Dear Parents,

On November 18th I emailed you a letter regarding The Post Oak School and its long-standing relationship to the Association Montessori Internationale (AMI). This is an important topic for Post Oak as well as for AMI, and so we are reprinting that letter here to ensure that every parent is informed. Once again, I invite any questions or reactions.

In the interval since you received my original communication, AMI Executive Director Lynne Lawrence sent me and the heads of a number of other AMI schools, a proposed redesign of the school recognition program with an invitation to respond. We are pleased to be working with AMI on this important initiative.

John Long
Head of School

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November 18, 2013

Dear Parents,

Last week, after extensive discussion with the faculty and the Board of Trustees, I informed AMI/USA Executive Director Virginia McHugh Goodwin that Post Oak will continue as an AMI member school, but is withdrawing from its school recognition program. Post Oak is not alone in making this decision. A group of large, nationally-recognized AMI schools have taken this action and we are all asking AMI/USA to make substantive changes to its school recognition program, including its consultation process and the way its standards are established and reviewed.

Post Oak has been an AMI member school since its founding fifty years ago—ten years before AMI/USA was established as an AMI affiliate and twenty years before the inception of its school recognition program. Throughout its history Post Oak has been a leader among AMI member schools in the United States. We are the only AMI school to span the developmental spectrum from birth to 18 years. We are the only AMI school housing an AMI teacher training center, now educating teachers as well as children and parents. Other schools look to us as an exemplar and as such we bear great responsibility, not only to you and your children, but also to the international community of Montessori schools.

That responsibility compels us not only to voice our concerns about the school recognition program, but to act consistent with our conscience and withdraw from that program. We recognize the value of adhering to external standards. That is why we sought out and obtained accreditation by the Independent Schools Association of the Southwest (ISAS) which made us a stronger school. It is also why we have participated in the AMI/USA school recognition program. Unfortunately, that program is not currently serving its member schools well, particularly its larger schools. We, along with a group of other leading schools, are asking AMI for reforms while offering our support and assistance to that effort.

What are our concerns? The following are excerpts from my letter to AMI/USA:

• Recommendations from one consultation to the next can contradict each other. What was commended last time—sometimes after significant efforts toward school improvement—is proscribed this time. Much of this variation results from idiosyncratic interpretation of standards; other times it represents changes to the standards themselves.

• Changes to the standards can appear to us abrupt and arbitrary, and the process for considering new standards is neither transparent nor participatory.

• Complying with some of the required recommendations would weaken rather than strengthen us. In some instances this results from standards that may work for smaller schools but not for larger schools, or vice versa.

• Consultation visits ought to be an opportunity for professional growth; instead faculty experience the visits as judgmental and aimed at extinguishing what they are doing wrong rather than constructive and building on what they are doing well.

• The focus on the individual classroom in isolation fails to recognize and support an integrated whole-school process.

• Granting recognition status department by department rather than on a whole-school basis institutionalizes this fragmented view of schools which fails to recognize them as cohesive, integrated learning communities.

When AMI Executive Director Lynne Lawrence was here last month for Post Oak’s 50th anniversary Jubilee, we discussed these issues at length. Mrs. Lawrence spoke about AMI’s initiative to establish a new, international school recognition program and I offered Post Oak’s full support and participation in that effort. At the same time, there are parallel efforts involving AMI/USA to reform the existing school recognition program here in the United States, and Post Oak has made the same offer to fully support and participate in that work. We want AMI/USA and its member schools to work in partnership. School standards and the school recognition program must support the member schools and help to

continued on page 3
make them stronger. Currently they do neither. Post Oak is committed to work with AMI, its affiliate organizations in the United States (including AMI/USA), and other leading Montessori schools to establish a school consultation and recognition program that does so.

In the meantime, we will continue to be an AMI member school, our faculty and staff will continue to maintain membership in AMI, we will continue to participate actively in AMI teacher training as well as AMI in-service activities such as the annual Refresher Course which is being held here in Houston this February, and we will continue to invite AMI school consultants to visit Post Oak to work with our faculty toward Montessori best-practices.

You can expect no changes here at Post Oak as a result of this action. We will continue to maintain the highest standards of excellence, implementing Montessori education according to the tenets presented in the AMI teacher training courses from which our faculty have graduated. We will continue to work collaboratively as a faculty, and to pursue career-long professional growth and development. And we will continue to live our mission and to make decisions based on that.

Don’t hesitate to contact me if you have any questions.

Sincerely,

John Long
Head of School

The POST OAK high school

ADMISSION OPEN HOUSE

Thursday, December 12th – 7 p.m.
Thursday, January 16th – 7 p.m.
Wednesday, February 12th – 7 p.m.
Tuesday, April 8th – 7 p.m.

1102 Autrey Street, Houston TX 77006
www postoakhighschool org
The winter holidays are upon us! This school year is flying by quickly and much has happened in these first few months. I’m writing to give you an update on the big progress we have made in our Big Work capital campaign as well as the projects that campaign is funding.

As of this date, we have received $4,303,000 in gifts and pledges to our campaign, bringing us to 72% of our $6 million goal. This is tremendous progress, and we have many people to thank for that: parents, trustees, foundations, and corporations have all contributed to this success with commitments ranging from $1,000 to $1 million (the largest gift ever made to Post Oak School). We are deeply grateful to those who have already had a chance to participate, and every other family will have that same opportunity before the end of the school year.

Over just the past couple of years, we have begun to see some lofty aspirations for our school become real, all made possible by the funds being contributed to Big Work. Here are some highlights.

- We reassessed our facilities needs on the Bissonnet campus and developed a new master plan to meet the needs of our students in the Infant Community through Middle School for the years ahead. When our campus is complete, our students will benefit from a new music and theater studio and updated expanded classroom space for five elementary classrooms and the middle school.

- The board of Trustees voted to launch a high school in 2011.

- In 2012, we purchased property and a building for the Post Oak High School and then renovated it in time to open the doors that September. This included developing a high school curriculum that will represent a new gold standard for Montessori high school education.

- We established the Houston Montessori Institute to train Primary teachers for the 100 Montessori schools in our region. Our first class of a three-year session started in June 2013.

A capital campaign is serious work, and I hope you will join me in thanking several people who have helped make all of this possible by leading Big Work. Former parents and emeritus trustee [redacted] and her husband [redacted] are our campaign chairs; long-time school leaders and former parents [redacted] and [redacted] are our honorary chairs, and current parents [redacted] and [redacted] are leading the parent effort as chairs of the family campaign.

We appreciate the incredible support and generosity of our Post Oak School community, which we experience every day. If you have already joined the Big Work effort, thank you once again. If you have not yet had that opportunity, then we look forward to sharing the plans with you and inviting your support.

In the New Year we will present a series of informational sessions that will talk about all things related to Big Work including the fund raising and the construction plans. I hope you will join us to learn how Big Work will impact your family and how you can lend your support to this growth and enhancement of The Post Oak School.

Sincerely,

John Long
Head of School
Blackwood Lessons

by Shekkola Gray, Middle School Director

Last week the Middle School travelled to Blackwood Land Institute in Hempstead, Texas. In my years at Post Oak, I have made the 75 mile trek to the straw bale house in Rock Island Drive over 20 times. (Post Oak Middle School students and teachers have been traveling to Blackwood for the past 15 years, starting 8 years before I joined the middle school.)

Before each trip, I try to organize and plan the work our students will encounter, I try to anticipate the challenges the community will face, and I try to see Blackwood through the keen eyes of the new middle school students. This year, the task of seeing Blackwood through new eyes was made easier by the construction that is taking place. A larger, newer facility is being constructed to accommodate growing groups like ours. The construction did not create a barrier to what I feel is the best that Blackwood has to offer: opportunities to explore. During this and previous trips, it was my pleasure to observe the students as they slowly uncovered what Blackwood has to offer. I was happy to share some of these experiences with Twitter followers (see #POMSTrips). I would like to take this opportunity to share more thoughts from the middle school students.

BUILDING WALLS

When students arrived on the worksite, they were pointed in the direction of the materials. In typical Post Oak Middle School style, the students began the work cheerfully, taking turns to lift the heavy blocks into place. After having worked for 20-30 minutes, students received the news that they were given the wrong material: cement instead of mortar. With much less enthusiasm, the students dismantled the beginnings of the wall. The call of the lunch bell signaled the end of the work for the day, and the group headed back to the house in less than high spirits.

Following lunch, the students needed no encouragement to head back to the worksite. During lunch, they had decided on roles: two students would mix the mortar, two more would spread the mortar, one would place the blocks, and all would rotate as needed to keep the work exciting. As I watched the group work, an observer asked “What did you do to them? They seem different.” I smiled and held back my reply “I left them alone.” The students had respectfully listened to the instructions of observers and proceeded to find their own way to do the work. They completed the wall in less than an hour.

Later that day, I asked the students about the wall. They admitted that they had faced many challenges—the work was muddy, and their shoes were weighed down by the mud; they had to lift heavy objects; they had no experience building walls; and they had had a false start. On the other hand, what they had learned greatly surpassed these challenges! Uday felt that preparedness was the most important lesson the group had gained. In his words, you must always “have what you need [and] have a plan.” He remembered from the reading of The Seven Habits of Highly Effective Teens that when tackling work, we should put first things first and try to understand the work to be done. All the members of the group cited the wall as an...
example of how synergy and sharpening the saw (two more habits of effective teens) lead to success. The group collaborated to form a plan, and the group was much more effective after a lunch break.

**HARVESTING LILY PADS**

and learned about balance in more ways than one. Balance was the objective as students used boats and rafts to remove lily pads from the Blackwood pond. Thousands of lily pads were removed in an effort to restore the balance between types of aquatic life in the pond. When lily pads begin to die, they rob the water of oxygen, killing the fish and turtles living in the pond. The fish and turtles are necessary parts of the food web for many life forms at Blackwood.

thought the first fifteen minutes of the harvesting went fine. After this point, the wind and temperature made the work more challenging. While harvesting lily pads was his favorite work activity of the week, remembered having to endure many homophone jokes (related to the use of oars by a person with as a last name). was shocked at the length of the lily pad stalks. The last step of the process was transferring the lily pads in wheelbarrows to the compost pile. Students enjoyed watching this pile grow.

**TREE PLANTING**

The first tree-planting crew consisted of and . The work of this group was to replace some of the near thirty trees that died at Blackwood due to the drought. Trees keep the fresh air at Blackwood fresh. The root systems of trees also provide erosion control. Bamboo trees planted near the pond provide much needed shade on sunny days. Bamboo is also a renewable resource. Bamboo trees grow very quickly and just a few bamboo trees will eliminate the need to purchase stakes for the garden. felt that planting trees was physically challenging and that the best part of the work was that many steps are required: digging the hole, increasing the diameter as needed to accommodate the tree, removing the tree from the pot, punching holes to provide room for roots to grow, adding food and fertilizer to the hole, planting the tree, and topping the area off with excess dirt. admitted that the beginning of the hole digging was difficult when the ground was like concrete; however, she enjoyed the sense of accomplishment she felt after her trees were planted. indicated that synergy was crucial to the group’s success: “At first, we were working against each other. Once we started working as a team, we made progress; we had a flow.” echoed sentiments, remarking “if I had done it on my own, I would probably still be digging.” The group of students persevered toward their goal even though, at times, the progress seemed slow.

The tree-planting group also took a walk on the property with Blackwood Owner Cath Conlon to identify types of plants and trees using leaf shape. Upon our return, the remaining students took walks about our campus to collect leaves.

**“RESTONING” THE LABYRINTH**

and used a pallet of limestone to “restone” the Blackwood labyrinth. In Greek mythology, the labyrinth was used to contain the Minotaur. People use the Blackwood labyrinth for meditation and exercise. though the work was enjoyable. The only challenges her group faced were the weight of the stones, and the difficulty in breaking the stones. and the group spent hours making sure that all the worn spaces got attention.

described her group’s approach to the work as having each person devote time to a certain area. When working in separate areas was no longer possible, the students came together in one area to make sure the area received adequate attention. summarized her experience by saying “We didn’t give up; our work improved the look of the labyrinth. I am happy I was able to improve this experience for the people who will visit Blackwood in the future.”
Tearing Down the Old Wash Station
The tiny green lizards are still visible on what is now called the “old wash station.” In 2008, I watched as middle school students lovingly stenciled and painted the lizards. The “old wash station” was demolished by the same work crew that “restored” the labyrinth. The crew was joined by who was drawn to the work by the prospect of using a crowbar. The wash station had been intentionally built from non-treated wood. Non-treated wood does not have the same lifespan as treated wood, but treated wood could be toxic for the plants and people at Blackwood. The stone wall we built encloses the new wash station.

WORKING IN THE KITCHEN
156 eggs, 110 tomatoes, 50 lemons, 25 heads of lettuce—with a shopping list like this, it’s no wonder work in the kitchen is such a substantial part of our travel to Blackwood. Last week we had meals that included beef and veggie empanadas, red curry lentils, tomato soup, huevos rancheros, and fish tacos with guacamole and pico de gallo—all made from scratch! Each group devoted one day to kitchen duty. The day was exhausting for some, but the meals were amazing. Even when meals did not go exactly as planned, it was a treat to sit down together. When I asked seventh grade student about her experience in the kitchen, she replied, “Milk was the one thing I forgot to add to the cookies. The cookies were different, but they were good. They were eaten.” Eighth grade student indicated that she had a new appreciation for people who prepare food for a living. Seventh grade remarked that he already had an appreciation for the difficulty of food preparation. He found that patience and teamwork were beneficial for working in the kitchen. He enjoyed learning how to prepare certain foods like Caesar salad and roasted chicken.

Perhaps the most interesting day of meals was Wednesday. Each meal on Wednesday contained a secret ingredient. The food critic group polled the group after each meal to determine how accurately we detected the secret ingredients. For breakfast, 74% of the members of the group accurately identified nutmeg as the secret ingredient in the pancakes and apple cider. At lunch, 25% of the group recognized lemon as the secret ingredient in the grilled fish, asparagus, pico de gallo, guacamole, and salad dressing. Olive oil was accurately identified by 63% of the group as the secret ingredient of each item in our dinner—the fettuccine, homemade bread, marinara and meat sauces, and salad dressing.

LIVING TOGETHER
Each member of our community found living together to be a challenge at some point during the week-long trip. Seventh grade student mentioned that living in a group is very different from his life at home since he is an only child. He felt the experience of living with others was fun in some ways and challenging in others. The main challenges for were sharing, tolerating the messiness of others, and finding misplaced belongings. Advice for others is to be proactive: “stay organized and agree to a routine ahead of time.”

What stood out most for eighth grade student was that the trip was filled with opportunities for getting to know each other a little better outside of school: “When you work outside of school, you get to understand each other’s feelings and you are able to figure out how best to communicate and work with each other.” thinks that this type of understanding facilitates improved working relationships on campus.

When we gathered in the great room of the straw bale house for the last time of the week, the group discussed what went well and what didn’t. The students mentioned the lessons I have recounted here and additional ones. It was obvious that what went extremely well was the work we did together and the bonding that resulted from living as a community. Students take away much more than sore muscles and muddy clothes when leaving Blackwood. The lessons from Blackwood are lessons of a lifetime. These lessons serve as the adolescent’s instructions for life as a contributing member of society.
Child-sized tables and chairs, sinks and shelves that are perfectly proportioned for toddlers, kitchen areas, practical life stations, plenty of outdoor space – these are just a few examples of how the Post Oak School environment strives to meet our children’s needs and support the goals of the school. But did you know that, during the 1984-1985 school year, as we awaited the completion of our beautiful new Bissonnet campus, Post Oak resided for a year at Maude Gordon Elementary (the current home of HISD’s Mandarin Chinese language immersion school)? That year, I was a ten-year-old upper elementary student. As someone who had attended Montessori schools her entire life, I remember the strange and fascinating prospect of going to school in a traditional public school building.

Every day, as I walked past the cavernous (unused) cafeteria and into my standard-issue classroom, I imagined what it would be like to use the space as it was intended. I often wished that cafeteria was up and running, dishing out burgers and fries (I was ten!), and when I walked to my classroom, I envisioned my teacher standing at the blackboard as children sat at desks in perfect rows, pencils poised over blank sheets of notebook paper. Of course, that’s not at all how our classrooms actually looked. Never ones to let a little thing like existing architecture get in the way of their mission, our faculty and staff had prepared our environment by moving in all of our Montessori materials. They even turned a storage room into a pottery studio and helped us take advantage of the auditorium to put on a play (a student adaptation of the children’s book From the Mixed-up Files of Mrs. Basil E. Frankweiler). For that year, we were like a traveling Montessori road show, and I loved it. But while being Montessori in a public school setting was a wonderful experiment, we were all elated when our brand-new Bissonnet campus was ready to welcome us in the fall of 1985.

What thrilled me the most about our new building was how modern, open, and welcoming it felt (well, those things and having a real locker in which to store my Trapper Keeper). I also remember noticing how each classroom made its occupants feel like the right size. The toddlers were never too small to reach their work, and the middle schoolers were treated like young adults. Without a doubt, this building had been made just for us, and this gave us an enormous sense of pride and ownership of our environment.

Fast-forward a few dozen years to the first time I visited Post Oak as a prospective parent. I was amazed to find myself so at home once again. Even after twenty-plus years of forward progress, the spirit and enthusiasm (and probably even some of the classroom materials) of the early days remained. This time around, I was struck by how the school environment had so clearly and thoughtfully been designed to support the needs of its students (child-sized toilets for my toddlers, hooray!). We are fortunate to have a facility that fosters our children’s independence and supports our shared Montessori goals, and I look forward to seeing what the future holds for our wonderful campus.
Montessori Journey
January 24, 6–9 p.m.
January 25, 8 a.m.–2 p.m.

Registration for the Montessori Journey is available on our website. This two-day (adults only) workshop is a powerful, hands-on approach to understanding how and what your child is learning. We invite and encourage current Post Oak parents to attend, whether for the first time or for those desiring a chance to take the journey again. Space is limited, so sign up early to reserve a spot. Cost: $30 per person.

Post Oak Middle School Bake Sale
Thursday, December 12
9:30 a.m. - 1:30 p.m.

Benefitting the victims of Typhoon Haiyan

The Middle School will be sponsoring a bake sale to raise money for the victims of Superstorm Haiyan in the Philippines. It will take place in the Middle School, with prices from 50 cents to $2 (donations accepted as well). Please join us!
Grandparents’ & Friends’ Days 2013
Join the Post Oak School as we continue our tradition of holiday giving. As in years past, we will be collecting food and toiletries for Braes Interfaith Ministries.

Donation boxes are located throughout the school for collection December 3–12.

Elementary students will have the opportunity to deliver the items to those in need at the Braes Interfaith Ministries on December 12.

Suggested Food and Toiletries for Braes Interfaith Ministries

- Toiletries:
  - Bars of soap
  - Shampoo
  - Toothpaste
  - Toothbrushes
  - Hand lotion
  - Deodorant
  - Talcum powder

- For Infants:
  - Diapers (sizes 4 and 5)
  - Enfamil with Iron – formula
  - Baby food (fruits and veggies)

- Non perishable canned and packaged foods which might include:
  - Boxes of Cereal
  - Packaged Pasta and Pasta Sauce
  - Canned vegetables/meats etc.
  - Rice and/or lentils and beans
  - Evaporated or condensed milk
  - Tea and/or Coffee/sugar
  - Cookies/crackers
  - Packaged soups/Broth
  - Dried fruit and nuts

Join us this year in supporting the mission of Project: We See You, a grassroots movement that provides bags filled with essential items to Houston’s homeless.

Donation boxes are in place at the school for collection until December 15.

Please join us in the gym on December 15 from 1:00 - 4:00 p.m. to help package the items we have collected for donation.

Suggested Toiletries and Items for Project: We See You

- Toiletries:
  - Bars of soap
  - Shampoo
  - Toothpaste
  - Toothbrushes
  - Hand lotion
  - Deodorant
  - Talcum powder
  - Band-aids
  - Neosporin, Tylenol
  - First aid kit items
  - Shaving razors

- Other Necessities:
  - Blankets
  - Coats, Ponchos
  - Socks
  - Winter hats & gloves
  - Long-sleeve shirts
  - Undergarments
  - Towels
  - Reusable water bottles
  - McDonald’s Arch cards
  - Houston Metro passes
  - Dog food

Creating a meaningful experience for our children...
by Post Oak Parent

A little over a year ago, I wrote about a moving experience I had with a homeless woman. I didn't know it then, but this was the beginning of my journey to better understand and reach out to those that no one sees, the homeless.

Yesterday, after dropping my son off at school, my youngest and I took our usual detour back home, via the Starbucks drive-thru. While I was waiting at the window for my one year old’s freshly-cooked breakfast, I noticed a homeless woman sitting on the curb. Everything she owned was shoved tight into a bag, as worn and tattered as she was. It was evident that she was the junkie everyone admonishes you for handing a buck to. Nevertheless, you’ll still find me stopped at a red light, frantically searching the bottom of my purse for loose change. Sometimes when I drive away, the bitterness washes over me. Because I know, or at least I think I do, exactly where my money’s headed. I quickly temper this with the thought, “Oh, well, what if I really am helping to put food in their mouth?”

But, yesterday was different. The bitterness wasn’t there. The only feelings that washed over me were incredible sadness and gratitude. Just the day before, I’d come across words that made me stop and really think.

“One simple fact of your life is that if you have any resources whatsoever—if you’re capable, alert, sane, upright—then you are morally obliged to defend life's underdogs. That’s the rule.”

It reminded me of a letter I wrote to my firstborn son, shortly after his arrival. In it, I said to him, “I hope you root for the underdog.” And, I hope that more than anything. That is the kind of person I am trying to raise. Not a successful doctor or lawyer, but a kind and compassionate soul.

As a society, we often pick and choose who needs our help, and who it’s acceptable to turn our backs on. But, who are we to decide who’s worthy and who’s not? The Golden Rule is not, after all, “Do Unto Others as You Would Have Them Do Unto You…Unless.” Rather than looking down on the homeless, shouldn’t we instead stop for a moment and ask ourselves, “What if that were someone I loved, and I wasn’t able to help them? Wouldn’t I want others to?” The person you see on the street corner with the dark, hallowed eyes is someone’s family, and someone’s friend. Although we certainly aren’t legally obligated to help them, are we not at least morally obliged to do so?

I pulled up to the strung-out woman on the curb and said, “I have an extra cup of coffee and some food if you want it.” She jumped up and down, shouting, “Oh, thank you! Thank you! Thank you!” Then, she peeked in my backseat to find my one-year-old smiling at her. Smiling back, with tears rolling down her face, she mumbled to me, “I’ve always wanted to be a mom, but I could never take care of a baby. Just look at me.” “I’m so sorry,” I told her. “But, please know that your shoes could undoubtedly be on my feet one day. And, I’d totally hope for a cup of coffee and some pumpkin bread if you could swing it.”

And, really, that’s the bottom line. I would hope that my fellow human beings would help me in my time of need, graciously, without an ounce of judgment or condemnation. Because, at the end of the day, why else are we here?

A month later, with the help and generosity of so many, I partnered with the Houston Coalition for the Homeless to hand out bags filled with essential items to fifty people in need. This year, several communities around the country have started their own Project: We See You.

All I’ve ever wanted was for this to become a movement of love and compassion, and I’m moved beyond words to see this dream coming true. I would be honored and forever grateful to have you join me on this journey. Please join us Sunday, December 15 to help package the items we’ve collected for the homeless.

...And a true gift for those in need in our community.
**SCENES**

from

*The Post Oak School*

1. Upper Elementary students work out math problems with the bead frame.
2. The Infant Community practices making music together using claves.
3. The golden bead frame is used to practice mathematics in Lower Elementary.
4. Freedom of expression abounds in Lower Elementary art class.
5. Middle School students and faculty on their trip at Blackwood Land Institute.
6. A Primary student traces a sandpaper letter, building muscular memory of its shape.
7. Sitting down to share snack together in the Infant Community is a great way to exercise grace and courtesy.
8. Learning sequence of numbers and quantity with the cards and counters material in a Primary classroom.
9. A Primary student copies the words she sounded out using the moveable alphabet.
10. Lower elementary students hone their practical life skills by preparing a luncheon for their class.
11. An Upper Elementary student authors a report in class using a wireless keyboard.
CALENDAR

DECEMBER 8-14

Wed
12/11
POPA Coffee/Work Day

Infant Community Transition to Primary Meeting
9:00 - 10:30 a.m.

Thu
12/12
Middle School Bake Sale to benefit victims of Haiyan
9:30 a.m. - 1:30 p.m.
High School Admission Open House
7:00 p.m.

Fri
12/13
F.I.S.H. Meeting
9:00 a.m.

Sun
12/15
Project: We See You
1:00 - 4:00 p.m. in the Post Oak gym

DECEMBER 15-21

Thu
12/19
Fall ASEP ends

Fri
12/20
Regular dismissal for all students:
Full Day IC 3:00 p.m.
Primary & PHE 3:15 p.m.
Elementary, Middle School & High School 3:30 p.m.

NOTICE BOARD

Welcome Baby Dilger!

A warm welcome to Erik Russell Dilger, born 12/2 at 11:12 a.m., weighing 7 lb 14 oz, measuring 20.5 inches! Mom Andrea Dilger is our PF specialist. Congrats, Andrea and Rob!

POPA Coffee/Work Day
Wednesday, Dec. 11
8:45 a.m.–noon

Nannies Available

The family is moving to California! Their two nannies are kind and trustworthy and have extensive experience with newborns through elementary aged children. One is available for full time, and one for part time work. The family would also like to help their weekly cleaning person find work before they leave. Please contact [redacted] for additional information.

ABOUT THE POST

The Post appears every other Friday 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 Elisa Schmidt (elisaschmidt@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.

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

Check out our calendar online or download a copy at www.postoakschool.org

Go Bearkats!