



Parent Handbook

FOUR BASICS FOR A HAPPY SCHOOL EXPERIENCE

Although this has been said elsewhere in this handbook it is worth repeating for our youngest, most vulnerable students. Children cannot take full advantage of their school experience if they do not have these basics:

Well Fed: Please try to have your child eat a good, healthy breakfast before school. The children expend so much energy at school and need a happy tummy to make the morning a happy time. Please let the teacher know if your child has not eaten and perhaps send something simple that they can eat before our activities start in the beginning of our day. Nutritious, organic whole foods are best especially complex carbohydrates, proteins, fruits and vegetables. Please limit simple carbohydrates and be watchful of added sugars.

Well Rested: With the lazy days of summer still lingering within us, it can be difficult to establish a rhythmical bedtime for our children. It is so important that your child gets enough rest during the night...an early bedtime (7:00-7:30pm) goes a long way to ensuring that your child will have the energy and enthusiasm to be at school and will help them to be up early enough to be hungry for breakfast.

Well Clothed: Send your child to school in sturdy, comfortable play clothing. Appropriate footwear is necessary...comfortable, sturdy shoes appropriate for the weather and active play. Sun hats are for warmer weather and jackets, sweaters, and warm hats for cooler times. Full rain gear is needed in our wet months. We are outside every day for 50 minutes or longer, so please dress your child with this in mind. Tights and undershirts are recommended during cooler months.

On Time and Un-Rushed: Allow your child enough time in the morning to get ready for school in an unhurried manner, drive to school within the speed limit, and have a few minutes to say unrushed goodbyes before the 8:30 am start time.

For children of this young age, this is the beginning of their journey as members of a social group. There is so much to learn! This is a time of figuring out that there are others who have a different perspective than they do, a time of learning how to share, a time of figuring out how to play successfully with different children, and a time of feeling comfortable and safe in someone else's care besides their family's.

All children have their own way of greeting the world around them and it is our intent to lovingly guide and help each child become more comfortable and skilled at being with others. This may be through a redirection of their activity or energy, helping them express through words their emotions (especially the older ones), or giving them an activity away from others such as helping the teacher do a task, so that they can collect themselves to be able to happily play again. The children begin to know the importance of three things: respecting and being kind to others, respecting and being patient with one's self, and respecting the materials we use in the world around us.

Occasionally, it becomes apparent that a child simply does not have the inner resources to cope with being at school. On those days, a child will be sent home from school early for rest.

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TIDEWATER OVERVIEW

VISION STATEMENT

Tidewater Waldorf School is a thriving community that provides excellence in education for the Greater Seacoast Area.

MISSION STATEMENT

Tidewater Waldorf School is committed to providing a holistic education that holds a deep reverence for and understanding of the development of the child as a physical, intellectual, social and spiritual being; making relevant in our times the pedagogy and philosophy of Rudolf Steiner.

Objectives:

Educate and nurture children, regardless of economic status, using Waldorf philosophy and curriculum.

Create a diverse and supportive community whose task is to uphold the school physically, educationally, socially and spiritually based on the principles of healthy social development.

Provide adult educational opportunities, focusing on parenting, teaching, spirituality and the arts.

Foster connections with community organizations that resonate with our mission.

Honor our relationship with the earth by cultivating an awareness of nature and responsibility for the environment.

Support the fine and practical arts and to promote the notion that artistic activity is necessary for the development of the whole person.

To serve as a community.

TIDEWATER FOUNDER'S STORY

For twenty-five years, various groups of parents in this area attempted to start a Waldorf school. It was not until the early 1990's that a group of about seven who were able to bring all the necessary elements together coalesced. This group consisted of parents and teachers who all wanted to bring the beauty of a Waldorf school to the Seacoast area. Some had relatives who had attended Waldorf schools or were Waldorf teachers, others had children in the Waldorf-inspired pre-school that was housed in the current site and saw the value in this type of education.

After nearly ten years of hard work, in 1998 the Seacoast Waldorf Association became a legal entity. In the spring of 1999, Doug Kinney, a wonderful benefactor, purchased the current site and leased it to Tidewater for \$1 a year. Originally the building had been a hen house and eventually a garden center. When Doug bought it, half of the first floor housed the Waldorf-inspired pre-school. The other half contained a coffee-roasting company and several artists' studios. With the exception of the pre-school, the building was in abysmal shape and needed massive amounts of work. With much hard work and tireless dedication, the school opened in the fall of 1999 with a multi-age Kindergarten, taught by Karin Anderson and Karen Traversy and a first grade taught by Jeffrey Robinson. In June 2011, Doug Kinney gifted ownership of the property to Tidewater Waldorf School.

Tidewater School is a member of AWSNA (Association of Waldorf Schools of North America), an organization that exists to support the work of Waldorf Schools in North America. Our teachers may also be members of other organizations dedicated to support work with children in our complex, rapidly changing society.

MORNING VERSES GIVEN BY RUDOLF STEINER

Every morning, in every class in every Waldorf School around the world, these verses are spoken:

KINDERGARTEN

The sun is in my heart
It warms me with its power
And wakens life and love
In bird and beast and flower.

GRADES ONE THROUGH FOUR

*The sun with loving light
Makes bright for me each day,
The soul with spirit-power
Gives strength unto my limbs.
In sunlight shining bright
I reverence, O God,
The strength of humankind
Which thou so graciously
Has planted in my soul,
That I with all my might
May love to work and learn.
From thee come light and strength,
To thee rise love and thanks.*

GRADES FIVE THROUGH TWELVE

*I look into the world
in which the sun is shining,
in which the stars are sparkling,
in which the stones repose,
where living plants are growing,
where feeling beasts are living,
and the human being, ensouled
give dwelling to the spirit.
I look into the soul
That lives within my being.
The World-Creator weaves,
in sunlight and in soul light,
in heights of worlds without,
in depths of soul within.
To Thee, Creator-Spirit,
I will now, seeking, turn
to ask that strength and blessing
for learning and for work
In me may live and grow.*

WALDORF EDUCATION OVERVIEW

RUDOLF STEINER AND THE FOUNDING OF WALDORF EDUCATION

The first Waldorf School was established in Germany in 1919, inspired by the vision and leadership of Austrian philosopher Rudolf Steiner (1861-1925). To help address the social and economic chaos following World War I, Steiner developed a mode of learning that would promote peace and harmony, one which developed all human faculties-physical, emotional, intellectual, moral and spiritual.

At the request of its owner, Steiner established a school in Stuttgart's Waldorf-Astoria cigarette factory for the children of factory workers. That school and others since have striven to follow Steiner's injunction:

*Receive the children in reverence,
Educate them in love,
Let them go forth in freedom.*

Waldorf schools, sometimes called Steiner schools, form the fastest-growing group of independent, nonsectarian schools in the world. There is no centralized administrative structure governing all Waldorf schools; each is autonomous. Yet all Waldorf schools share the basic pedagogy and curriculum developed by Steiner.

Over nine hundred Waldorf schools in forty six countries form one of the largest independent educational movements in the world today. There are now over two hundred Waldorf schools in the United States and Canada. Through this education, Steiner hoped to cultivate in young people capacities of heart and mind and the strength of will that would enable them to meet the challenges of their own time and in the future. He laid the foundation for an art of education in which the teacher, ever aware of the inherent dignity and individuality of each child, would strive to awaken and draw out the child's individual gifts. This is in keeping with the true meaning of "to educate" – from "educere," to "draw out" rather than to put in. Instead of becoming a passive receptor for information, the child is led to participate actively in all that is presented, in hope that he or she will become a seeker of truth and knowledge and a doer who may one day find the strength and capacity to change what is harmful in the world. Many elements are involved in Waldorf education through the grades, among which are the following:

Physical exercises which develop spatial orientation, balance, coordination, and the sense of rhythm.

Exercise of the will through the completion of age appropriate physical, artistic, and academic tasks.

Deepening of the feelings through story, drama, and practice of the arts.

Step-by-step development of thinking from simple, concrete sequencing to abstract reasoning.

Gradual exposure to the wonders of the natural world and to the cultural history of humankind.

Affirmation of the child's innate goodness and creativity.

Affirmation of basic human values including mutual respect, courtesy, cooperation with and service to others, and the proper use of our language.

Acquisition of a fund of knowledge requisite for participation in one's time and context.

Waldorf curriculum is meant to unfold according to the stages of development of the growing child.

Education proceeds in three major steps as the child develops. During this process, the child's consciousness develops. Up to age 12, it is largely a pictorial and imaginative consciousness; from then on it adds the element of reason. Until age 12, the Waldorf curriculum works with the child's imagination, proceeding from fairy tales, legends, and fables through the Bible stories and ancient mythology. In the fifth and sixth grades, the transition is made to actual history and science. From then on, without losing its imaginative and artistic elements, the curriculum is presented in a more scientific manner, increasingly relying on direct observation, objective description, and reflection in all subjects.

It is worthy to note that Steiner's detailed psychology of child development, described over eighty-five years ago, has been confirmed by leading researchers such as Piaget and Gesell and more recently by right brain-left brain research.

ANTHROPOSOPHY

Rudolf Steiner's philosophy is known as Anthroposophy or "the wisdom of the human being" (from the Greek anthros = human being and sophia = wisdom). Through his writing and lectures, Steiner conveyed a vast body of knowledge. He is increasingly recognized as a seminal thinker of the 20th century. His insights have been applied in communities around the world in a wide range of practical and cultural endeavors. These include curative education for children and adults with special needs, biodynamic agriculture (similar to organic gardening), Anthroposophical medicine, new art forms, care for the elderly, etc.

Although Waldorf teachers study Anthroposophy and strive to apply its insights to their teachings, they do not teach it to their students in any way. Neither is religion taught in Waldorf schools. The historic festivals of Christianity and of other cultural and religious traditions as well are observed during the school year in the context of the universal human quest for life's meaning. Our school's interest in spiritual matters is aimed at awakening the child's natural reverence for the wonder and beauty of life. We recognize and honor the diverse faiths of all our families.

Waldorf schools are non-sectarian and non-denominational. They educate all children regardless of their cultural or religious backgrounds. The pedagogical method is comprehensive and, as part of its task, seeks to bring about recognition and understanding of all the world's cultures and religions. Waldorf schools are not part of any church. They espouse no particular religious doctrine but are based on a belief that there is a spiritual dimension to the human being and to all of life. Waldorf families come from a broad spectrum of religious traditions and interests.

MEDIA POLICY

MEDIA AWARENESS

As was discussed in parent interviews, we highly recommend no media during the school week, most especially before school. The passivity inherent in the use of TV, computers, video games, etc. is increasingly recognized by educators and parents as counterproductive to the process of learning and growth in the young child. The fast pace and fragmentation work against the cultivation of concentration and imagination. It is not only the content that is harmful, but the actual physical and psychological processes involved. After a day filled with creative play or creative learning, children need a quiet time to work through their experiences, rather than additional stimulation.

There are books listed in the Suggested Reading Section on Media Awareness and helpful hints in limiting your family in its use. Tidewater is dedicated to nurturing the children's capacities for imagination, healthy feeling, independent thinking, and active willing. It is our experience that these capacities develop best through warm human interaction and the children's enthusiastic immersion in the natural world, with all of their senses fully engaged.

The debilitating effects of media on children's developing capacities are increasingly apparent to us, and are well documented by independent researchers. By "media" we mean the full array of visual and aural electronic devices, including, but not limited to videos, DVDs, video games, iPods, computers, computer games, television and radio. Of equal concern are large-screen movies, whether in the theater or at home. We fully recognize the prevalence of media in our culture and the need that many adults have for this in their vocation and leisure time. We must also recognize, however, that the adult has the ability to absorb and consciously process these experiences. This a child cannot yet do.

We find that Waldorf Education works best with children who experience little or no media at all. We strongly urge the elimination of all media in the kindergarten through fifth grade, and ideally through eighth grade. The teachers of these grades will provide recommendations about how to carry this out and develop alternate activities for the children. As the children get older, it may be increasingly difficult to protect them completely from media exposure: their experiences become more varied and the influence of the peer culture strengthens. We will work with parents to bring some of the forms of media to the older students in a healthy way, to educate them in being knowledgeable, productive, and discerning users of media in our world.

When children are actively and imaginatively engaged with the natural world, they experience the joy of their own energy. Their energy soon becomes will power, self-discipline and ultimately, self-direction. With a will, they apply themselves to all artistic endeavors-the music that soothes the soul, the painting that nourishes it, or the drawing that enlivens it. They apply themselves equally to the precise observation so essential to middle school sciences and mathematics, and the habit of clear thinking in all academics. Children's thinking also becomes mobile and imaginative: their capacity for living vividly into the stories and biographies they hear becomes the capacity of empathy for their fellow humans in adulthood. As adults too, they become independent, creative individuals, feeling at home in the world. Seen in this light, it is not so much a matter of avoiding media, as it is one of simply allowing the natural capacities of children to unfold.

Some children are highly sensitive to media influence and cannot leave it at home, but bring it into the classroom in their play. This in turns changes the nature of the play for many children in the class, rather than out of their own inner needs they re-enact the disturbing or violent images they have seen or heard about. Should this become a recurring problem, the classroom teacher may call for a parent conference. If the situation does not reach a resolution the family may be asked to leave the class as a last resort.

COMPUTERS AND WALDORF EDUCATION

Waldorf teachers feel the appropriate age for computer use in the classroom and by students is in high school. We feel it is more important for students to have the opportunity to interact with one another and with teachers in exploring the world of ideas, participating in the creative process, and developing their knowledge, skills, abilities, and inner qualities. Waldorf students have a love of learning, an ongoing curiosity, and interest in life.

As older students, they quickly master computer technology and graduates have successful careers in the computer industry.

For additional reading, please see [Fools Gold](#) on the *Alliance For Childhood's* web site, www.allianceforchildhood.org and [The Future Does Not Compute](#) by Steven Talbot.

PHOTOGRAPHY POLICY

The use of camera and recording equipment is limited to the times and places agreed upon by a class teacher and the photographer. As a general rule there is no photography (either still or video) allowed during plays and assemblies. Photography can be highly distracting for performers and audience. It can make a child highly self-conscious so that the wonderful experience of living into a role or song is compromised. Please check with your teacher before using your camera.

When children come together in an assembly, our hope is that there will be a sense of sharing with the greater community of what they have been doing in class. With a quiet, receptive fully engaged atmosphere we try to place less emphasis on individuals and more emphasis on the synergy of what is created together. Where possible, one photographer who discreetly can capture the moment may be on hand. At dress rehearsals or other times we will have the children pose after the event for

photographs. Permission to photograph each child is requested as part of the Authorization Form included in the back-to-school information packet.

CELL PHONE USE FOR ADULTS

Please remember to turn your cell phone to “off” or vibrate whenever you enter school property, whether in the playground, in the classroom, and especially at school events and performances. Ringing cell phones and cell phone conversations are not fitting to the environment we strive to create for our students.

EMAIL SECURITY PROCEDURES AND NETIQUETTE

Please note that the following procedure applies with both school-to-parent communications as well as parent-to-parent communications via email. Thank you to everyone in the Tidewater community for following these important guidelines:

1. Please use email for one-way announcements or reports, and avoid launching email “discussions.” We find that keeping conversations face-to-face, particularly around controversial or difficult subject matter, is healthiest for all relationships.
 - a. Usually, if a parent sends a complaint or complex issue to a teacher, the teacher will try to move the discussion out of email and into a personal meeting as quickly as possible. Of course, simple questions with quick answers can be just fine, but watch for the generation of several back-and-forth messages; this usually indicates the need for a real, live, in-person conversation.
2. All email addressed to multiple recipients should have the majority of addresses listed in the “bcc:” line, not the “To:” line. Only others who should be copied on “reply to all” responses should be listed in the “cc:” line. This precaution reduces the risk of hostile “address mining” in the event any one recipient later falls foul of a virus or other malware. It also saves individuals from having to receive subsequent responses generated by the initial email, when they have not agreed to follow that thread.
3. Directory updates of Tidewater student and families’ names, birthdays, and contact information will be published via mass email using the Bcc line. Parents are asked to update their contact information with the school office and to be sure to notify anyone else in the school, directly, which they wish to be aware of changes.
4. Parents are asked to identify their “role” clearly when sending an email. For example, if you are sending something in an official volunteer capacity for the school, use your volunteer title after your name. Conversely, if the email is personal and in no way connected with official school business, identify yourself as “parent.”

These simple procedural guidelines will help protect our community members’ security, good working relationships, role clarity, and privacy.

GENERAL INFORMATION

ENROLLMENT

Children of any race, gender, ethnic background, creed and social or economic status will be given an equal educational experience.

Each new student who is accepted will undergo a five-week trial period before the enrollment process is considered final. During this time, parents will have the opportunity to become familiar with the program and the teacher will be able to observe the student's needs and abilities. At the end of five weeks, either the parents or the teacher may terminate the enrollment contract. Tuition will then be prorated and any unused portion returned.

OFFICE HOURS AND CONTACT INFORMATION

Office Phone: (207) 439-7911

Office Fax: (207) 439-9599

General Email: info@tidewaterschool.org

Web: www.tidewaterschool.org

Karen Wiese, Operations Manager

In the office 8:00 a.m. - 3:30 PM Monday through Friday or email: kwiese@tidewaterschool.org

Melanie Leland, Business Manager

In the office part time, call ahead for hours or email: businessmanager@tidewaterschool.org

Linda Sawers, Admissions Chair

In the office part time, call ahead for hours or email: lsawers@tidewaterschool.org

SCHOOL HOURS

Early Childhood

Early Childhood Classes meet 8:30 am to 12:00 pm; please drop off at 8:15 am.

As a general rule:

3 day Sandpiper Nursery meets Tuesday, Wednesday and Thursday

3 day Beach pea Nursery meets Tuesday, Wednesday and Thursday

4 day Beach pea meets Monday, Tuesday, Wednesday, and Thursday

4 day Sea Star meets Monday, Tuesday, Wednesday and Thursday

5 day Sea Star meets Monday through Friday

Full day Kindergarten meets Monday through Friday with extended hours till 3:00pm on Monday, Tuesday and Wednesday only

Other schedules may be possible depending on extenuating circumstances.

Snug Harbor Extended Day Program

Days are dependent on enrollment; hours are 12-3:00 pm.

Lighthouse Parent Child Program

Fridays, 9:30 – 11:30 am.

Elementary Grades

Monday, Tuesday, Wednesday, Friday 8:25 am. - 3:00 pm.

Thursday 8:25 am. - 12:30 pm. (faculty meeting every Thursday afternoon)

Drop off is at 8:15 am. Children should not enter the classrooms as teachers are preparing for the day. Dismissal is at 3:00 pm. Each class will have a designated dismissal area from which children will be dismissed to a parent. Grades children will not be dismissed from the playground. After dismissal, children must be accompanied by a parent to play on the playground.

ARRIVAL, DISMISSAL, LATE POLICY

Parking lot safety must be uppermost in our mind during arrival and dismissal. Slow speeds and vigilance are required. Please observe the established flow of traffic and parking pattern in order to insure safety. Children in all classrooms or programs may arrive fifteen (15) minutes before the start of the day and must be picked up within fifteen (15) minutes of the end of the school day.

Early Childhood: Drop off times are between 8:15 am until 8:30 am. Your teacher will inform you as to whether to bring your child to the playground or classroom for drop off. Pick up is always on the playground. It is the wish of the faculty that parents consider the playground as a classroom, limiting adult social activity to the decks.

Grades: The grades classes will be in the cottages separate from the main building. While this gives our big kids a nice sense of separation from the early childhood in the main building, it puts them quite a distance away from the bathrooms.

8:15 –Grades 1 and 3/4 may be dropped off at the basketball court, where they will be greeted by a teacher. Children are expected to use the bathrooms if they need to prior to going to the lower playground.

8:25 - Bell is rung and children line up with their teachers to go to their classrooms.

Questions:

What if I'm early? Parents must supervise their own children until 8:15, either on the decks or on the lower playground.

What if I'm late? There is a 10 minute grace period (until 8:35). Send your child directly to their classroom. The child will be marked tardy.

Later than 10 minutes: Please wait with your child in the main office until 9 am. At that time the child can come down to the classroom. This is so the early portion of the lesson is not disturbed; the second phase of main lesson usually begins around 9.

What about appointments? Please refer to the daily schedule when making routine appointments for your child so they can be picked up or dropped off at a transitional point in the day if possible. Better yet is to make appointments after school hours.

What about bad weather? If you arrive after 8:15 and there is no teacher on the playground, bring your child directly to their classroom.

These policies are designed to maintain the established rhythms of each classroom and to minimize distractions from children entering mid-stream.

There are self-correcting atomic clocks over the front door and on the playground end of the main building. To reduce confusion these clocks will be considered the official time.

In the afternoon:

Waiting to go home is hard on children and it is extremely difficult for teachers to provide adequate supervision after regular hours. Should a parent be later than his/her scheduled pick-up, a charge will be assessed and added to the tuition account. This charge is assessed after a fifteen (15) minute grace period. **The late pick up fee is \$10.00/15 minutes.**

SNOW DAYS

In the event of extreme weather and possible cancellation or delay the following information and resources will help you:

We close when SAD 35 (South Berwick/Eliot) closes and our name (Tidewater) will be announced. For those who live a little distance, it's always good to check the weather. Frequently SAD 35 closes and Portsmouth doesn't because of varying weather patterns.

Here are your choices for getting school cancellations:

Go to our web site, www.tidewaterschool.org

Broadcast on TV on the Maine News 8 WMTW and on their website, wmtw.com, Maine's Online Video News Leader

Listen to WERZ, 107.1FM or WOKQ, 97.5 FM

Go to the WOKQ website: www.WOKQ.com And look for Tidewater School

Call the school and listen to the voicemail. The message will be changed to reflect a closing or delays by 6:30 am.

Delays

A delay will only apply to the grades. In the event of a 2 hour delay, the schedule will be adjusted as follows:

10:15 am-10:30 am	Drop off
10:30 am-12:30 pm	Main Lesson
12:30 pm - 1:15 pm	Lunch/Recess
1:15 pm – 2:00 pm	Regular Afternoon Schedule
2:00 pm – 2:45 pm	Regular Afternoon Schedule

In other words, a 2 hour delay would eliminate the 11:00 am and 11:45 am subject class schedule.

If school is delayed there will be no early childhood classes. Snug Harbor Extended Day will be offered in the event of a delay but not if the whole school is cancelled for the day. If your child is signed up for Snug Harbor Extended Day (12:00 – 3:00 pm) on a day when school is delayed please call by 10 am to confirm that he or she will be coming. This ensures that we have appropriate staffing.

Snug Harbor Extended Day will be cancelled in the event of early dismissal.

Please do not rely on receiving a phone call for a cancellation or delay. The phone tree will only be used in the event of early dismissal and extremely unusual circumstances that would only apply to Tidewater School.

Early dismissal due to extreme weather will also be handled according to SAD 35's decision. Early dismissal will also be announced on our website, answering machine and WMTW TV station. This policy is in place for consistency and to avoid confusion. Again, if you have severe doubts about driving you need to make your own decisions on picking your child up early whether to make the trip.

Snow shoveling is always needed and welcomed after any storm. All walkways, emergency exits and drains will need to be cleared, including the deck. It is important for fire safety that the doors in the back of the building are cleared as well. There are a number of snow shovels on hand. Thank-you.

BUILDING USE GUIDELINES

For the safety and security of everyone the following guidelines are in effect:

Classrooms may not be used without advance knowledge and permission of the teacher and Office Manager. Teachers work very hard to maintain beauty and cleanliness in their rooms and this is disrupted with unfocused use.

Children should never be in the building, classrooms or playground without adult supervision at all times. There are materials in each classroom that are dangerous to very young children or when unsupervised. There are also materials that are held for special use and should never be gotten down off of shelves or closets.

Please do not cut through the EC rooms on your way to the bathroom or kitchen. Use the front deck and front bathrooms.

Kitchen use is restricted to adult use only. Please clean up dishes and surfaces used. Food in the refrigerator is for program use unless otherwise arranged. Double check to make sure that all burners and the oven are turned off.

Dispose of all garbage (if significant) into the trash cans located under the stair well outside of the east side building (or take home to your trash since we do not have curb side trash removal) and put all tools and materials in proper place.

Please report any incidental damage or accidents to the Office Manager.

Be sure to secure all rooms used by closing and locking windows, turning off lights and locking the door.

Under no circumstances are children allowed upstairs because of town ordinances and building codes.

Playground tools and playthings are kept in the shed and must be returned there in an orderly manner. The shed is kept locked.

REDUCE REUSE RECYCLE

Recycling

Paper, food scraps, plastic and glass are recyclables at Tidewater. Food scraps are sent home with families who have chickens. Paper, glass and plastics are gathered and taken by an interested parent once a week.

Children's Lunches

Containers and leftover food is packed back into the lunch box so children may take them home and parents know what their child has eaten.

Paper

We have taken measures to limit our use of paper and distribution of printed materials in an effort to conserve natural and financial resources. Consequently we have increased our use of email and our web site for electronic documents and notifications.

FINANCIAL INFORMATION

The following is an overview of financial requirements. Please refer to forms and information received in your back-to-school packet for more information and details. Contact the Business Manager with specific questions.

CONTRACTS

Each family must sign an enrollment contract for the year. The enrollment process is not considered complete until a trial period of five weeks is completed. This would apply to any child new to the school or to the grades program.

DEPOSITS AND ADMINISTRATIVE FEES

Refer to the Enrollment Agreement for specific fees. In general, Tidewater assesses the following fees:

\$60 non-refundable application fee

\$25 non-refundable aftercare registration fee

\$300 enrollment deposit (may be applied to the last tuition payment or to re-enrollment due in February for the following school year)

Materials fee (amount differs according to program)

TUITION PAYMENTS

All independent schools make yearly budgets based on fall enrollment; therefore enrollment is understood to be for the entire academic year. Program costs, classroom materials and faculty and staff salaries rely on timely tuition payments. Tuition payments are made either in full by July 1 directly to Tidewater School or through FACTS Tuition Management Program. Please contact either the Business Manager or Office Manager with questions or concerns.

BILLING AND LATE FEES

Tidewater does not send monthly bills. Payments are due according to the enrollment, LightHouse and Extended Day contracts. Monthly statements are sent as reminders for those with overdue balances, but are not bills, and should not be considered as such. Statements will include any applicable late fees that are due and payable the following month. A fee will be assessed for all returned checks.

TUITION ASSISTANCE

A limited amount of tuition assistance has been budgeted for those students accepted into the elementary grades. Decisions on appropriations will be based on availability of funds, commitment to Waldorf Education and demonstrated need. Please contact the Office Manager for an application.

Proceeds from specific fundraisers are earmarked for scholarship for the following school year. In addition, Tidewater earmarks a percentage of tuition income from Kindergarten through Grade Five to add to the tuition assistance account.

RE-ENROLLMENT

In January re-enrollment materials are sent out from the Business office. The timely return of these materials is critical to our planning for the following school year. Your attention to this is most appreciated.

WITHDRAWALS

Withdrawal from the school is a serious matter. Intention to withdraw a child must be made in writing. The date of withdrawal will be determined by the date of receipt of the letter by the Business office. If possible, any withdrawal should be at midyear or at year's end. Withdrawal does not absolve the family of financial obligations, as is stated in the Enrollment Agreement. Our school budget is determined by the amounts indicated on the Enrollment Agreements for the school year. In order to meet our financial obligations, we must have payment of the full amount owed by each family. Refer to your Enrollment Agreement for more details.

EXIT INTERVIEWS

All departing families are offered the opportunity to have a face-to-face meeting regarding their experience at Tidewater. We also have a form if written feedback is preferred.

ORGANIZATION OF TIDEWATER SCHOOL

The successful functioning and sustaining of the school depends upon the collaborative efforts of three vital interests that make up the life body of the school: the Collegium (the Waldorf trained teachers), the Board of Trustees, and the Parents.

THE COLLEGIUM

The Collegium is responsible for bringing to the children a living experience of Waldorf Education. With the Board they oversee the direction of the school and organizing outreach to parents and the larger community. The Collegium's responsibilities also include participating in the day to day running of the school: the hiring, supervision and termination of teaching staff, specialty teachers and childcare personnel. The Collegium meets regularly to deepen their understanding of Rudolf Steiner's pedagogical ideas, to develop a greater perception of the children and their needs, and to discuss the day-to-day life of the school.

The following table describes the faculty committees and resources in operation:

Educational Support Committee	The Educational Support Committee is developing and coordinating the educational support activities of Tidewater. It is a resource for teachers and parents who have concerns about children.
Admissions Committee	The Admissions Committee responds to inquiries about the school, issues school information, schedules tours, interviews and accepts families interested in enrollment.
Staffing Committee	The Staffing Committee handles the advertisement and/or recruitment for faculty positions, initiates the interview process and oversees orientation of faculty members.
Festival Committee	All Faculty focus on developing celebrations during the school year that are meaningful for children and adults.
Adult Education Committee	Members of this committee work with the Parent Association to plan a yearly schedule of workshops, lectures and artistic opportunities.
Pedagogical Committee	Faculty meets once a week in section meetings to discuss curriculum.

THE BOARD OF TRUSTEES

In the United States all non-profits are governed by a Board that holds the mission of the organization in trust for the community and the future. This body holds the legal and financial responsibility for the school. In Waldorf School's the teacher's are mandated to participate in the governance of the organization. How this governance is structured will vary somewhat from school to school. Tidewater has instituted the Leadership Council as a central body that has representatives from the Board, Collegium and Office Staff to jointly hold responsibility for leadership in the day to day running of the school.

THE LEADERSHIP COUNCIL

Composition:

- Board Chair
- Early Childhood Chair
- Faculty Chair
- Office Manager

Meetings

The LC shall attempt to meet at least weekly for two hours but may conduct its meetings in such manner (phone and email) and with such reasonable additional frequency as necessary or advisable. In the event of administrative decisions requiring immediate action for which a meeting cannot be practically convened, the LC may act upon the agreement of three members or upon the agreement of the Board and Faculty chairs.

Primary Duties:

The LC shall, consistent with Board and Faculty policies:

- manage the day to day operations of the school;
- be the primary point of contact for incidents and emergencies;
- develop and maintain school records and contracts;
- oversee School communications;
- oversee building and grounds safety and management;
- manage business and financial activities of the School;
- manage admissions and enrollment procedures and practices;
- address parent, student, teacher, and employment issues (including hiring and firing);
- oversee and evaluate the non-Faculty staff;
- sign agreements on behalf of the School consistent with the LC's scope; and
- perform other duties as may be requested by the Board.

Clarification Regarding Other Duties:

For the purposes of clarity, and not in an effort to define the entire scope of duties:

- 1) Pedagogical decisions shall remain within the reasonable discretion of the Collegium (Waldorf-trained Faculty), consulting with the LC as reasonable.
- 2) Long-term strategic planning shall remain within the reasonable discretion of the Board, consulting with the LC as reasonable.

Reporting:

The LC shall report a summary of its actions (taking into consideration confidentiality issues) to the Board and Faculty in writing on a monthly basis or such sooner time as may be reasonable under the circumstances.

Board Intentions:

The LC is intended to be an interim body. The intention of the Board is to (i) vest the administrative duties of the school in a full time professional administrator, reporting to the Board, as soon as

reasonably possible; and (ii) develop a budget objective and strategy to fund an administrator position for the 2009-2010 school year.

The LC shall have the responsibility to develop the role profile for the administrator position consistent with this intention for review and approval by the Board.

The Finance Committee shall have the responsibility to develop a budget objective and strategy to fund an administrator position for the 2009-2010 school year for review and approval by the Board.

THE PARENTS

Parents provide the social fabric, which surrounds the school. They are the support group of the school and faculty. Via active participation in class evenings, lectures, committees, and fundraising, parents contribute much of their time, energy and talent to help fulfill many of the school's needs. Participation in the classroom is welcome and arranged through the class teacher. Opportunities are also available through the Parent Association.

TIDEWATER SCHOOL PARENT ASSOCIATION

The Parent Association (hereinafter referred to as "the PA"), a community building organization, serves as the vehicle for full parental involvement in the life of the school community. The PA actively supports the work of the Board of Trustees and Faculty on behalf of our children, and contributes to the intellectual, physical, and social climate of the school community.

Mission and Officers

The Parent Association strives to acknowledge and encourage the voices, minds, hands, and hearts at Tidewater School in order to grow, nurture and positively enrich the Tidewater community.

Heads: Parent Education, Academics and Communication

The thinking life is to be nurtured through formal parent education, parent conversation and ensuring clear lines of communication. An example is parent evenings.

Hearts: Community Life and Mentoring

The feeling life is cultivated in school celebrations, hospitality, community building and the expression of gratitude. For example, back-to-school picnic, Faculty appreciation, and welcoming new families by offering each a mentor family.

Hands: The intentional life is displayed in the school buildings, grounds and economics so that through our labors of love and support, the school functions efficiently, safely, and with beauty. For example, Handwork Group, Special Event Planning, gardening and grounds clean up.

The Parent Association meets the second Tuesday of each month at 8:30 am in the Snug Harbor Extended Day classroom. Children are welcome. Every parent is welcome and encouraged to attend.

Chairperson shall set and publish the agenda and run all PA meetings. The Chairperson shall facilitate communications within the PA, Board of Trustees and Faculty. PA Board Representative will sit on the Seacoast Waldorf Association Board of Trustees each year. This person will be the liaison between the PA and the Board of Trustees and will be responsible for attending each monthly PA meeting and Board of Trustees meeting and any specially called meetings of each group. This person will be a voting member on the Seacoast Waldorf Association Board of Trustees. This is a one year term.

The Officers of the PA shall be made up of the PA Board Representative and the Class Parents from each of our current classrooms. This allows for a more direct dissemination of information to parents from the PA and also provides a forum that encourages open, thoughtful, and creative discussions regarding parent involvement.

WHAT CAN PARENTS DO TO SUPPORT TIDEWATER

The healthy future of our school depends on vital enrollment: full enrollment is the most important form of long-range financial health for the school. Even with an extensive community outreach program, word of mouth from our present families remains the most effective means to increasing interest in our school.

How can you help the enrollment efforts of the school?

Inform friends and family of Tidewater School. Bring prospective parents to open houses and annual events such as May Faire.

Write an article about a successful experience you or your child had within the context of our school and submit for the school bulletin or a local newspaper editor.

Talk about Waldorf education to your neighbors, friends and family members. Some key descriptive phrases might be; "hands on, direct experience," "developmental approach that nurtures the imagination in the early years, strengthens the feeling life in the middle years, and challenges the intellect in the adolescent years," "a creative approach where the actual process of learning is an art itself," "develops each child's special talents and gifts", "strong sense of community," "stresses a high degree of parent involvement," "close, long-term relationship with class teacher."

Attend an Open House, EC or Elementary Information Session to better understand and experience Waldorf education.

Get involved in community outreach activities. Feel free to bring us to a community of friends you think ought to hear about what we are doing at Tidewater.

Build community by volunteering in at least 2 areas of need as recognized by the Parent Association.

Attend your Parent Association meetings whenever possible.

COMMUNICATION

GUIDELINES FOR COMMUNICATION WITHIN THE SCHOOL

GENERAL QUESTIONS concerning events, committee work, enrollment activities, development work, newsletter items, volunteerism, etc., should be directed to Committee Chairs or the Office Manager, who can then direct inquiries to the appropriate committee head, board member or faculty member or the Leadership Council.

FINANCIAL QUESTIONS should be directed to the Business Manager

QUESTIONS ABOUT WALDORF EDUCATION can be asked of any teacher. Parent Education evenings or Class Nights are appropriate places to ask questions also.

QUESTIONS ABOUT SCHOOL POLICY should be directed to the Office Manager or Leadership Council.

QUESTIONS CONCERNING YOUR CHILD should be asked of the class teacher(s) or other teachers involved.

HOW TO RAISE A CONCERN

Concerns may arise from time to time regarding your child or the operation of the school. The Collegium, Board, Leadership Council, Office staff and Parent Association shall listen to all concerns objectively, dispassionately and with respect and understanding. Should you have a concern, approach your child's class teacher or the person who is directly involved with your concern. Timely communications are important, as emotions and secondary issues build when primary concerns are not addressed. Arrival and dismissal times are not conducive for meaningful discussion of a serious issue. Although small issues may be communicated informally, ask for an appointment to discuss larger issues at a time convenient for both parties. As we strive to maintain a healthy community, it is imperative for each of us to voice our concerns to the person with whom we have an issue. *Mutual respect and understanding shall be the cornerstones for all communications at Tidewater School.*

You may wish to write down your concern, as well as points of discussion and resolution. This helps to keep the discussion focused and serves as a reference point for later communication. You or the class teacher may want to a third person to facilitate objective listening and speaking. The situation needs to feel comfortable for all in order for openness and honesty to prevail.

If your concern remains unresolved, please refer to the Conflict Resolution Process at Appendix D of this handbook. Depending on the nature of your concern, please contact a member of the Leadership Council. These individuals are committed to ensuring that our all concerns are heard and addressed.

SOCIAL CONDUCT POLICY

For the safety and protection of all students or adults in the school community, abusive language and/or threatening gestures will not be tolerated on school property, school field trips or school-sponsored events, including the parking lot – most emphatically not in the presence of children.

Should these behaviors occur:

The party(ies) will be asked to step aside or may be asked to leave the building and/or premises.

Any behavior deemed unsafe may result in Tidewater School asking a person or people to leave the premises. The institution has the responsibility and right to protect its children/staff and facility, with all resources available.

Following any incident a conference will be scheduled in a timely fashion with the parties involved. The purpose of the conference is to reiterate social conduct, communication or other pertinent guidelines.

If necessary, further action steps will be devised. These steps may include initiation of the Conflict Resolution Process. (See Appendix D) Some incidences may be so egregious as to necessitate immediate action. As soon as the conference has been concluded to the school's satisfaction the student or parent will be allowed to enter the facility or attend regularly scheduled classes. Though the party to the unresolved conflict may be a parent, if the matter remains unresolved the school reserves the right to expel the student.

The goal of the Conflict Resolution Process is to re-establish goodwill between all parties.

Conflicts not resolved in a timely fashion, may result in the expulsion of a student.

WWW.TIDEWATERSCHOOL.ORG

Our web site was launched in 2001 by a committee of interested teachers and parents. Since then it has undergone several redesigns. As more of the world gets its information online Tidewater has recognized the need for a beautiful, functional web site. Consequently we rely more and more on our site to provide the most up-to-date news and information for prospective and current parents. Please check frequently for important dates and events and the newly designed e-Currents Newsletter with color photos. Soon to be launched is a password protected area of the web site for teachers and enrolled families.

SCHOOL NEWSLETTER

Currents, the school's monthly newsletter, is written for parents, teachers, and friends directly involved with the school. It is sent by email on the 15th of the month). Please make sure you receive and read the newsletter—it is our regular and key method of school wide communication. It will contain class news, upcoming events, meeting schedules and other important information about what's happening. Submissions should be sent via e-mail by the 12th of the month.

As required, The Seacoast Waldorf Association produces an Annual Report recapping the events of the year, acknowledging donations and summarizing the financial health of Tidewater School. This meeting will be scheduled for the spring. (See School Calendar)

BULLETIN BOARDS

Many in-school notices, meeting minutes and reminders will be posted on the bulletin board located inside the front door next to the parent mailboxes. Additionally, the yearly calendar is always posted there. With prior permission by the Operations Manager, Faculty Chair or Early Childhood Chair, notices, labeled non-school sponsored, and activities of general interest to the school community may be posted on the large bulletin board at the edge of the parking lot.

SCHOOL DIRECTORY

The School Directory is compiled annually, updated periodically and distributed to parents by email. The information in the Directory is to be used for school purposes only. Use of the information in the directory for business use is not allowed. Please notify the Main Office of any changes to your personal information on file.

COMMUNICATING RE-ENROLLMENT AND WITHDRAWAL

In Waldorf Schools, there is a joyful hope that students, teachers, and class families will be in relationship together over many years. Accordingly, each new enrollment to and withdrawal from an individual class is a significant event for everyone involved with that class, particularly the students and teacher, but also the parents. The ideal is that a core group of children and families will be together from kindergarten through Grade 8. In today's world however, even the most established schools may see a third or less of students who began Grade 1 together graduating Grade 8 together. Despite a school's efforts to foster stable, long-term relationships it is a reality that students and teachers will come and go from a class over the years, for many different reasons.

Although it is our ideal that yearly re-enrollment will be a matter of course, we know that each year it is healthy for parents to reconsider their child's schooling placement. It is common for parents who are uncertain of re-enrollment to live with indecision for weeks or even months. Making a far-reaching decision is never easy. For this reason, we ask that students, as much as possible, be shielded from all discussions of possible changes and the resulting unnecessary stress of uncertainty and premature or lengthy anticipation of major change.

Whenever parents are considering changing schools, we ask that you contact the school's Leadership Council for an opportunity to be coached regarding the following. This is asked for the welfare of your child, but also for the welfare of the class as a whole:

While some children can be simply excited about and happy at the prospect of attending a new school (either mid-year or after summertime), for others and especially for the class as a whole it can be a gift for adults to refrain from speaking about the future. Children often feel destabilized to know that they are “here” for now, but “leaving” at a future date to an unknown school, with which they cannot yet relate. We often observe painful struggles and significant behavior issues through the end of the school year when a student has been told by their parents that s/he will be changing schools. This state of anticipating the unknown is unhelpful and often stressful for the class organism also, regardless of the age of the students.

Once it has been decided, at any time during the school year, that a student might or will be attending a different school, we ask that the news to the child and classmates not be delivered to the student, and by extension classmates, until summertime. This guideline is offered with the intention that every student may be free to remain truly “here,” and in the present with one another for however many months remain, and that the student not be pulling his/her energy away from classmates and teachers earlier than is necessary. If parents have discussed their decision with other class parents, we ask that all adults collaborate and remain mindful of protecting all of the students.

If parents decide that it is best to let their child know of a change before the summer or to withdraw their child mid-year, we ask that they notify the class teacher and other class parents immediately, so that everyone can anticipate the conversations and questions that will naturally occur between and from students. This supports a culture of adult partnership to support all of the students in the class. Regardless of the reasons for leaving or the timing of notifying the students, it is helpful for this notice to be given to all of those “co-parenting” that class.

Please do not hesitate to contact your child’s teacher and the Leadership Council when you have any questions about managing a transition between schools. We are committed to helping every student and all of our families to have the most positive closure possible, and to celebrate our time together. At the appropriate time, your child’s teacher will be glad to reassure departing students that they shall remain in their teachers’ and classmates’ hearts and thoughts, wherever their life journeys take them!

Midyear Withdrawals

If you decide to withdraw your child from the school mid-year, it is most supportive to the class as a whole to follow these steps: (contractual obligations exist and the Business Manager must be notified).

1. Notify the class teacher and Leadership Council that you are contemplating removing your child from school. If you have not been working already on the issues or reasons for the potential move, state them as clearly as possible. At this point, we ask that you shield your child from any discussion of potential or planned change.
2. Hold the information in the realm of adult conversation as long as possible, sparing your child, and by extension classmates, a prolonged uncertainty or anticipation of separation.
3. Notify the class teacher and Leadership Council of your final decision. They can help you with:

- a. strategies and timing for notifying your child.
- b. communication to all of the class parents.
- c. a plan and best timing for notifying all of the class students.

CLASS LIFE

A Waldorf teacher has sometimes been referred to as a midwife who helps bring to birth all the wonderful potential that lies within each child. It is not a matter of putting an education into a child. The word education actually means, "to lead forth."

In the early childhood classes, a comfortable structure is provided through the rhythmical ordering of the daily activities. During the first years of childhood, the formative forces are at work building the physical body of the child. This is the time for the child to take hold of his body. We assist this process through organized artistic activities, rhythmical movement and domestic tasks such as baking, washing, and serving. Together we work and through a feeling of love and warmth we become a little family fostering a secure environment, a love of learning, and a readiness to meet the bigger world.

A class teacher accompanies the children through the elementary grades from the world of the fairy tale in the first grade, on through fables, myths and all the drama of ancient and medieval civilizations, coming at last to the Renaissance and modern times in the seventh and eighth grades. The work of the subject teachers also contributes greatly to the children's development. This long adventure together brings the class and the teacher into a very close relationship. To enhance the richness of this process, the continuing communications and cooperation between parents and teachers are vital. As the teachers strive to bring out all that lies within each child, they ask you to give them your support, and offer you their appreciation for entrusting your children to their care.

HOME VISITS

Home visits are scheduled for all new students in all classes through fourth grade and when a new teacher is introduced to a class. During August and September, or upon enrollment, your child's teacher will call to set up a visit. This is an excellent way to create a bridge between home and school and increase your child's comfort level with the teacher and school in general. Beyond the lovely social experience, home visits provide the teacher with additional perspective, thus serving to deepen the teacher's understanding of your child.

SEASONAL CELEBRATIONS

The life of a Waldorf school includes community celebrations and classroom celebrations that reflect the rhythms of the natural world. Each year, the Faculty develops a multicultural calendar of festivals and celebrations beginning with The Rose Ceremony at the opening of Tidewater School and ending with Strawberry Social at the close of the year. More information may be found in the **Festivals and Seasonal Events** section of this handbook.

ASSEMBLIES

Assemblies are held throughout the year to allow elementary students to present to each other what they have been learning in classes such as foreign languages and music. These assemblies are opportunities for the students to share their lessons with each other. Occasionally parents are invited to share in these endeavors. Public assemblies - to which we invite parents, siblings, grandparents, prospective parents and friends of the school - are scheduled during November and June (Refer to the Yearly Calendar for specific dates).

Assembly dress required.

FIELD TRIPS

Field trips are planned by the teachers to enrich the curriculum of the class. Volunteer parent drivers who have adequate insurance and seat belts provide transportation. A copy of insurance coverage must be on file in the office. Seat belts must be worn at all times to and from school activities. Special permission forms, provided by the teacher, must be completed, signed and returned to school. No child may participate in a trip unless the teacher has the permission form in hand. Parents may be asked to contribute funds to help defray the cost of a field trip.

GUIDELINES FOR FIELD TRIP CHAPERONES AND COORDINATORS

When parent driver-chaperones and private vehicles are used for Field Trip transportation, copies of current drivers' licenses, drivers' insurance, and current motor vehicle registration must be on file in the School Office.

a. Parents who lack a current drivers' license, current drivers' insurance or current car registration will not be permitted to drive on Field Trips.

The teacher or class coordinator will select chaperones, the field trip schedule, carpool assignments, and a specific driving route to and from the field trip destination. Drivers will be provided directions and maps. All drivers are to follow the route as published (this is an important protocol in cases of emergency) and to drive directly to and from the Field Trip destination.

a. No extra stops are permitted (exception if a student must use a restroom).

b. In case of an accident or flat tire, chaperones are asked to notify another member of the Field Trip party (chaperone or teacher) and the School Office immediately.

c. If the Field Trip group will be returning to school at a different time than scheduled, the drivers will contact the School Office and the class parents so that all may have a minimum one and a half hour lead-time to rearrange their pick-up plans.

Please be sure that all students visit the restroom before each car trip (departing and before returning) to minimize the necessity of pit stops.

Students are assigned to the same car and chaperone for the duration of the Field Trip. Chaperones are responsible for the same group of students during the Field Trip as those who are passengers in their car.

a. Students may not switch cars except in rare instances where the teacher deems it absolutely necessary. In these cases, changes in car assignments must be phoned into the School Office.

Parking lot safety (walking to and from cars) is a top priority. Chaperones are directly responsible for the students in their car from the time that the students leave their classroom from school until they are returned safely to the classroom.

Chaperones may not purchase souvenirs or treats for the students in their care.

All school rules and policies apply during Field Trips, e.g., dress code, behavior, etc.

Drivers are asked not to play the radio or recorded media during drives to and from Field Trips. Student-led conversation, or quiet time to muse, is encouraged.

Beginning in Grade 1, chaperones may not bring along younger siblings to attend Field Trips.

Beginning in Grade 3 or 4, most parents will be encouraged to drive a group of students that does not include their own child. This can help to foster an increasing experience of autonomy for all of the students in the class, including those whose parents chaperone field trips.

a. For some Field Trips in Grades 3-8, Class Coordinators may begin to recruit parents from other classes so that students may experience the event without their own parents.

b. The overnight field trips require fewer parent chaperones as the students move up through the Grades.

c. Parent chaperones will be specifically asked not to join their own children's Grade 7 and Grade 8 field trips, as these are special, culminating events that mark an important transition in the relationship between graduating students and the adults in their lives.

Parents who are available to chaperone for class Field Trips beyond their own child's class are encouraged to contact the School Office and volunteer as an "All School Field Trip Chaperone." This co-parenting at an all-school level is a wonderful way to model community service to our students and to see a range of our students' schooling experiences.

CHILD STUDY

Waldorf teachers are specifically trained to observe children in order to gain a better understanding of each child's progress through the developmental stages of childhood. A Child Study is a more intensive look at one certain child's development presented by the Class Teacher with contributions from the rest of the faculty and the parents. Copies of the Child Study booklet are given to parents in preparation for this work.

PARENT INVOLVEMENT/PARENT INFORMATION

Parents who attend the classroom parent evenings and the informational and artistic workshops and lectures that are sponsored by the school show a great deal of support for the children and for the teachers. These events are all presented to help deepen the understanding of each parent towards their child's development and education.

Other important parental support includes:

Keep the teachers and children in your consciousness. In meditation or before sleep, picture their relationships and growth. Progress does not happen quickly in the education of a child or in the evolution of a school. However, when we look back over six months, a year, or five years, we can see that much has developed in the life of that child, the teacher, and the school.

Attend school functions. Parental attendance teaches our children that we value their education; by attending functions, we are giving priority to the school. Parental involvement shows the child it is "our Waldorf School" not simply his/her Waldorf school." Waldorf education involves the parents, not solely the children. Attend Class meetings to learn how to help with your child's education and development.

Attend parent/ teacher conferences two times per year. If you need an individual conference, please make an appointment with your teacher outside of instructional time. This will allow both parents and teachers a more focused discussion.

Perform volunteer work for the school. In addition to this activity being a positive influence upon our children, volunteer work brings us into close communication with other parents, the faculty, board and staff. The level of fellowship is high and works to bring us all together as a community. Volunteer work saves the school money, keeping the cost of tuition and fees lower, thus benefiting everyone.

Be enthusiastic and speak well of the school. Positive attitudes affect our children's feelings toward their education and will also be a strong factor in the enrollment of new families. Parents today are concerned about the education of their children and your endorsement is powerful in assisting those who are looking for the answers that a Waldorf school can provide.

Contribute financially beyond the payment of tuition. Very few Waldorf schools operate on tuition alone. Yet few schools receive large gifts of money for the operating budget. The key to financial success is many parents and other supporters giving regularly and as liberally as they are able. We also

ask that grandparents, other relatives and family friends be willing and generous benefactors of an education that they know to be meaningful to your family.

Nurture gratitude and love for the faculty in the hearts of your children. A Waldorf school thrives when parents and students are positive toward those who serve the school. In this spirit, channels of constructive communication and creative problem solving can be strengthened.

Grow in understanding of the philosophy of Waldorf education. Our understanding of Waldorf education builds a strong bridge between home and school. Attending lectures and workshops and reading or joining a study group are ways to nourish a deepening experience with the education. From this will naturally spring greater unity in the life/educational experience of our children.

Support your teachers. Help your child to be prepared for school. Help your child show respect for his or her teacher by being prompt each day. Arrive on time or a little early with necessary school materials. Work with teachers to facilitate a productive learning experience.

Provide a home environment conducive to learning:

Consistent bed time and rising time every day-adequate sleep, consistent rhythm.

Consistent meal times-maintaining quality nutrition and healthy eating habits as well as eating together as a family at the same times every day is important.

Carefulness with over scheduling extracurricular activities-too many extracurricular lessons, sports practices and tournaments, and play dates per week will undermine important after school “down time,” rest, and keeping up with homework and music practice. Parents are cautioned regarding too many different activities, or any one, all-consuming, extracurricular activity.

Communicate with teachers any significant happenings in your child’s life that will impact his/her school experiences.

When recommended, collaborate with teachers for tutor assistance or additional evaluations that may be necessary for the success of your child’s learning.

Provide a quiet place to complete homework, providing focus and concentration.

Limit exposure to media experiences during the school year.

Healthy Socialization Outside of School

Scheduling a few times per month for students to meet socially with classmates (one-on-one play dates in the lower Grades and group activities in the upper Grades)

Valuing and prioritizing relationships with peers outside of the school community

Emphasizing warmth, home, and play with direct parent supervision and parent-led scheduling in the lower elementary Grades

Emphasizing increasing autonomy, connection with the world, group activities, student responsibility for scheduling, and non-parent chaperones in the upper elementary Grades

Other areas of parental involvement include:

CLASS MEETINGS

Each class holds class meetings on designated evenings. These meetings are an integral part of the school life. They are an important bridge between home and school and offer parents an opportunity to participate in the activities of the class. Meetings include discussions of various aspects of Waldorf education and serve as social gatherings for the parents. A high level of attendance is essential to the achievement of class goals. If you are unable to attend, please notify your child's teacher.

ALL SCHOOL PARENT NIGHTS

All School Parent Nights will be held occasionally in the school year. This is a time when all parents and teachers meet to discuss topics of mutual interest and to get to know one another better. We have found these Community Meetings to be stimulating, fun-filled and very supportive. A guest speaker will sometimes be invited to these meetings to help deepen our insights into the principles and methods of Waldorf education. Unless arranged differently by the classroom teacher parent nights are for adults only.

PARENT-TEACHER CONFERENCES

Parent-teacher conferences are held to discuss the development and well being of your child. These conferences are necessary to maintain clear communication between parent and teacher and may be requested by you or your teacher at any time throughout the school year.

All families are scheduled to meet individually with the teacher twice a year in the fall and spring with an optional conference in January if needed. These conferences provide important opportunities to confer with one another and form strategies for each individual student's education. Parent-Teacher conferences are the primary source of feedback to parents during the school year. Please note that this collaboration between parents and teachers stresses qualitative monitoring of students' work through ongoing conversation, rather than through quantitative standardized testing.

During the elementary program parent-teacher conference, the teacher will discuss with you: main lesson books, artwork, language arts, numeracy/arithmetic/mathematics, and subject work. The class teacher will give you a picture of your child as it manifests in this work, and, when appropriate, will compare it with that of other students in the class. Parents are also encouraged to discuss their child's progress in all subjects and his/her peer relationships; problems and challenges faced by your child; and steps you and the teacher can take to help him or her overcome them. Concerns from any specialty subject teachers typically are communicated to the class teacher, who in turn shares them with the parent/guardians.

Parents/guardians should arrive at parent-teacher conferences ready to share a picture of their child at home and raise any questions or concerns about life at school or at home, homework, teachers, the curriculum, etc. that they may have. In Grade 8, a student may, if desired by the parents, attend for the second half of each parent-teacher conference. The purpose of this attendance is to focus on the student's academic progress and strategize together for achieving optimal study habits and progress for the remainder of the year. Plans and preparation for high school are integral to these conversations.

CLASS REPORTS

At the end of the school year, teachers will write and submit to the parents of each child a class report. The report is an in-depth essay on the overall social and academic development of each child throughout the school year.

CLASS PARENT

Each class teacher asks one or more parents to take on the task of being "class parents" for the school year. These parents help to coordinate class activities, disseminate information and organize food and supplies. A phone tree will serve as an aid for the class parents with these tasks. The class parent enhances communications by answering questions or directing questions to the appropriate person or committee for the answer. Class parents are asked to make a commitment of membership in the Parent Association and take an active, leading role (See Parent Association information in the appendix.)

Class parents may be asked to:

- Ask the teacher what he/she needs
- Offer to set up and help with parent evenings, i.e. coordinating refreshments and organizing clean up
- Help with procuring drivers/chaperones for field trips
- Establishing the Class Phone Tree
- Email reminders for calendar events
- Write up notes for the class evenings
- Laundry Fairy Lists (doing laundry once a week and over the vacations)
- Flower Fairy Lists (offering fresh flowers for the classroom)

- Arranging sewing parties for parents to make capes, crowns, costumes, curtains, napkins, placemats, etc.
- Scheduling events where families or parents come together to socialize, camp, go roller-skating, etc.
- Assist with room cleaning in the Grades

ADULT EDUCATION

The opportunity for self-education is one of life's greatest gifts. Tidewater aims to have an enrichment program as rich and varied as the individuals who make up our school community. Workshops, lectures, cultural events, and artistic activities offer opportunities for self-discovery, for making new friends and for learning more about Waldorf education. Watch for the calendar of events in the Currents or on the web.

PARENT SUPERVISION AFTER SCHOOL HOURS

Please note that while it is usual for parents to defer supervision and behavior management to the teachers during school hours, it is asked that parents watch and be responsible for their own children while on the school premises before and after school hours. It is a common misunderstanding that the parent should "stand back" whenever both parents and teacher are present at school gatherings, Faires, festivals, etc., but our students' safety requires that parents be responsible and watchful of their children outside of the classroom.

PRACTICAL INFORMATION

PUNCTUALITY

One of the greatest gifts we can give one another is the practice of punctuality. It is a gesture of deep respect for others and a virtue that will hold children in good stead throughout their lives. When we are habitually late, we create a sense of lack of appreciation for the others who are ready to begin on time. Beginnings in life are significant. An agreement to begin on time, when kept, strengthens discipline inside the individual and creates a community of mutual support and commitment. Parents, we appreciate your efforts to get your children here on time to begin the day together. Those first ten minutes at the beginning of each day set a mood and tone of inclusion and mutual commitment to the day ahead that can't be made up later.

ATTENDANCE AND ABSENCES

Regular attendance is important for a child to receive the full benefit of the Waldorf curriculum. The grade block format and textbook-less approach make it difficult to make up missed classes. The experiential nature of Waldorf means children need to be in class unless ill or for religious reasons. Please adhere to the following guidelines as they relate to attendance:

Please contact the school when your child will be absent. Tidewater must record attendance for all children. Notification by a parent of a child's absence also allows us to be assured that children are safe and where they should be. If a child is absent and we have not heard from a parent, we will call.

Schedule family vacations during regular school vacations. Schedule doctors and dentists appointments after school. The Faculty strongly urge that families avoid children missing school for reasons other than illness. If the absences exceed 20 days your class teacher will call for a conference. If your family plans do include an absence from school, please let your child's teacher know in advance. Children are responsible for all missed work.

So that we may alert all families, notify your child's teacher if your child has a communicable disease.

SUPPLIES

The school generally provides the supplies needed as covered by the Materials Fee. These materials include but are not limited to: handwork materials, crayons, colored pencils, main lesson books, reading books, textbooks, paints, painting paper, woodworking tools, beeswax, field trips, festival supplies, furniture, consulting fees, Renewal Magazine (2x/yr), food for the Early Childhood program, other programs for classrooms and costumes. **Musical instruments are not included in your materials fee.** These are considered personal items and are the property of each family.

LUNCHES

Nutritious, ample lunches and snacks give children the energy for learning, growth and development. We encourage whole foods rather than highly processed foods. Fruits, vegetables, and nuts are preferable to soda, sweets, gum, and candy that are best saved for treats at home. Checking labels is recommended, as foods with sugar as the first ingredient are generally empty calories. For ideas in this challenging area of packing good lunches that children will eat, visit:

<http://www.wholefoods.com/products/lunchbox.html>

Commercial lunch boxes with distracting images are to be avoided as they change the nature of conversation and interaction among children.

DRESS

In Waldorf schools, attention is paid to creating an environment of beauty and harmony. When a child is surrounded by beauty, beauty is reflected within him/her and allowed to grow and flourish. For this reason, some of the clothing guidelines requested may differ from other schools. Commercial images are distracting and may affect the quality of children's play, work and attitude. Functional, neat clothing fosters self-respect and reflects a respectful attitude towards school.

Boys:

Neat, well-fitted pants with belt

Button-down, collared shirt, turtleneck or plain crewneck shirt, worn tucked in

No sweats or camouflage pants

Sneakers may be worn, but must be properly fitted and tied

No flashing shoes or shoes with wheels.

Girls:

Neat pants

Dresses or skirts (at finger tip length or lower)

Leggings worn as tights under a skirt or dress

Collared shirt, turtleneck or plain crewneck shirt worn tucked in.

Sneakers: as stated above.

No flashing shoes or shoes with wheels

We thank you for your support of this policy.

Children will be involved in outside play in all kinds of weather. Appropriate clothes for the season are a must. Rain boots, raincoat, rain hat and (if possible) rain pants are requested for showery days. Hats, mittens, warm boots, snow pants, etc., are necessary for winter.

FESTIVAL AND ASSEMBLY ATTIRE

For attendance at festivals and special assemblies, grades students should wear white collared shirt or blouse, dark blue or khaki pants or skirt or dresses. Jeans are not permitted.

ITEMS BROUGHT TO SCHOOL

We discourage children bringing toys, candy, cell phones, iPods, etc. from home to the classroom. Children are welcome to bring in items that complement main lesson themes, are handmade or are found in nature. Please call your child's teacher to confirm a good time to share.

LOST AND FOUND

Lost and found items will be kept in the in a basket in the office. Please check here for your child's missing belongings. Unclaimed items will be donated to a charitable organization at the end of the school year.

FAMILY CRISES OR SIGNIFICANT CHANGES

Significant changes and even crises occur in all of our lives at one time or another. Children are strongly affected by any change in their living situation; it literally "rocks their world." Our faculty and staff strive to support each child through significant changes and can offer a stable base outside of the home during turmoil. We recommend that parents contact their child's teacher and the school office immediately to apprise them of any noteworthy situation, including:

- any discussions that have taken place in front of or with the student relating to changing schools or moving to a new home

- parents' formal or informal separation (any parent "moving out" of the home)
- divorce
- diagnosis of significant, life-threatening, or long-term illness in any member of the immediate family
- other significant changes in family structure, including siblings, other relatives, or housemates moving in or out of the home.

The teacher and front office will notify the full faculty and administrative staff of the situation in your household. Then every teacher and staff member can best understand and deal effectively and discreetly with any significant changes in your child's behavior. This information will be held confidentially within the school. Common signs of student distress include:

- social, behavior issues
- physical or verbal aggression
- short-temperedness
- sadness, tendency to tears
- play/games relating to dating, marriage, breaking up, inclusion/exclusion, etc.
- negative speak regarding the class, school, or teachers
- academic issues – changes in bookwork, homework, participation

Since classmates are usually the direct receivers of social behavior changes, parents are also strongly encouraged to notify the other parents of students in their child's class also. We understand that in some situations, parents will be hesitant to make this communication, but please consider the intention of all of the adults who are in a co-parenting role in the life of the class and your child. The community is here to hold and support one another through these significant life changes.

CONDUCT AND DISCIPLINE

At Tidewater School we expect all members of the school community, adults and children, to be courteous in speech and manner, respectful of themselves, each other and school property. However, when necessary, consequences for thoughtless or harmful actions must be consistent, impartial and swift. When expectations are clear and consequences are understood children feel more secure and act more responsibly. The entire faculty and staff will strive to enforce rules and follow procedures with calm consistency. The overarching pedagogical goal of discipline is to aid the moral education of students.

Following are rules for Playground Safety and Classroom Conduct; The Disciplinary Process and Guidelines for Suspension and Dismissal.

PLAYGROUND SAFETY RULES

All playground equipment will be used properly.

Slide down the slide only; please, no climbing up.

Picnic tables are reserved for meals and class projects, not for climbing or sitting upon.

One person to a swing

Babies only in the baby swing

Sitting only, not standing, on the wooden horse swing

No one is allowed on the top of the climbing structure or swing set.

Shovels are only for digging

Children must be able to climb up and down the trees independently; to the yellow line, no further.

Sand is for digging, not for throwing. Please keep the sand in the sand box.

The pea stone beneath play equipment is designed to absorb impact. It should not be removed.

Walk while carrying sticks; sticks may not touch others' bodies.

Physical contact with one other must be safe and comfortable for all.

Language will be kind and respectful.

Listen to others' ideas and feelings.

Clean up together. Return all shovels, rakes, buckets and sleds to proper area.

Snowballs may be thrown in a designated snowball area at designated targets. Snowballs may not be thrown at other people.

Paths are for walking, not running.

The fence may not be climbed over or through by children, parents or faculty.

Children must be directly supervised on the property prior to 8:15 am and after 3:00 pm.

Parents of Early Childhood children may remain with their children on the playground from noon dismissal to 12:30. The playground is reserved for Grades classes between 12:30 and 3:00 pm.

All children must be accompanied when leaving the playground and entering the parking lot.

GUIDELINES FOR CLASSROOM CONDUCT

Rules of classroom conduct are derived from the following three principles:

Respect for fellow students in creating an atmosphere of peaceful cooperation where learning can take place

Respect for the guidance provided by teachers and staff, realizing that they are responsible for the well being of all the school's children.

Respect for all school and personal property and a willingness to do nothing to damage any physical property

DISCIPLINARY RESPONSE

Causes for disciplinary response include, but are not limited to:

Rudeness in word, deed or gesture

Talking or playing while the teacher is giving a lesson

Refusal to do what the class is doing and/or what the teacher requests

Throwing things, running, rough-housing, or other rowdy behavior during class, or in transitions between classes

Destruction or misuse of property

Detrimental teasing

Individual teachers may have further expectations, which they will communicate to their classes. It is expected that all children will be able to live up to standards of courteous behavior which develop out of an attitude of respect for their parents, teachers, fellow students and their environment. Consequences for disregarding behavioral expectations will be determined by individual teachers and may include acts of written reflection, physical repair, or positive contribution to the social fabric of the class &/or the School.

In Early Childhood through grade 2 the teacher handles discipline through stories, daily rhythms and work with parents. In the older elementary grades there are explicit demands for individual responsibility and accountability.

GUIDELINES FOR SUSPENSION AND DISMISSAL

Decisions for suspension or dismissal are made by the Leadership Council, in dialogue with the class teacher, but not by the teacher alone. The Leadership Council reports to the Collegium *ad hoc* and to the regularly scheduled meeting.

Due to the serious nature of the following misconduct a student may be sent home the day of the occurrence with automatic suspension for a minimum of two school days, until the Leadership Council can meet with the parents and the class teacher to discuss terms of probation. The School may be required to notify other authorities.

Violent acts which physically or potentially injure another person

Any action endangering the health or life of the student or other individuals

Acts which entail destruction of property

Blatant defiance

Possession of cigarettes, alcohol or illegal substances

The Leadership Council will determine terms of any suspension or probation. If through dialogue, conference, and probation parents and teachers are unable to successfully resolve behavior issues, the Leadership Council will meet again with the class teacher and the parents to determine the most beneficial action, which may include a discussion of dismissal from the School. The Collegium will be informed. If dismissal is a mutually agreed outcome, the Office Manager and parents will attend to the details of the student's withdrawal from the School. In the event that agreement is not reached, the Leadership Council will meet separately. If the Leadership Council decides for dismissal it will inform the Collegium and the parents of the decision and work out the details of separation from the school.

HEALTH ISSUES AND EMERGENCY PREPAREDNESS

LIFE RHYTHMS

Rhythm is a fundamental principle of life. We experience the rhythm of the year in the cycle of the seasons, the rhythm of the month in the cycle of the moon, and the rhythm of the day in the passage of the sun across the sky. Our bodies are also attuned to the rhythms of our breath and our heartbeat. Young children are very sensitive to the inner and outer rhythm of life. Establishing a sense of continuity and order in their daily lives gives them a deep sense of security and well being. In order for children to come to school rested and refreshed, we encourage you to maintain a calm, orderly rhythm for going to bed in the evening and rising in the morning. Many parents find a regular nightly routine of story, song, or quiet conversation eases the child's transition into sleep.

SUNDAY EVENINGS

Every Monday morning the lesson given by the teacher lays the foundation for the week's work. The old adage, early to bed and early to rise makes one healthy, wealthy and wise, holds true here! Please plan your weekends to allow for some "settling-in" time on Sunday evenings.

FORMS

The school must have certain medical information on file. We must comply with Maine Regulations, which require:

A record of current immunizations or a form showing exemption, signed by parents.

Permission to administer first aid.

Information on where to reach parents and a designee in case of emergency (this form must be returned to the school before the first day of school).

EMERGENCY INFORMATION

A file of emergency information for each child is required by the State of Maine. Please keep us up-to-date with current telephone numbers for parents and alternate pickup contacts in case of illness, injury or emergencies.

COUGH POCKET

The “cough pocket” is a simple and effective way to combat the spread of infection by hands and fingers. Instead of coughing into their hands, we encourage students to cover their mouths and noses with the inside of one elbow. This way sneezes and coughs land on sleeves, rather than hands and fingers. It usually takes a few weeks of encouragement and reminders (saying, “cough pocket!” and throwing your arm across your face works best for the young, imitative child), but you will be amazed by how quickly your family can learn this technique and by how simple and effective it is!

SICKNESS

Each day at Tidewater includes many kinds of activities for all students. A child who is ill, or even overtired, simply cannot be present in a strong enough way to benefit from these opportunities. Ask yourself seriously whether your child will be able to participate fully in the school day. If you are unsure, it probably means he/she isn't well enough and needs to rest at home. The school does not have adequate facilities to care for sick children.

The following guidelines are from the Public Health Department. If your child has any of the following symptoms, he/she needs to be kept home:

Diarrhea: watery stools within a 24 hour period

Vomiting: within the last 24 hours

Rash: body rash especially with fever or itching

Eye discharge

Fever

Off Appearance: unusually tired, pale, lack of appetite, irritable

Sore throat: especially with fever swollen glands

Children with mild cold symptoms who do not have any of the above symptoms may attend school.

HEALTH CONSULTANT

The school contracts with a licensed Health Advisor as required by the State of Maine Department of Health and Human Services. He/she reviews our medical policies and is on call for questions. This year our health consultant is Amy Coombs, ARNP from Whole Life Health Care in Newington, NH

ALLERGIES

We aim to have children be safe and comfortable in their dietary and medical needs. Allergies or dietary preferences such as vegetarianism are treated matter-of-factly in that they are discussed openly as part of life with no attached stigma. The teacher works closely with parents to ensure good communication and orientation to the treatment needed. All allergic children are listed on a master list so that all teachers in the school are aware. Medication must be accompanied by a consent form and kept in a secure but accessible place. Forms are available from the teacher or in the office.

Generally, in the early childhood classes, children with gluten or dairy allergies bring a substitute from home (these allergies are not life threatening). Teachers provide parents with a schedule of what is served so planning ahead is possible. If a child is anaphylactic allergic and is in one of the early childhood classrooms that class historically has not served the allergen at all during snack (snack is made and served family style). If the child is in aftercare or the elementary grades the allergen is not forbidden because all children eat their own lunch brought from home and do not share items. Our faculty and office staff is trained in first aid and CPR.

CONTAGIOUS ILLNESSES

Children with contagious diseases such as chicken pox, measles, mumps, rubella, diphtheria, pertussis, polio, tetanus, Hib (haemophilus influenza b), conjunctivitis, scabies, pinworms or lice must be kept at home, or will be sent home. Sick children are best kept at home to rest and recuperate and contain the spread of illness. Lice are an occasional fact of life and children must be sent home or kept at home until nit free. Please notify the school if your child has a contagious condition so that we may inform others.

MEDICINES

All medicines must be given to the teacher, be in the original bottle with original labeling and be accompanied by a permission slip, otherwise school personnel may not administer medicines. Please obtain a permission slip in the main office or ask your teacher.

ACCIDENTS/INJURIES

First Aid is administered to students with minor ailments such as scratches, insect bites, slivers or bruises. All faculty members will have the opportunity for training in First Aid and CPR each year. If further medical treatment is required, the faculty will call the parents first. If neither parents nor the

emergency contact specified on the emergency card can be reached, the child will be taken to a nearby hospital emergency room unless it is deemed necessary to transport by ambulance. The school will utilize the emergency permission slip allowing a physician to proceed with treatment.

If the injury is life threatening, an ambulance will be called immediately and parents will be called in the meantime.

All accidents will be recorded by a faculty member and become part of the child's records. The parents and administrator will also receive copies of this report.

FIRE DRILLS

Tidewater conducts monthly fire drills as required of all schools. The alarm is loud and we make every effort to make the experience as non-scary as possible, however the children do need to learn how to exit the building safely in the event of an emergency. You can support us by carrying out fire drills at home.

Indoor shoes are preferable to slippers, as feet will be protected in inclement weather and snowy conditions.

Parents who are on the premises at the time of a fire drill must take part in it and follow the nearest group to a designated meeting area.

LICE PREVENTION

Most of us deal with lice in our households at one time or another and we wish to teach all of our students that there is no shame in it. Lice have no respect for age, education, or economic situation. A lice infestation can still feel like a traumatic situation for all concerned, however, and it is important for parents and teachers that we work together with the administrative staff to be very matter-of-fact about lice and at the same time sensitive to the children's feelings.

We are successful in preventing wide-scale outbreaks by holding head checks periodically during the school year, especially after breaks. Parents should also check their own children's hair for signs of lice regularly and each family is required to take responsibility for eradication if a case is detected.

If we suspect that your child has head lice, we will call you to pick up your child from school and to consult with a specialist to determine whether it is actually a case of lice or not, and the best course of treatment. It is helpful if parents remain calm with their children and matter of fact about the results of head checks. Sometimes we have lice, sometimes it turns out that we don't have lice. Upon returning to school, parents are to bring all students in an affected family to the Main Office for a discreet examination before any students return to class. To prevent re-infestation, we have a "no nits" policy

for return to school. This means that all students who are found to have any nits in their hair, whether or not parents believe that they are viable, will be sent home for treatment.

CHILD PROTECTIVE SERVICES

Every member of the Tidewater School Faculty and Staff is a “mandated reporter” according to law, and is required to report suspected child abuse or neglect to Child Protective Services.

EVACUATION

Should an event necessitating evacuation of Tidewater occur, we would proceed to the United Methodist Church (just past the intersection of Beech and Route 236). We would call parents immediately and release children to their parents or persons designated to pick up in case of emergency from this location. Please refer to the emergency handbook for further information.

PEST CONTROL

Because pesticides pose risks, the school uses an alternative approach to merely applying pesticides. Control of insects, rodents, and weeds at our school focuses on making the school buildings and grounds an unfavorable place for pests to live and breed. Through maintenance and cleaning, we will reduce or eliminate available foods and water sources and hiding places for the pests. We will also routinely monitor the school area to detect pest problems and prevent the pests from becoming established. Some techniques we will use include pest monitoring, sanitation, pest exclusion, proper food storage, pest removal and – as a last resort—pesticides. This holistic approach is often called Integrated Pest management (IPM).

Pesticide Use

At some point pesticide use may be necessary to control a pest problem. If that should happen, the school will use the lowest risk products available. If higher risk pesticides must be used, notices will be posted in advance at application sites. Parents, guardians, students, and staff have a right to know.

Your Right to Know

Parents, legal guardians, and school staff will be notified of specific pesticide applications made at the school. Notification will be given at least five days before planned pesticide applications. Pesticide application notices will also be posted in school and on school grounds. Notification need not be given for pesticide applications recognized by law to pose little or no risk of exposure to children or staff.

The school also keeps records of prior pesticide applications and information about the pesticides used. You may review these records, a copy of the school’s IPM policy and Pesticides in Schools Regulation (CMR 01-026 chapter 27) by contacting Karen Wiese, Office Manager, at the school.

For further information about pests, pesticides and your right to know, call the Board of Pesticides Control at 207-287-2731 or visit the Maine School IPM website at www.thinkfirstpraylast.org/schoolipm.

ASBESTOS NOTICE

As per the State of Maine's requirement we inform you that there is not lead or asbestos in any of the buildings at Tidewater.

WATER TESTING

We conduct testing on our well water as mandated by the State of Maine.

PET POLICY

Pets are not allowed at school except in the parking lot on a leash. This policy is for the wellbeing of everyone.

There is a "no pets allowed" sign posted on the playground and it is expected that you respect this both during school hours and on the weekend. This is a hygienic and safety issue for all of our children and a potential liability issue for Tidewater. You may think your dog is friendly and harmless but every dog has the potential to bite when provoked, especially around children. Maine Department of Health and Human Services Division of Licensing and Regulatory Services restrict animals from food prep areas: "Regulation 19.2.19 Live animals. Live animals must not be kept or allowed in areas where food or drink is being prepared."

Pets are permitted by invitation (in writing) of your class teacher. The pet's vaccinations and worming must be up to date. We highly recommend obedience training for dogs entering the classroom.

EARLY CHILDHOOD PROGRAM

The following three statements can sum up the Waldorf approach to early childhood education:

Imitation of adult role models who are engaged in wholesome activities and work develops gross and fine motor skills and provides a sound basis for confidence in self and trust in the world.

A sense of wonder is cultivated through activities in nature. Celebration of seasonal festivals fosters enthusiasm for learning and life-long moral strength.

Imagination in play, dramatization and artistic work provides the first step of a cognitive process that is furthered through the academic work of the elementary school. Much genius originally springs from the fantasy and imagination of individuals whose creative thinking enables them to visualize how things are also how they might be.

While the Waldorf nursery-kindergarten curriculum does not emphasize cognitive learning, it does prepare children for elementary school in many important ways:

Foundation for language arts: Broad fundamental work in listening and speaking skills, including singing, proper pronunciation, rhymes that form the later basis of word families, poems, listening to and comprehending stories, which also provide vocabulary enrichment.

Foundation for mathematics: Broad work in developing gross motor skills, graceful movement, balance, coordination, and dexterity in fingers and limbs; imaginative play with simple objects provides the basis for abstract manipulation of symbols in school.

Artistic training: Beeswax modeling, watercolor painting, music, singing and Eurhythmics and simple dramatizations.

Social skills: Learning to live, work and play in a group, sharing and taking turns; practicing common courtesy and politeness.

Work habits: Learning to complete tasks, helping to clean up after oneself and working within the gentle structure provided by the daily rhythms of similar activities.

BIRTHDAYS

A child's birthday is special and his/her teacher will collaborate with parents to bring a simple celebration for the child and class. This may include some of the following elements: a special birthday story, a visit from parents to the class, special birthday circle, card or book making, nutritious cake for snack, handmade gift from the teacher.

In order to be sensitive to the feelings of all community members, parents and children should use the US mail to distribute non-school party invitations. Please avoid using parent mailboxes unless all of the children in the class are invited. Feeling left out is hard for children.

SNACKS

Snacks are provided in the kindergarten program. Indeed they are an important curricular element for learning. If your child has allergies, please discuss these with his/her teacher so that substitutes may be provided.

DAILY SCHEDULE

The following is an example of a typical day in Early Childhood. Details for each class are worked out every year. Each teacher may choose to alter the schedule according to the needs of the class.

8:15	Arrival
8:30 - 9:45	Morning work period/creative play
9:45	Cleanup
10:00	Circle

10:30	Snack
11:00	Outdoor play, in all kinds of weather
11:40	Story time
12:00	Dismissal or Aftercare

EXTENDED DAY PROGRAMS

The Snug Harbor Extended Day program is for students in Kindergarten and Nursery from 12-3pm. Children eat a lunch they have brought from home and socialize with friends and the teacher. We encourage wholesome foods and ask that no commercial lunchboxes with advertising or cartoon characters be brought to school. Everyone takes rest on a cot with a blanket, also brought from home. Those children who don't fall asleep may look at books or finger knit quietly until it is time to get up. Opportunities for creative play both inside and out are provided. Snug Harbor is designed to be a homelike atmosphere offering the comfort of a rhythm in the afternoon schedule. This allows for children to have an "out breathing" that they need after having a day of more focused activities at school.

A regular schedule is encouraged in this program to facilitate planning and adequate staffing as well as the children's need for a consistent weekly rhythm. However, care will be available on a drop in basis at a higher rate based on availability. Kindly give 24-hour notice, if possible, when your family needs either of these programs.

Toys from home are discouraged unless cleared through the teacher. It is a great help, a very great help if the child's belongings are labeled!

Snug Harbor Extended Day Program is for students in Kindergartens and Nursery who are potty-trained from 12:00-3:00 pm. Please note this program is not for elementary aged children on Thursday afternoons. Please request a contract for a fee schedule.

Extended Day may be free to parents who are engaged in volunteer work at the school at that specific time, such as committee meetings, preparation for school festivals, etc. A child using the Extended Day Program in this capacity needs to be prescheduled-space is dependent on availability and staff ratios. First come, first serve. Please call the office with questions and requests.

This program is licensed through the State of Maine under childcare regulations. It is open only to children of Tidewater School. Parents must sign their children out of Extended Day on the weekly attendance sheet.

LIGHTHOUSE PARENT CHILD PROGRAM

The purpose of the parent/child program is to provide a bridge between home life and school; it is an opportunity for parents to come together with their children for an experience of the rhythm and space of Waldorf early childhood education. Parents meet other parents and share parenting experiences and

challenges with each other. For some parents this is their first experience of Waldorf education and the program provides opportunities to ask questions and learn more.

Possibilities in the Daily Schedule

Play and activity time

- handmade dolls and animals
- naturalistic blocks, tree stumps
- housekeeping
- beeswax crayoning/painting
- baking

Adult artistic activities

- seasonal crafts

Snack time

- prepared together
- wholesome and fresh

Purposeful activity

- clean-up
- ironing
- mending
- table setting

Adult conversation

- sharing and support

Circle time

- songs and movement games
- finger plays
- poems and verses

Stories and Puppets

- fairytale
- nature tales

Outdoor time

- walks and playtime

Waldorf Education

- presentation and discussion

- child development

GRADE 1 READINESS

The cut-off date to determine if a child is ready to proceed to Grade 1 is age six by June 1, 2009 along with an assessment carried out by a team of early childhood teachers. In the parent-teacher conferences, or at any other time that parents wish to schedule a meeting, the teachers will be available to speak about first Grade and to answer any questions you have in connection with the elementary school and first Grade readiness.

In some cases, it is recommended that a “spring baby” (or sometimes an even older child), even if born before June 1 have the gift of another year in kindergarten so that s/he is truly ready for Grade 1.

ELEMENTARY GRADES PROGRAM

DAILY SCHEDULE

The following is a general daily schedule for Monday, Tuesday, Wednesday and Friday; details for each class are worked out each year. Dismissal on Thursdays is at 12:30 p.m. for faculty meeting.

8:15	Arrival
8:30 - 10:30	Main Lesson
10:30 - 11:00	Snack/Recess
11:00 - 11:45	First period: Special Subjects/Extra Main Lesson
11:45 - 12:30	Second period: Special Subjects/Extra Main Lesson
12:30 - 1:15	Lunch/Recess (Thursday, early dismissal at 12:30 p.m.)
1:15 - 2:00	Third Period: Special Subjects/Extra Main Lesson
2:00 - 2:45	Fourth Period: Special Subjects/Extra Main Lesson
2:45	Care of Classroom
3:00	Dismissal

ELEMENTARY CURRICULUM (GRADES 1 - 8)

The core curriculum includes:

Basics	Arts	Practical Arts
Language Arts	Recitation/movement	Handwork
History and Drama	Physical Education	Woodwork
Math	Instrumental and Vocal Music	
Geography	Painting	
Science	Modeling	
Two Foreign Languages	Drawing	
	Form Drawing	

Special features of each grade include:

First Grade	Pictorial and phonetic introduction to letters, reading approached through writing, arithmetic: introduction to addition, subtraction, multiplication and division, fairy tales, folk tales and nature stories
Second Grade	Reading and cursive writing, multiplication tables, numerical patterns and forms, continuation of the 4 processes and introduction to place value, legends, fables and nature stories.
Third Grade	Reading and spelling, simple descriptive writing grammar, punctuation and parts of speech, cursive writing, time and calendar work, multiplication with higher numbers, weight, measurement, money, study of practical life - farming, housing and clothing, Hebrew stories as an introduction to history, violin.

Fourth Grade	Reading and spelling, writing, composition and grammar, introduction to fractions, study of animal kingdom, local geography and map-making, Norse myths, woodwork, stringed instruments.
Fifth Grade	Reading, spelling and composition, grammar and letter writing, poetry, fractions, decimals, freehand geometry, study of plant kingdom, North American geography, ancient civilizations through Greece, chorus.
Sixth Grade	Letter writing, grammar and essay writing, literature and library skills, earth science, business math, geometry, pre-algebra, introduction to physics, physical and economic geography, Roman and Medieval history.
Seventh Grade	Grammar, creative writing, essays and compositions, algebra and geometry, physics, introduction to chemistry, biology, human physiology and health, cultural geography, history of the Renaissance, Reformation and Age of Discovery.
Eighth Grade	Creative and expository writing, grammar review, news reporting, review of basic arithmetic, algebra, geometry, physics, chemistry, biology-human anatomy and physiology, cultural geography, history-1600 to present.

MAIN LESSON CURRICULUM (GRADES 1 - 8)

A central feature of every Waldorf school is the Main Lesson that occurs from 8:30 - 10:30 each morning. During this period, each class concentrates on one particular subject for a block of 3-5 weeks. That subject is then set-aside for a time and another is taken up. This allows the class to keep a single focus in order to go deeply into a subject for a time. Alternating subjects in this way gives a healthy rhythm to the process of learning.

The following descriptions, *pertaining to a fraction of any year's work*, are drawn from the Main Lesson Curriculum.

First Grade (Introduction to Writing/Reading): First Graders have an imaginative consciousness that allows them to see pictures in everything. Letters of the alphabet are introduced through stories and images from which the children draw pictures that embody the basic shape of each letter. A swan may be transformed into an "S", a mountain into an "M", and so on. Students then write out and illustrate the stories and verses they have learned. Having mastered the letters and the sounds, they are now ready to read what they have written.

Second grade (Fables and legends): Second graders are becoming more aware of themselves and their world and can begin to probe beneath the surface of the stories they hear. The curriculum for this grade includes fables and legends. Fables depict aspects of the human being through animal characters, legends of heroes, holy men and women portray the nobler aspects of the self. After hearing a story the students retell and discuss it, then write it down and illustrate it, creating their own beautiful books.

Third Grade (Practical Life): The curriculum helps third graders to stay grounded during an important childhood transition (the nine year change) by leading them to a study of practical activities such as farming and house building. Like every subject in the early grades, these topics are introduced in a vivid pictorial manner; then they are developed and deepened through hands-on experience.

Fourth Grade (Nature Study): As fourth graders become citizens of the earth who are aware of the world around them and of their place within it - they learn about animals in relation to the human being. Zoology is studied through stories, poetry, drama and art, and children experience the separation from nature that marks the developing intellect.

Fifth Grade (Geography): The fifth grader has enhanced his/her recent gains in consciousness and has grown more accustomed to being an isolated self and seeing the world in a new perspective. Geography emphasizes contrast. Every consideration of the earth's physical features is linked with a study of the way human life has been lived in the region, and the human uses of natural resources, the industry and produce. Through lively descriptions, map-making projects, reading assignments and reports, students learn about physical, economic and cultural conditions of different areas. They grow to appreciate the diversity of human life upon the earth.

Sixth Grade (Geometry): Sixth grade (the beginning of our middle school) marks a turning point in the elementary school curriculum. As children become better able to appreciate causal relationships, the formal study of history begins. To help students learn to observe accurately, account for their observations, and draw conclusions, new subjects such as physics, geology, and geometry are introduced. Through a study of geometry, foundations for clear and logical thinking are established. As students carefully draw and shade geometric forms, as they learn basic constructions and concepts, they become better able to bring order into their feelings.

Seventh Grade (History): In Waldorf schools the study of history begins with ancient eastern cultures and progresses through the great ages of civilization. History is largely taught through biography. As students learn about the lives of significant men and women, they find reflections of their own growth and development and images of their own struggles to understand and master the world around them. By studying the history of humankind, by pondering the lives of others, students become better able to understand themselves.

Eighth Grade (Physical Sciences): In this age it is easy to feel bewildered by the technological processes and machines that surround us. The Waldorf curriculum helps prepare students for the complex modern world by introducing them to the wide realm of the sciences throughout the middle school grades. Physical and chemical processes are not studied in isolation; rather, every attempt is made to link them to the human being and to show their applications in technology. Through demonstrations, activities and investigation, students gain a clearer understanding of the world around them and develop a sense of responsibility for working with the material world in a moral and responsible manner.

CLASS PLAYS

Class plays are an essential part of each class' language arts program and reflect the curriculum. They begin with fairy tale puppet plays in Kindergarten. The fifth grade may perform a Greek play, for example, and the eighth grade generally performs a play by Shakespeare. The monthly newsletter will announce class play schedules. All families are welcome to attend each class' play.

WORLD LANGUAGES

Beginning in first grade, foreign language instruction is offered as a way of giving students an understanding of and familiarity with other cultures. The primary aim, especially for the younger grades, is to feel the sound and rhythm of another people's language. In the older grades, with the introduction of more rigorous vocabulary, grammar and translation, children become more proficient. The students occasionally present songs and short plays in a foreign language at school assemblies.

MUSIC

Singing and recorder playing begin in the first grade. In the third and fourth grades, students are introduced to stringed instruments (violin). Students may choose to pursue strings further in sixth through eighth grades, with private lessons and participation in the school's ensemble group. In the fourth and fifth grades, the students begin choral work with our chorus teacher.

FINE ARTS AND HANDCRAFTS

The goal of our approach to the arts is not to produce artists but to develop the ability for creative expression. The arts are an integral part of the school day. Students illustrate their main lesson books and paint with watercolors on a regular basis. Beginning in the first grade, children learn to make handcrafted items for everyday use. Over the course of eight years, both boys and girls learn to knit, crochet, sew and embroider as well as model with clay and work with wood. Projects are often of a practical nature such as a winter scarf or wooden spoon. Handwork and woodworking help develop manual dexterity, which is closely connected to cognitive ability.

What is the wisdom behind handwork? Is it just about learning the craft of knitting? The handwork curriculum is based on Steiner's notion of "will developed intelligence". This notion assumes that if we nurture the "will" forces in the child, the child's intellect will be stimulated. As the hands become coordinated and are able to achieve sophisticated, dexterous tasks, such as knitting, crocheting and weaving, the organic brain development of the child will be stimulated.

In addition, the "field of frustration" in which the child must travel to accomplish these dexterous tasks is a lesson for the child to explore the recipe of challenge, hard work, rhythm and success. In our modern "push button" age, these "will" forces are even more at risk and it is the gift of the Waldorf method that we slow the child down in order to learn the critical developmental task of working through frustration.

Handwork also becomes a time of community and a time to witness and respect each other's art. Even the most rudimentary pieces offer textures and colors, which compel admiration from one's peers.

The following is an eight-year overview of the Handwork curriculum.

First Grade	Handling of wool yarns Winding a ball properly Finger knitting and braiding
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	Knitting: casting on, casting off, knitting in garter stitch, changing colors, counting stitches and rows, finishing projects and weaving in of ends, making of knitting needles
Second Grade	Continuation of knitting: addition of purl stitch, knitting in stockinet, ribbing, decreasing and increasing, addition of yarn over's to create holes Butterfly cord Beginning crochet; introduce cotton yarns Working with color, i.e. light and dark
Third Grade	Continuation of crochet: single and double stitch, crocheting squares and in the round, variety of geometric forms Working with colors Simple embroidery stitch is introduced: threading a needle, tying a knot
Fourth Grade	Embroidery: design with color, form and stitch, French seams, blind hem, hand sewn loops and butterfly cord Cross-stitch: formation of X, working with color, mirror image designs, image patterns in four parts
Fifth Grade	Review knitting skills Knitting in the round with four needles: turning a heel, shaping a thumb gusset
Sixth Grade	Making of stuffed animals: designing own pattern with gesture to bring aliveness, concept of turning 2 dimensional into 3 dimensional, fine stitching to enable secure seam
Seventh Grade	Human forms-dolls: formation of head and body Hand sewn clothes: renaissance hats, shirts, footwear Felting Egyptian card weaving
Eighth Grade	Machine sewing: study history of the history of the sewing machine, learn parts of the sewing machine, making simple repairs and adjustments to the sewing machine, sewing straight and curved seams Using commercial patterns and creating original patterns Cutting, pinning, and stitching fabric

MOVEMENT EDUCATION AND GAMES

Children's need and love for games and sports is recognized and met with regular, organized physical education classes as well as daily recess periods. Games and sports are coeducational and stress teamwork rather than competition. A wide variety of physical activities is offered including cooperative games, skating, cross country skiing, hiking, kite flying and jumping rope.

EURYTHMY

Presently Tidewater does not have Eurythmy, but it is in our long range plan.

In Waldorf Schools students in all grades learn Eurythmy, a dance-like art form in which music or speech is expressed in bodily movement. Some characterize it as "visible song" or "visible speech." Eurythmy was developed by Rudolf Steiner and is a part of the curriculum of all Waldorf schools. Children respond to its simple rhythms and exercises that help them strengthen and harmonize their bodies. Older students work out elaborate eurythmic representations of poetry, drama and music, thereby gaining a deeper perception of the compositions and writings. Eurythmy enhances coordination and strengthens the ability to listen and to work as a social group.

WOODWORK

Starting in fourth or fifth grade children make simple, beautiful and practical objects concentrating on exactness, endurance and skillfulness.

GARDENING

Through gardening, the students learn to see the human being having a true relationship with the earth. In our gardening curriculum, the students learn the importance of working in harmony with nature and their environment. The school garden, though it is just newly being established, is a vast world into which the students enter and which is given its order by the teacher. In the art of the gardener, it is the human being who gives every plant "its place" and who is dependent at the same time on all the enlivening forces of nature.

The students are made familiar with the school garden at first through simple tasks: "Our flower bed, our compost heap..." No act is without its effect in the garden, but also no omission is without its consequence. In the sequence of seed-sprouting-growth-cultivation-harvest, there are causes and effects for the students to experience and to understand. Proper handling of tools is practiced from the very beginning. A gardening book is begun and kept as a diary throughout the gardening year. There is a lightness in all the activity, almost like a game whose rules are followed with great earnestness. Unlike other activities, it is not only the fingers that are active, but also all the limbs.

TUTORING AND SPECIAL NEEDS

When we feel a child would benefit from extra support, teachers will consult with the parents to determine the ability of the school to meet the child's special needs. A child's needs may require support that the school can provide, but if a child's needs require support that the school cannot provide, the cost is borne by the parents.

The teachers want to be fully involved in any decisions about tutoring or extra educational services that parents think could benefit the child. Should it be determined, after consultation between the class teacher and the parents that a child could benefit from tutoring or extra help to deal with a special need, arrangements will be made by the class teacher and parents.

If the class teacher and parents agree that a special education assessment is appropriate, the school will request an assessment from the public school's special education program or parents may choose to

have such an assessment performed by a private practitioner at their own expense. If a special education program is deemed appropriate, the school will work with the appropriate public school system to devise and implement a program.

We are very willing and able to work with public school special education programs if, in doing so, the special needs child is still able to benefit from Tidewater's program, the program for the rest of the children in the class is not reduced, and the school does not incur additional expenses.

BIRTHDAYS

Parents and teacher will collaborate on a simple celebration for the child. Parents might provide a special snack, or make a brief visit. In many Waldorf schools the family gives the class a book in the birthday child's name.

In order to be sensitive to the feelings of all community members, parents and children should use the US mail to distribute non-school party invitations. Please avoid using parent mailboxes unless all of the children in the class are invited. Feeling left out is hard for children.

LAKE WOEBEGONE – BE PREPARED!

Each school year, some parents are surprised that they, their children, or the class as a whole is experiencing certain developmental milestones. Here are a few examples of what to expect from year-to-year as the students and teachers negotiate developmentally appropriate joys and challenges!

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
emerging reading > parents concern about reading skills> late bloomers begin reading fluently							
wanting homework> losing homework-> avoiding homework > too much homework!							
counting> four processes> times tables> fractions > long division> decimals > percentages > algebra							
private strings lessons> will to practice > experiencing ensemble							
private parts talk> peeking in washroom > experiments with feminine products> emergence of group "dating"							
class teacher is "a god/dess" > teacher isn't perfect > teacher isn't adequate > teacher is boring > revered again							
fascination with fire > fire play and talk of matches > chemistry							
"lying" to be right > "lying" to get out of trouble > emerging understanding of actual "lying" and "truth"							
sassiness> defiance > extreme melancholy> indignance > ennui-> loneliness-> self-reflection > self-assuredness							
potty humor> knock-knock jokes> tongue twisters> riddles> slapstick> pronunciation/puns> double entendre							
learning to be a class > no one likes me > parents worried need new school/teacher > fruits of long-term relationships							
high parent involvement with field trips > decreasing parent involvement with field trips > no parents on field trips							
high level of direct parent involvement with students' social life > decreasing direct involvement / increased watchfulness							

HOMWORK

Homework is given to strengthen the child's ability to work independently. Homework should also be a quiet opportunity to review what was presented in the morning lesson. It is ideal for each child to have a quiet space consistently available to do homework at the same time each day, afternoon or evening. The more this is established, the easier it will be for your child to successfully manage the work in the higher grades. Homework usually begins in grade 3 or 4 with occasional short assignments. From 6th grade on, homework will be given on a regular basis. Your support in helping to ensure that homework arrives at school in a timely manner will be beneficial until children have established their own routines and responsibilities.

ELEMENTARY SCHOOL EVALUATIONS

In the Elementary grades, letter grades are not assigned. Waldorf School reports are given in the form of narrative progress descriptions covering the child's participation in class, interests, student habits, educational progress, as well as the areas that need attention and require improvement. Each student receives a comprehensive report at the end of the school year. These reports include class teacher observations as well as comments by all subject teachers. In addition to the year-end report, two parent/teacher conferences are held throughout the school year. (See school calendar)

Waldorf education is concerned with the whole child as a developing human being. For this reason we do not rely on standardized testing as an evaluation tool. Strengths and weaknesses may actually show much more clearly through artistic activities, muscular coordination, or speech patterns. A part of the weekly faculty meetings is devoted to evaluating individual children from many teachers' perspectives, which provides a more comprehensive picture.

FESTIVALS AND SEASONAL EVENTS

As our cultures merge and blend in America and at the Tidewater School, we want to acknowledge the history and feelings that have created these unique cultures. When children from all cultures and backgrounds enter the classes, the teacher, parents and student may communicate about how a festival or a holiday activity from their culture could be welcomed and brought to the class and/or school as a sharing, celebration and life experience.

The following describes briefly the main festivals and seasonal events celebrated at Tidewater. More information is available in several books located in our school store and in the library including: Festivals, Family and Food by Diana Carey and Judy Large; Festivals With Children by Brigitte Barz and Celebrating The Festivals With Children by Friedal Lane.

THE ROSE CEREMONY

On the first day of school each year, we hold the Rose Ceremony. The whole school joins together in welcoming the 1st graders, as their Kindergarten teachers lead them across the Rainbow Bridge to greet their new, 1st Grade teacher with a handshake and receive a rose from the oldest class. All students in

the elementary grades then depart through a sunflower arch to their classrooms. The first grade parents are invited to listen to the first story told to their children.

MICHAELMAS

In autumn, at harvest season, Michaelmas is celebrated. In Celtic tradition, St. Michael represents the unconquered hero, fighting against evil and the powers of darkness. The experience of nature during autumn, that of a “passing away” illuminated by brilliant color, belongs to the Michaelmas festival.

In reviving the old customs by celebrating Michaelmas, we should try especially to stimulate the children’s will to do good. Perhaps when the occasion presents itself, you can tell the child that nothing is ever lost, not even the smallest good deed, whether it is noticed or not. All good deeds are received by the divine world with joy, for they strengthen the power of good in the world.

On September 29 we celebrate Michaelmas with a play and feast. The Elementary grades perform a play in which community members may have parts. Soup, corn bread and apple crisp are made by parents in each classroom and enjoyed on the playground by all.

MARTINMAS AND THE LANTERN WALK

Martin of Tours was born in France in 316 and died on November 11, 397. It is told that while passing through the city gates at Amiens, he found a poor beggar shivering with cold. Martin shared his own cloak by tearing it in half and giving the poor man some warmth. St. Martin has since become the representative of brotherly kindness, sharing light and warmth with all those in need.

The story of St. Martin has inspired the tradition of a lantern walk, the sharing of lantern songs, and warmth with friends. The students make lanterns in their classrooms and join their families in an evening lantern walk. The walk is meant to be experienced solemnly, without the distractions of conversation. Ask your child to teach you some of the Lantern songs we have been learning. We ask adults to wait until dessert time for conversation.

WINTER SPIRAL

The Winter Spiral is a memorable, simple and beautiful celebration that brings us hope in the darkest time of the year. It begins in a room lit by the glow of just one candle and smelling of evergreens. The candle rests upon a stump that is placed at the center of a large spiral pathway edged with evergreen boughs, crystals, shells, and golden stars. Music sets a mood of peaceful anticipation.

At the Winter Spiral the children are called to the entrance by their teacher. One at a time they begin the journey toward the center of the spiral carrying small, unlit candles inserted into an apple, which they light when they reach the center. They then walk out of the spiral, placing their candles upon one of the golden stars that line the path. The younger classes are scheduled first and the oldest class last. Guest siblings are invited to walk the spiral after the last class.

Families are encouraged to ride home silently or softly singing to let the experience penetrate deeply.

GRANDPARENTS & SPECIAL FRIENDS DAY

Grandparents, Aunts and Uncles and other “Special Friends” are a very special part of our Tidewater community. Each year we honor them with a reception, visits to classrooms to see the children’s learning, and a special Assembly at which the students demonstrate some of the things they have been doing in class this year.

MAY FAIRE

May Faire is an ancient festival honoring the changing of the seasons from darkness to light. The tree of life was part of this ritual. The tree of life is the May Pole, bedecked with ribbons and flowers. The ground is strewn with the blossoms of spring, and the children, many wearing flowers, dance and sing around the May Pole. Songs, dancing, games and food all add to the gaiety of the day.

The Parent Association organizes a day of events that includes an assembly, open house, children’s activities, delicious food, puppet shows, music and family fun.

CLOSING CEREMONY

On the last day of school for the elementary grades participate in an assembly followed by a Strawberry Social on the playground. Early Childhood classes and parents are invited.

In the evening a pot luck Barn Dance is held for all families and friends. Alumni families are warmly invited.

ADDITIONAL RESOURCES

SUGGESTED READING

All enrolled families are encouraged to purchase the book *Waldorf Education A Family Guide* at a discount. This book is an excellent overview on Waldorf Education. Furthermore, twice a year, *Renewal*, the publication of the Association of Waldorf Schools of North America will be distributed. The cost of *Renewal* is part of the tuition fee.

In addition, we recommend:

School as a Journey	Torin Finser
Earthways	Carol Petrash
Education Toward Freedom	Frans Carlgren
You Are Your Child’s First Teacher	Rahima Balwin
Lifeways I and II	Gundrun Davys and Bon Voors
Between Form and Freedom	Betty Staley
Growing Up Too Fast Too Soon	Davis Elkind
A Guide To Child Health	Michaela Glocker and Wolfgang Goebel

The Plug-In Drug: Television Children and the Family	Marie Winn
Natural Childhood	John Thompson
Who’s Bringing Them Up?	M Large
Over The Rainbow Bridge	Barbara Patterson

APPENDIX A: SEXUAL HARASSMENT POLICY

The Maine Human Rights Act prohibits sex discrimination. Sexual Harassment on the job is illegal including unwelcome sexual advances; suggestive or lewd remarks; unwanted hugs, touches, kisses; requests for sexual favors; and retaliation for complaining about sexual harassment. Tidewater School endorses and enforces this policy for all its employees and volunteers. Employees who feel discriminated against should contact the Maine Human Rights Commission at (207) 624-6050.

APPENDIX B: EQUAL OPPORTUNITY POLICY

Equal Opportunity is the law. Tidewater will not discriminate in its hiring practices under any circumstances. Specifically, it will not discriminate in race, color, religion, sex, national origin, age, and disability in hiring, promotion, discharge, pay, fringe benefits, job training, classification, referral and other aspects of employment.

APPENDIX C: ANTI-DISCRIMINATION IN EDUCATION PROGRAMS POLICY

Tidewater does not discriminate in its admission policies, access to educational, enrichment or sports programs on the basis of race, color, religion, sex, national origin, or age.

APPENDIX D: CONFLICT RESOLUTION PROCESS

Conflicts naturally occur in all areas of life, and schools are no exception. It is our intention to always listen objectively and dispassionately with the goal being to resolve any conflict or concern as expediently as possible. It is our intention to always meet families and their children with respect and understanding and to use each conflict that arises as a springboard for greater growth, connection and communication.

We suggest that when a disagreement arises with your child's teacher or with any other individual, that you first respectfully approach him/her in a private meeting at a convenient and appropriate time for you both. This should be priority for both parties. Please refer to the index for the page number of the section entitled ***How to Raise a Concern***.

If a concern is not alleviated through meeting with the individual, the following process shall be initiated:

Pedagogical concerns and concerns related to your child should be brought to the Leadership Council.

Concerns related to the Board of Trustees and Office Staff should be brought to the Leadership Council.

If the conflict or concern is related to an individual who is a member of The Leadership Council, that individual will be replaced by another person for purposes of the conflict resolution.

After raising your concern and meeting with The Leadership Council, a meeting will be scheduled between the conflicted parties during which:

Notes are taken.

The issue is explored from all sides.

A time line is agreed upon.

A check-in meeting date is established.

Notes are shared with appropriate body(ies)

A plan for resolution is established.

At the check-in meeting, all parties will assess progress and determine the next step.

If progress is not being made in the opinion of either party by the end of the third meeting, an alternate plan is made for closing the process. The Leadership Council will coordinate a written evaluation by all individuals involved in the process for review.

APPENDIX E: FACULTY, BOARD OF TRUSTEES,

COMMITTEE AND PARENT ASSOCIATION MEMBERS

COLLEGIUM

Early Childhood

Tricia Frey	Beach Pea Nursery and LightHouse Parent/ Child Program
Daniela Kulik	Sea Star Kindergarten and German Teacher, Grade 1
Maggie Moses	Beach Pea Assistant and Snug Harbor Extended Day Program

Elementary Grades

Debra Marcotte	Grade 1
Lisa Sweeney	Grade 3/4
Martha A. Coombs	Movement Education (Spatial Dynamics)

Adjunct Faculty

Erica Taylor	Handwork and Spanish Teacher
Alison Magill	Strings Teacher
Catarina Mahoney	Farming and German Teacher, Grade 3/4

SEACOAST WALDORF ASSOCIATION BOARD OF TRUSTEES

Deirdre McEachern, Board Chair
David Fortier, Treasurer
Joseph Defelice
Julie Defelice
Tricia Frey
Elisabeth Robinson

BOARD OF TRUSTEES COMMITTEES

Development: Deirdre McEachern, Julie Defelice, Elisabeth Robinson, and Alison Magill Faculty Rep: Martha Coombs
Marketing and Outreach: Linda Sawers and Alison Petersen
Facilities Committee: Carl Aichele

Finance Committee: Dave Fortier, Joseph Defelice, Melanie Leland

Board Faculty Rep: Tricia Frey

Parent Association Chair: Shelly Todd

APPENDIX F: HANDY PARENT GUIDE

In an effort to consolidate family obligations for the various Events throughout the year each class has been assigned specific duties. Class Parents are responsible for reminding and organizing their parents. See below:

All School **Fall Clean-Up** (This is a morning where families come together to help care for our campus.)

Spring Auction (The Spring fundraising auction will have a variety of tasks to satisfy everyone's limited schedules. Look for upcoming announcements)

Spring Clean-Up (This is a morning where families come together to help care for our campus.)

May Faire (A variety of tasks to satisfy everyone's limited schedules. Look for upcoming announcements.)

Grade 1 **Michaelmas** (bringing veggies, cooking soup, set up, and clean-up)

Beach Pea **Lantern Walk** (set up and clean up)

Grade 3/4 **Barn Dance** (set up, and clean-up)

All School **Winter Spiral** (gathering pine boughs at least 2 days prior)

Sea Stars **Ice Cream Social** (set up and clean-up)

Tidewater School needs parents to make each and every event successful. Class Parents are asked to remind parents of upcoming events and pass along any communications sent to them by the respective event committees.

APPENDIX G: ALL SCHOOL CALENDAR

2011-2012	<i>Tidewater Waldorf School Calendar</i>
Wed Aug 22-Sept 2	Faculty Days, Meetings & Home Visits
Tues Sept 6	Visiting Day 4-5:00 P.M.
Tues Sept 6	All School picnic 5:00-7 P.M.
Wed Sept 7	Grades Begin, Early Dismissal, 12:30 P.M. Opening Day Ceremony 8:15 A.M. Assembly Dress
Thurs Sept 8	Grades Early Dismissal, 12:30 P.M.
Fri Sept 9	Grades Full Day
Mon Sept 12	First Day of Sea Stars & Aftercare begins
Tues Sept 13	First Day Beach Pea Nursery
Sat Sept 24	Tidewater Family Day: 9:30 A.M. Apple Picking @ Apple Annies
Thurs Sept 29	Michaelmas Play and Festival 11:00 A.M.
Mon Oct 10	NO SCHOOL – Columbus Day
Wed Oct 12	All School Meeting 6:30 P.M.
Sat Oct 15	Fall Clean Up 9 A.M. -12:00 P.M.
Sun Oct 16	Fall Clean Up Rain date
Fri-Sun Nov 4-6	AWSNA Conference
Sat Nov 5	Open House 10:00 A.M.-12:00 NOON
Thurs Nov 10	Lantern Walk – St. Martin Festival 5:00 P.M.
Fri Nov 11	NO SCHOOL – Veterans Day
Thurs Nov 17	Grandparents Day
Mon-Tues Nov 21-22	NO SCHOOL - Parent-Teacher Conferences
Wed-Fri Nov 23-25	NO SCHOOL – Thanksgiving
Tues Dec 6	St. Nicholas Festival (in school)
Tues Dec 13	St. Lucia Festival (in school)
Fri Dec 16	Grades Early Dismissal 12:30 P.M. Winter Spiral Festival 3:30-6:30 P.M.
Dec 19-Jan 2	NO SCHOOL - Christmas Vacation
Tues Jan 3	School Resumes
Mon Jan 16	NO SCHOOL – Martin Luther King, Jr
Wed Feb 1	EC Parent Evening 5:00 P.M. & All School Meeting 6:30 P.M.
Sat Feb 4	Open House 10:00 A.M. -12:00 P.M.
Feb 10-13	No Early Childhood - EC Conference - No Aftercare
Feb 20- 24	NO SCHOOL – Winter Vacation

Fri-Sun March 16-18	AWSNA Conference
Thur March 29	NO SCHOOL – Professional Day
April 9-13	NO SCHOOL – Spring School Vacation
Thurs April 26	All School Meeting 6:30 P.M.
Sat May 5	Open House & Spring Clean Up Day 9 A.M. -12:00 P.M.
Fri May 11	Grades Early Dismissal 12:30 P.M. Set-up for May Faire -- No Aftercare
Sat May 12	May Faire
Sun May 13	May Faire Rain Date
Thurs-Fri May 17-18	NO SCHOOL – Parent-Teacher Conferences
Mon May 28	NO SCHOOL – Memorial Day
Tues June 5	EC Last Day & No Aftercare
Wed June 6	Grades Last Day Closing Ceremony, Ice cream Social/Barn Dance