financial aid applications due</td>
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<td>Sun 3/17</td>
<td>Saint Patrick’s Day</td>
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<td>Wed 3/20</td>
<td>Coffee w/ HS Director</td>
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<td>Thu 3/21</td>
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<td>Fri 3/22</td>
<td>Conference day</td>
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<tr>
<td></td>
<td>Classes not in session: only students with expanded year contracts attend</td>
</tr>
<tr>
<td></td>
<td>Infant Community in session</td>
</tr>
<tr>
<td>Sun 3/24</td>
<td>Palm Sunday</td>
</tr>
<tr>
<td>Mon 3/25</td>
<td>Passover begins at sundown</td>
</tr>
<tr>
<td>Wed 3/27</td>
<td>Class pictures</td>
</tr>
<tr>
<td>Fri 3/29</td>
<td>Good Friday (school closed)</td>
</tr>
</tbody>
</table>

## NOTICE BOARD

### PARKING NOTICE
Please be aware that permit parking will begin in approximately 30 days on Wedgewood and Wildwood streets in the neighborhood to the east. This means when visiting the school during regular school days look for parking on campus or along Avenue B.

### SHOW US YOUR SIGNS!
Please remember to use your children’s signs during arrival. We sometimes need that extra help to call children by name when we open car doors in the morning.

### FOUND!

**LUNCH BOXES, JACKETS, SWEATERS, AND MORE…**
Reclaim your child’s lost item from the treasure chest in the front lobby. Please retrieve all items by **Friday, March 22**. Everything left over will be donated on the following Monday.

Note: If clothing or lunch boxes have a name written on it, the item is placed in your child’s cubicle/locker. It’s a good idea to mark special items so they always find their way home!

## 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 p.m. on the Tuesday before publication to Communications Coordinator Elaine Schweizer (elaineschweizer@postoakschool.org). If publication is on a Thursday due to school closure on Friday, then the deadline is 5:00 p.m. on the preceding Monday.

All photos in *The Weekly Post* are by Elaine Schweizer 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).

4600 Bissonnet, Bellaire, Texas 77401 • Telephone: 713-661-6688 • Fax: 713-661-4959 • [www.postoakschool.org](http://www.postoakschool.org)