

Winter 2007

Early Childhood as a Gradual Process

The Early Childhood teachers, Marcia, Erika and Jessica were inspired to offer this article after a parent evening prepared for families of Mixed-age Kindergarten children.

The gradual process that can be observed in the early years of childhood is one to be studied and fostered. Parents often bring concerns about how and when to make a transition into first grade. Like so many things with your child, this is a question that you can only answer by way of observation and intuition. Your child deserves attention and dedication from his parent when considering matters that will not only affect but determine his future development and wellness. With proper time and environment, this process can take place allowing for a child to move into grade school with a strongly positive "will to do." We often think of willingness and willfulness – but here we describe the will, a powerful and positive force alive in all of us. Learning to use it purposefully is the task of early childhood. Providing a creatively disciplined home and school life carried by the collaboration of parents and teacher supports your child's healthy development.

First Grade Readiness

At Apple Blossom, we often draw the parallel of the children to the apples on an apple tree. When we imagine a ripe apple, we may think of juiciness, a robust character, a rosy red color and perhaps wholeness. Academic life for a "ripe" child can be joyful, exploratory and ever expanding. Therefore we offer here some indications of this ripeness in our children. Arriving at this point of

development is crucial for healthy, balanced participation in grade school. No matter what type of academic life you intend for your child, the following signs of readiness apply.

However, the most important signal of ripeness is immeasurable; the child that has left early childhood is like a racehorse at the gate – strong and powerful inside and out and ready to spring forth.

Perhaps the most obvious way one can observe readiness in a child is through physical changes. This is a child who shows growth of 6-year old molars and permanent teeth in front, her jaw has grown and her chin is more pronounced.

The ratio of head to body size is now one to six. Your child now stands upon the earth in a new way, her will forces penetrate her hands and feet unlike before. She has mastered the jump rope, she climbs trees with agility, and displays balance in all gross motor activities. She shows endurance, able to walk for prolonged periods of time without complaining of tiredness. She is upright and meets her world with physical confidence and exuberance.

Your developed child shows evidence of a deepened emotional life. He forms friendships with classmates rather than only when-together playmates. These new friendships are based on loyalty and sincere concern for the other. He thinks about his friend when they are apart. His relationship to authority figures changes from that of imitation to an influence from which he hopes to gain knowledge. He looks to the adults around him as his guides where before he had no awareness of this dynamic.



*the north wind
doth blow
and we shall
have snow*



He becomes “philosophical,” often considering topics of great seriousness and asking for insight. If we can only be patient and listen to his speculation we will be in awe of his great wisdom.

A child who is ready to begin her academic life has free access to her memory. We all know the primal experience of memories triggered by sense impressions. The developed child has surpassed this phase and now can enter her mind with ease and search for information. Her play no longer depends on props but instead finds inspiration in her “minds eye.” This type of mental ability is imperative before exposure to the mental rigor of academics. Memory is a force that we need to avoid anxiety and burnout in the early years of school. This child will be able to recall lessons with free access, she will see letters and numbers as a curiosity, play with language through rhyming, and she will show interest in foreign languages. If given time to “play” with these concepts before learning them formally she will meet that challenge with enthusiasm and eagerness.

These are some descriptions of what makes a child ready for grade school life. But beyond these more tangible descriptors, we must observe a child objectively to gain a greater, all-encompassing sense of their inclination toward a new phase as an individual. If you look closely, the child will indicate in his very being a new energy, a force of willingness. At Apple Blossom we wish to send forth self-confident, active, able children who have been given the time to live their childhoods. This time is not only important and irreplaceable – it is sacred. It is our duty and responsibility to foster their efforts to become beaming, radiant and ready for what lies ahead.

Child Development and the Will

After the miracle of birth, there is the infant. The body given by the parents is unfinished, so that this little being that has come can take hold of it and shape it. Every parent can agree that each baby has her own personality right from the start. Each infant brings with her the will to learn and the ability to imitate. Our task as parents is to provide the space and protection so that this child can do her work.

From birth to 3 years the physical development is concentrated in the head region and the nerve-sense system. The infant focuses on acquiring the ability to stand, walk and speak. Of course this happens unconsciously. When

one observes an infant, a tremendous will to organize the body is visible. Every little movement has only one purpose – to take hold of the body and to overcome gravity. What joy is visible when that has been managed! At this time the child’s will to do is inspired by the caregiver’s activity.

Between the ages of 2 and 3, a first crisis arises. For the first time the feeling of “I” arises in the child. With that the now somewhat conscious experience of his will and his wants emerges against yours. “Me too, me too” turns into “No, I don’t want to!” Now the child has to learn to use his will in a purposeful way. Once the initial crisis is overcome, the child not only gains the ability to say and experience “I,” but also memory and fantasy. Where before the will was connected to the activity of the adult, it is now connected to fantasy.

Between the ages of 3 and 5, play (the work of the child through which development happens) is inspired through the playthings. The simpler the toys are, the more inner development can happen for the child. At this time, the physical development is focused on the rhythmic system, the heart and lungs. We can experience how an outer rhythm helps the child.

Between the ages of 5 and 7, the physical development is focused in the metabolic-limb system. This becomes visible in the strength and dexterity of children this age. Around age 6, a second crisis takes place. Consciousness is developed more and the child is now able to form mental pictures.

This means that the outer playthings do not inspire fantasy and play anymore, and for a while the children do not know what to do with this new capability. Fantasy and imagination seem to be lost and boredom takes their place. If the children are given this rest from their fantasy, they will soon overcome this crisis and be ready to enter fully into play again. Now the child will have a mental image and a plan of what he wants to play. For this, he must use his will to make the outer playthings fit into his plan. The 6-year old is exercising inner creativity. Once this opportunity has been given, the child is ready for a different kind of schooling, he is ready for first grade.

Therefore, the purpose of early childhood education is to support the physical development and to help the child use his or her will purposefully. This is a prerequisite for successful grade school years and adulthood. If we have a strong “will to do,” we will be able to do things that may be difficult and do them with joy.



Creating Discipline

We create discipline at school and home in order to help train the will, to manage it purposefully. Waldorf education requires collaboration between school and home to be effective. The discipline we strive to create together is an environment that supports the child in the healthiest way possible. The creation of this environment is a support to parent and teacher as well as child. We create loving boundaries within which a child can develop. We encircle the child with invisible loving arms and within this circle we can choose those things that will help our children develop fully.

A few areas that help to create an environment of discipline are rest, rhythm, a media-free environment and the establishment of loving authority. Following is a picture of a supportive collaboration between home and school in each of these areas:

Rest

Steiner considered this to be the most important ingredient for a healthy child.

At school: The aftercare program is designed to create an atmosphere of restfulness for the children that have had a very active and social morning.

At home: After school it is time for lunch and a nap or quiet time. A seven o'clock bedtime is ideal.

Rhythm

Creating a clear daily rhythm of activity is one of the most useful tools for discipline.

At school: The curriculum is designed around a daily rhythm of activities that breathe out (activity motivated by the individual child such as free play) and breathe in (activity guided by the teacher such as circle time). A weekly rhythm of activities (Monday: seasonal activity, Tuesday: bread making, Wednesday: Eurythmy, etc., and snack (Monday: rice, Tuesday: barley soup, etc.) Seasonal activities and painting with the colors of the season support the rhythm of the seasons. The festivals support the rhythm of the year.

At home: Beginning to create a rhythm around meals and bedtime, meals at the same time every evening, table set in a particular way, candle lit, verse before the meal, creating a bedtime ritual that is the same each night (bath, pajamas, brushing teeth, one story with candlelight, verse, candle put out, good night hug and kiss). Family traditions and festivals celebrated support the yearly rhythm at home.

Media-free Environment

These are the only years during which parents have the choice to be in control of their child's exposure to media. This should be considered a gift to children so that they may develop the most positive foundation, allowing them to be fully active in their own imaginations and fantasy life.

At school: Rich imaginations, creative fantasies and creative solutions are fostered in free play surrounded by the healthy activity of the teacher. Stories are told orally so that the child can form her/his own pictures and that there be a direct and living connection between storyteller and child.

At home: An environment free of television, computer, movies, pre-recorded music for the child and rich in nursery rhymes, nature stories, folktales from around the world and the milder, age appropriate fairy tales rather than Disney's versions of stories as well as stories of the parents' youth or made up stories are what feeds the children best.

Loving Authority

Children need and crave clear boundaries. They thrive in an atmosphere where they know what is expected of them.

At school: It is clear at school that the children must listen to their teacher. They must respect each other and their environment. If a child is resisting something such as putting on a jacket, the teacher first of all is very clear within herself that the child will put her jacket on. Once this clarity of purpose is established, the teacher will say in a loving but firm manner, "You may put your jacket on now." It is then essential that the teacher follow through. If the child were to utterly refuse, the teacher might say, "Then today you will have to stay in, tomorrow I know you will put your jacket on."

At home: An expectation that children listen to and respect their parents, an environment where parents set boundaries and create clear expectations, and where they establish these boundaries in as few words as possible in a loving yet firm way is the healthiest environment for a child. 🍀



For a Child

Your friends shall be the Tall Wind,
The River and the Tree;
The Sun that laughs and marches,
The Swallows and the Sea.

Your prayers shall be the murmur
Of grasses in the rain;
The song of wild wood thrushes
That makes God glad again.

And you shall run and wander,
And you shall dream and sing;
Of brave things and bright things
Beyond the swallow's wing.

And you shall envy no man,
Nor hurt your heart with sighs,
For I will keep you simple,
That God may make you wise.

—Fanny Stearns Davis

Journey into Beekeeping

by Jeffrey Busch

Just like my father before me, I've always been terribly afraid of bees. Two years ago, when I saw our son Eli, who was then 2 years old, fleeing from a housefly in the kitchen and screaming "a bee, a bee," I realized I was well on my way to passing this irrational terror on to the next generation. So after talking the matter over at dinner, my partner Stephen and I agreed it might be wise to change things – break the pattern. With Stephen's support, I bought a book on honey bees, took a brief course in beekeeping, and began a journey into the wonderful world of keeping bees.

Beekeeping turned out to be a really fun thing to do as a family. "Bee culture" is such that most people who keep bees actually make their own hives during the winter, providing an opportunity for working together at home during the cold months. I'm not very handy, so I bought a basic do-it-yourself kit. Then it sat in the basement for weeks, until my sister-in-law, a violin maker, paid a weekend visit. She looked at the directions, and said, "Let's do it!" I was afraid of making mistakes but her mantra was, "It's fine to mess up – it's not a violin!"



go. We watched the activity increase at the entrance to the hives, as the colonies grew stronger. From mid-spring to early fall, we saw them in our garden and trees, collecting pollen and carrying it home. When we opened the hives, we saw how they stored the pollen and used it for food. We became aware of which flowers the bees were attracted to and which ones they ignored.

We have a tiny fishpond by our house, and on the dry, hot days of summer, we also watched the bees line up along a mossy ledge, taking turns to sip water and carry it back to their hives. We learned how gentle and industrious the little fuzzy creatures are. We even petted a bee. When we were hurrying with our "bee chores," and being not-so-careful, we each learned what a bee sting feels like (OW!) and what a bee bite feels like (ow!) We learned which behaviors make bees defensive, and which behaviors don't. (We even figured out how to persuade Stephen to pitch in, though he's still pretty cautious.)

We saw the honey that the bees stored in comb. We were surprised to learn that for all its hard work, a honeybee makes only 1/12 of a teaspoon of honey in its lifetime. In the fall, we extracted some of the honey and put it in jars, which was, in equal measure, messy, fun and delicious. We learned how much honey we needed to leave the bees so they can feed all winter long. We were surprised to learn that bees don't hibernate in the winter. They stay in the hive, fluttering their wings to keep it at about 95 degrees. Even now, in the cold months, if we put an ear to one of our hives and then knock gently on it, we can hear them buzz back at us, as if answering the call.

For the record, two years into the journey, I'm still a little afraid of bees. But the fear feels mostly like an old habit that is fading. Eli, on the other hand, has truly learned not to be afraid. He is respectful and cautious, but at the same time he's full of wonder and enthusiasm. 🐝

A Tip for the Waldorf Parent

by Alison Riordan

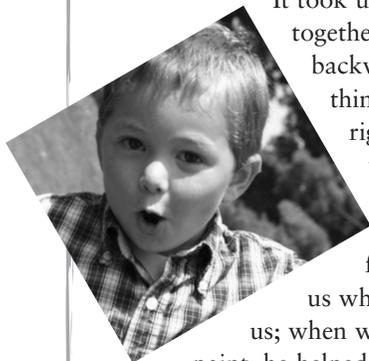
If you are any way like me, you may experience a little chaos in the mornings, especially when trying to get children ready for school on time. One of the situations that was all too familiar in our home, was the struggle over breakfast; not only the decision of what to make, but the likelihood that this would not coincide with what my children would eat, or should I say, want to eat.



It took us about 10 hours to put everything together. Occasionally we nailed things in backward, and a few times we had to take things apart and redo them. Eli joined right in: he was in charge of squeezing the wood glue out of the tube; when we needed to hammer, he picked out the right size nails; he looked for the pre-drilled holes and showed us which to hammer next; he sanded with us; when we went to the hardware store to buy paint, he helped pick out the colors, and when we returned, he jumped right in to help paint. The completed bee hive wasn't a Frank Lloyd Wright house, but we were all very proud of it.

The winter was long, and we were not expecting our bees to be delivered until spring, so Eli and I made a second hive. This time, the whole process was easier – taking us only about 4 hours to build. We both felt like experts.

Over the year, we learned so much together. We learned how to empty a box of bees into a hive. We learned how to dress appropriately, so we could go safely inside the hives to inspect and examine the bees, living quarters. We learned how to make a special sugar syrup to feed the bees when the weather was too chilly for them to fly. It became a daily ritual for us to go out and sit on a rock by the hives, for just a few minutes, to watch the bees come and



Of course, we all strive to avoid giving our children the burden of having to make too many decisions, but sometimes mornings can be so hard on sleepy people, both big and small! As I was lamenting a couple of months ago with Carolyn Storrier, a fellow parent, she shared a tip with me – a wonderful concept which she developed several years ago. We all know that many of our dear children know their school snack schedule by heart. Carolyn’s idea was to create a breakfast schedule that would coincide with the snack one. I was so excited by this idea that I went home that same day and sat down with my two children and some nice paper and pencils. We started drawing little pictures to represent different foods. First we drew the snacks at school for each day of the week. And then I created a weekly menu for breakfast, and we drew more pictures. A little side note: another fellow Waldorf parent told me about the importance of giving your children some protein for breakfast, instead of only carbs; i.e. cereal. It makes the children more alert and fuller for longer. The end result, which has been part of our daily lives now for three months, is a set menu for breakfast and snack. This has completely removed any disagreements over what is for breakfast, and has alleviated the necessity for major brain power in the morning. My children love it so much that every morning, my 3-year old, Fenella, asks her big brother upon waking, “Jack, what’s for breakfast and snack today?” Thank you Carolyn, and thank you teachers! Another lesson learned by mom and dad. 🍷

The Ordinary is Extraordinary
by Tracy Castelli Tomas

The ordinary is extraordinary . . . I often think of this phrase as a mother living in a world that seems to have an abundance of resources for our children.

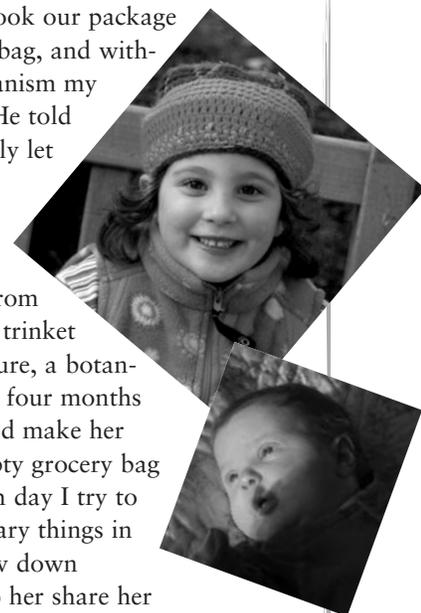
A few months ago I was anxious to see the Chihuly exhibit at the New York Botanical Garden. This famous glass sculpture is known for his work throughout the world.

We packed the car and off we went – my 4-year old Madison, and 2-month old Amelia. We had the most wonderful day together. We shopped on Arthur Avenue, walked through the Botanical Garden and witnessed the breathtaking glass sculptures. We even had time to climb rocks at the Children’s Adventure Garden. Exhausted, we drove home in silence.

About half-way home I asked my 4 year old what her favorite part of the day was. She usually answers “everything;” she never chooses sides and she rarely has a favorite. This time her answer was simple: “The back pack.”

We were on Arthur Avenue. I was carrying groceries in both hands, Amelia in a sling across my chest and Madison clinging to my arm. We had stopped in the Open Market place to buy some groceries. I struggled to pay at the high counter. A man next to us asked the man behind the counter for an empty bag. He took our package off the counter, put it in the empty bag, and within seconds created a carrying mechanism my daughter could wear on her back. He told her that she should help. She proudly let him put the “back pack” on and walked down a few blocks with me to our car.

An empty bag and some kindness from a stranger pales in comparison to a trinket from the gift shop, a famous sculpture, a botanical garden and even a cannoli. It is four months later and Madison asked if she could make her own back pack; the sight of an empty grocery bag must have jogged her memory. Each day I try to remember that the most extraordinary things in life are the most ordinary if we slow down enough to see them. As I listened to her share her favorite moment of the day, my favorite moment was being made. 🍷



Sugar Cookies
From Jennifer Ferrante’s Kitchen

Ingredients

- 1/2 C butter, softened
- 1/2 C honey
- 1 egg
- 1/2 tsp vanilla
- 1-1/2 C flour
- 1/4 tsp salt
- 1/4 tsp baking powder
- 1 egg white

- Preheat oven to 350°F.
- Beat together butter, honey, egg, and vanilla.
- Sift flour, salt, and baking powder and add to bowl.
- Refrigerate dough for one hour.
- Butter cookie sheets.
- Roll dough and cut out hearts.
- Brush with egg white and sprinkle with sugar.
- Bake for 8 minutes.



Committee Updates

Fundraising

Save the date! Our next big Fun Raiser, "Music and Merriment," will be Friday evening, May 4th, at Fat Cat Café in Norwalk. In addition to featuring the music of Robert Aries and Laura Whyte, this year we are adding a silent auction to the festivities. To make this event successful, we hope Apple Blossom families will donate a gift of "Time, Talent, or Treasure." It can be anything from a hand-made item to a service, and should not necessarily cost the family any out-of-pocket expense. It could draw on the business of the Apple Blossom family. For example, if you run a landscape business, you could donate a certain value of services, or if you run a shop, donate one of your items. Think you have nothing to offer? Babysitting is always welcome! Organize a trip to an aquarium or zoo! We appreciate all donations!

"Fun Raising" has raised over \$4000 so far this school year with our Holiday Toy Sale earning \$1900 in profits and our Greens Sale, \$520. In addition, virtually all of our membership fees have been received for the year – although we always have room for more should you wish to make an additional gift. Since our 501c3 non-profit status has been achieved, all donations are tax deductible! We are currently sending out receipts for this year's donations, as well as for the membership donations from last year, which are retroactively tax deductible, and for funds raised from Music and Merriment.

Thanks to everyone who has helped to make our "fun raising" efforts so successful this year.

-Joanna Simpson

Enrollment & Outreach

On the shimmering, crisp morning of Saturday, February 3, Apple Blossom welcomed families to its winter Open House, organized by Tracy Castelli Tomas and the Enrollment and Outreach Committee. It was a perfect morning—the thin layer of snow and ice was glistening in the winter sunshine as Apple Blossom parents and students arrived early to prepare the school for visitors.

We joined together in community with our teachers to prepare tea and snacks for guests and dough for students to knead in the Rose Bud classroom. Approximately seven families, a typical turn-out, came to visit and speak with teachers. Most were new to Apple Blossom, but some were Parent/Toddler families who were thinking about next steps for their children. Nearly all of the new families already were familiar with Waldorf education through personal experience or otherwise, and several have already filled out admission applications.

During the two hours, families could visit each classroom and discuss Apple Blossom's programs with teachers and parents while their children played with current students. This was my family's first Open House. Our son Ian and I attend the Monday Parent/Toddler class and we wanted to learn



SAVE THE DATE!

Friday, May 4th

Music & Merriment

Fat Cat Café



Liane's Craft Corner Create a Winter Tree

Materials

A winter branch collected from your yard

Colored wool or felt or both

Silver or gold spray paint

- Spray-paint the branch and let dry.
- Create leaves, birds or other decorations from the felt and attach to the branch.

This is a wonderful activity for your children and the result is a beautiful tree that brings warmth and light to your winter table.

more about the kindergarten program. The morning affirmed for me why Apple Blossom is the best place for Ian's early childhood. As I made dough and kneaded it with students and parents in the Rose Bud room or carded wool with visiting children in the Merry Bells classroom, I felt the warmth and security of home. It was a joy to share this loving environment with new families and their children. Ian was thrilled to satisfy his urge to visit the other classrooms and play with the older students on this "special day" at Apple Blossom. And as my husband, Chris, got to know the teachers and other parents, I could feel him becoming part of this wonderful community, too. I encourage anyone who's never attended an Open House to volunteer at the next one – it's a rewarding way to spread the news about Apple Blossom and Waldorf Education.

–*Brenner Brown*

Workshops and Lectures

Helle Heckmann's name was introduced to me several years ago and since then, it has had a larger than life feeling whenever it was mentioned. When the opportunity presented itself to have her visit schools in the USA, we jumped on it.

The day came to pick her up. We had an hour and a half ride and I was anticipating it would feel even longer. It was the complete opposite, for it felt like twenty minutes. We shared endless stories about our families, food, and how Waldorf Education came to us. The moment of familiarity continued when she walked into our home; everyone was at ease. We were in for a treat!

The next morning Helle observed the teachers and met with them after. They obviously had the same feeling for one teacher said, "We couldn't have enough of her." Then the evening lecture followed. We had a packed house with over forty parents (our school only has about 30 families in our mixed-age kindergarten). I was concerned that our largest room would not be able to handle the size of the group, but somehow we all managed.

Helle was "on." She shared her DVD on her outdoor kindergarten for children 1 to 7 years old, "Nokken," and spoke about her experiences and endless observations of the young child. Her experiences at times meant political correctness was out the window on

controversial subjects. However, it was refreshing to hear someone speak from her heart with no fear for what others think. As she later told me, she feels she did everything wrong with her first child so if she can help someone avoid those mistakes, then she'll tell it like it is. And she did. We laughed, pondered, agreed and then some. It was an amazing night that we will always remember.

Helle stayed at our home for two nights. She ate with us, drank with us, laughed with total joy, patiently listened to our oldest daughter as she went through her Waldorf main lesson books, spent time with our youngest, took morning walks in our woods, shared stories and so on. Never once did we feel we were being judged. If anything, we felt we had a lot to learn just from watching her. Like our children, we needed to learn to imitate.

Her two short days will remain with us forever.

–*Carolyn Storrier*

Building and Grounds

Thank you to Tracy Tomas and Carmine Castelli for the new gravel in the driveway!

Mark your calendars: April 28th is our all school Spring Cleaning Day and Potluck from 9:00 am - 1:00 pm!

–*Jessica Khoshabo*



Births

Our warmest wishes and congratulations to...

The Ruder family on the birth of their daughter Sophie, Madeline's new baby sister..

The Sherlock family on the birth of their son Aidan, Sienna's new baby brother..

The Lionos family of the birth of their daughter, Alexia, Nikos' baby sister!

SAVE THE DATE!

Saturday, April 28th

Spring Cleaning

9:00 am - 1:00 pm



Parent/Toddler News

Welcome to our new group of Rose Buds! As of Friday, January 26, Claudine and her Rose Buds meet on Friday mornings in the Community Room from 9:30-11:30.

Inspired by her "Birth to 3" training at Sophia's hearth, Claudine has been transforming the room into a classroom. It has become the perfect space for the child under 3 years old. The safe, warm and simple environment is just what the young child needs to freely explore and play!

Monday through Thursday, the Community Room is still available for use, just be mindful to leave everything as clean and tidy as you find it. Thank you!





Wish List

We are still desperately looking for large **sheepskins** for the new Parent/Toddler room upstairs. Please let Ms. Khoshabo know if you have a good source.

Do you have any **old wool blankets** taking up space in your linen closet? If so, please bring them to the Merry Bell class.

If anyone can temporarily use or store the loveseat size remaining portion of couch in the Community Room, please let the teachers know. We need the space for Parent/Toddler classes.

Apple Blossom Events

Tuesday, March 13

Enrollment contracts, deposits and membership fees due.

Thursday and Friday, March 15 and 16

Parent/teacher conferences.

Thursday, April 5

Teacher Development Day. School closed.

Tuesday, April 10

Parent/Toddler Fall 2007 applications due.

Saturday, April 28 | 9:00 am

All School Cleaning Day and Potluck Lunch.

Wednesdays | 9:00 am

The Handworks Group

The Handworks Group meets weekly on Wednesday mornings after drop-off in the Community Room. This wintry season is perfect for gathering together in that cozy room to have tea, get to know other parents, and learn a new craft. In the last few months, the group gathered to finish some preemie knitted hats for the Save the Children Foundation, learn how to make embroidered ornaments with felt and, of course, work on our own personal projects. This next season please also look for sign-up sheets on some additional handworks workshops which may take place on Saturdays. All skill levels are always welcome!

Waldorf Community Events

Thursday, March 15

Housatonic Valley School (HVS)

Windows into Waldorf

Saturday, March 31

Housatonic Valley School (HVS)

Auction

Saturday, March 24

Sunbridge College

Felting Animals Workshop

Thursday, April 12

Housatonic Valley School (HVS)

Windows into Waldorf

Saturday, April 14

The Clover Hill School

The Clover Hill School, a Waldorf Grades School Initiative, will host a fund-raising event featuring a lecture by Eugene Schwartz, music and hors d'oeuvres.

Sunday, April 15

Sunbridge College

The Magician's Daughter

Sunday, April 21

Sunbridge College

Dyeing Silks with Plant Colors Workshop

Applying to HVS

If you are considering applying for First Grade at the Housatonic Valley Waldorf School, please submit an application by **March 1st**. Applications can be obtained by calling the Enrollment Office at (203) 364-9881 or by downloading them from the website: www.waldorfct.org.

First Grade Readiness observations will be held Thursday, March 22nd at 1:15 at the Housatonic Valley Waldorf School's Early Childhood Center for those who have submitted an application by March 1st.

Please call Therese Lederer in the Enrollment Office with any questions at (203) 364-9881.

Thank You...

Thank you to all those who participated in the Open House. The presence of the Apple Blossom parents and children presents a picture of our lovely community that makes a lasting impression on visitors to our school.

Thank you to the McCann family for donating a much needed dishwasher.

Thank you to Joanna Simpson for supplying the school with napkins for snack.

Dear Apple Blossom Community,

The Teachers would like to express a heartfelt thank you for the generous gift we received before the holidays!

Thank you!!

*Ms. Marquis, Ms. Loker,
Ms. Clements, and Ms. Khoshabo*