



School Policies & Health - Safety

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School Policies

Accident Policy

Minor accidents at school shall be treated promptly by staff according to first aid protocol and state guidelines. Any injury that requires follow up of any kind shall be reported to the child's parent/guardian, via phone, email or face to face, the day of the accident. All staff are required to hold current pediatric first aid and CPR cards certification. In cases of emergency, the school will try to reach a parent/guardian or other person designated by the parent on the emergency form. In severe cases, such as anaphylactic shock, traumatic injury or breathing emergencies, the school may call 911 first, and then contact the parents/guardians. There is a consent form to this end in the student information packet. If needed, the child will be taken to the nearest available hospital emergency room.

The school carries student accident insurance, which covers children on and off campus during school events, regardless of school hours. Parents/guardians may be eligible for reimbursement of medical expenses by applying to the student accident insurance company. We advise parents/guardians to talk to the school administrator if they are interested. The school also carries liability insurance for children or adults who are injured on campus.

Effective Communication & Conflict Resolution Expectations

Cedar Tree is committed to the education and wellbeing of each student. We use resources from Positive Discipline, [Non Violent Communication](#) and [Whatcom Dispute and Resolution Center](#) to learn from and practice effective communication and conflict resolution.

1. WHAT: Misunderstandings, miscommunication and differing opinions will happen. When concerns arise we ask families, staff and students to practice mindful communication.
2. WHY: We care deeply about each member of our community and believe we all deserve to feel respected and heard.
3. HOW: Share concerns respectfully with the person most directly involved.
 - a. Where and When: Quick questions can be done effectively without a meeting (afterschool check in). Arrange a face-to-face meeting to discuss broader concerns and grievances.
 - b. Steps to follow to resolve conflict peacefully: (use [Conflict Resolution Tips from WDRC](#))
 - Schedule a meeting to discuss concerns when necessary.
 - Share your observations from your own experience.
 - Share your feelings and needs.
 - Speak with respectful tone and words.
 - Share what you hope to change.
 - Work towards resolution.

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c. Continued Concerns:

- i. If after attempting to resolve the conflict with your child's teacher you do not experience a satisfactory resolution, please reach out to our administrator to arrange a meeting.
 - ii. Following a meeting, if a parent/guardian is not satisfied with the administration's response to a concern you may contact the Board of Directors at board@cedar-tree.org who acts as a Parent/Family Liaison.
4. We objectively consider the interests of ALL students, de-escalate behavior and create a safety plan to ensure the safety of our school community at all times.

We respect each student's privacy. The Family Educational Rights Act ([FERPA](#)) protects the rights and privacy of students and family members. This means there are limits to what information we will share with a parent/guardian when issues arise.

Bullying

All students and staff have the right to feel safe at school. Bullying is a pattern of unwanted behavior focused on another person, repeated over time and often involves an imbalance of power, ability or strength. Bullying can threaten students' physical and emotional safety at school and can negatively impact their ability to learn. Any child who reports feeling targeted by behaviors of another student should report this to a teacher so that we can support students and intervene as necessary.

Behavior will be monitored with consequences set for recurrence. If after intervention, staff do not see any growth or change in behavior, the aggressor may be removed from school temporarily or permanently.

Child Protection Policy

Above all else we work to protect all children and take action to prioritize child safety. This is reflected in our policies, our staff training and our codes of conduct. This policy is designed to protect children from abuse and teachers and volunteers from misunderstandings and false accusations.

In order to prioritize child safety:

- Each Staff member will take a Stewards of Children "Darkness to Light" sexual abuse prevention training.
- We make choices that ensure that students and staff are not alone (one on one) and are always within sight of others (staff do not: give rides home to students, engage online with students, text students).
- If there is no way to prevent staff being alone with a student, that staff member will situate themselves where they are visible to others (move to a room with a window, go outside or work within earshot of someone else).
- We work to ensure that children are not in rooms or areas in the building that could feel restrictive or isolated from other people.
- Staff will use medically accurate terms when referencing body parts.
- Staff will report all student abuse disclosures or concerns/suspensions of child abuse to the administrator and follow [WA state guidelines as a mandated reporter](#).
- Staff model physical boundaries by reminding students that they can ask for a hug with each other (peers and staff) but we always ask before we touch others.
- Staff model telling others "no thank you" to reinforce that our bodies are our own.
- A health educator will visit each classroom annually to discuss information about our bodies, human development, body boundaries, consent and puberty.
- Staff model and reinforce with children that children have the right to feel safe.
- Physical contact with children should be in the open, never in private and always initiated by the child.
- Doors remain open in rooms without windows and/or bathrooms.
- When it is necessary to speak privately with a child, select a spot out of earshot but within sight of others.
- No sexual jokes, comments, corporal punishment.
- Hug from the side and only when initiated by the child.
- Teachers must not engage in private electronic messages or conversations with minors.
- Employees/Volunteers may initiate physical contact with a child only if it prevents a child from injury or imminent danger. Staff may initiate physical contact under these circumstances while in sight of other staff members and will always communicate this to their supervisor and other staff.

Confidentiality Policy

All staff, volunteers, substitutes and Board members are asked to sign a confidentiality agreement. Staff and Board members are allowed to share information about students and information from student files when doing so is necessary for the instruction of the child or if the child is involved in an incident when such information would be helpful to staff.

Student Support Policy

The growth of self-discipline is an important goal at Cedar Tree. Early in the year, the children and teachers set rules for a smooth classroom. Children are expected to be respectful of and cooperative with their classmates and teachers. Teachers show the same respect toward the students.

Cedar Tree staff will work with each child to fulfill the needs of that child and every effort will be made to provide a positive learning experience. Specific needs will be accommodated when possible.

Anti-Harassment Policy

It is the policy of Cedar Tree Montessori that members of our community (staff, families, board) are entitled to a harassment-free environment. Administration and Board may interfere to support resolution when harassment or sexual abuse or related inappropriate behaviors are reported. This policy applies to employees, students, volunteers or guests at the school location or wherever Cedar Tree students are present in accordance with the official school schedule.

Harassment is verbal or physical conduct that has the intent or effect of unreasonably interfering with an individual's or group's work performance, or that creates an intimidating, hostile, or offensive work environment. The basis for harassment includes, but is not limited to age, race, disability, national origin, religion, creed, disability, marital status, gender identification, or sexual orientation.

Sexual harassment includes any unwanted or unwelcome attention or action of a sexual nature when submission to such conduct is made a term or condition of employment; or submission to or rejection of such conduct by the recipient is used as the basis of employment decisions affecting the recipient; or the conduct unreasonably interferes with an employee's job performance; or the conduct creates an intimidating, hostile or offensive work environment.

Sexual harassment is prohibited whether it is committed by supervisors/administrators, co-workers, or non-employees. Sexually harassing conduct might include, among other things, use of sexual comments or jokes; sexual remarks about a person's body, clothing or sexual activities; patting, pinching or other offensive touching; displays of sexually suggestive pictures or objects; or unwelcome sexual advances or passes. The intent of the harasser is not the determining factor; what counts is the

perception of the recipient of the behavior. Employees who have any questions about what constitutes sexual harassment should go to their administrator for clarification.

Employees experiencing or witnessing any type of harassment or inappropriate behavior should use the following procedure:

1. Deal with it immediately, advising the person that the behavior is inappropriate and must stop.
2. If an employee prefers not to discuss the matter with the offender, or the offender fails to respect a request, report the incident to the Lead teacher, Administrator, or a member of the Board of Directors.

Cedar Tree cannot prevent harassment of any kind if it is not aware of the problem. Employees are encouraged to report behavior whether it is directed at themselves or at others. Cedar Tree will promptly investigate all reported incidents and take any appropriate corrective or disciplinary action, up to and including termination. Information will be revealed only on a need-to-know basis. Cedar Tree will not condone retaliation against any employee who reports possible harassment or inappropriate behavior or who assists with an investigation.

Additionally, even though a person's behavior might not be covered by the above definitions, it nevertheless might not be professional or consistent with a good working environment. An employee whose conduct is inappropriate will receive a verbal explanation of the inappropriateness of the behavior. This statement will be documented and revisited by the supervisor. If the inappropriate behavior continues, or if a specific incident is severe, disciplinary action will be taken at the sole discretion of Cedar Tree. In a severe case, the employee may be terminated immediately.

Whistleblower Policy

If any employee reasonably believes that some policy, practice, or activity of Cedar Tree is in violation of a law, rule, regulation, code of ethics, or a clear mandate of public policy, the employee must report such violation to their supervisor, the administration, or the Board Vice-President. Employees must exercise sound judgment to avoid baseless allegations. An employee who intentionally files a false report of wrongdoing may be subject to discipline up to and including termination.

Cedar Tree will not retaliate against any employee who, in good faith, raises a complaint, discloses, or threatens to disclose truthful information regarding some practice, policy, or activity of the School or employee of the School that the employee reasonably believes violates a law, rule, regulation, or a clear mandate of public policy to: (1) a supervisor, (2) an individual with authority to investigate, discover, or terminate misconduct. or (3) a law-enforcement officer or public body.

Cedar Tree will also not retaliate against any employee who participates in an investigation relating to some practice, policy, or activity of the School or employee of the School that is, or is suspected to be, in violation of a law, rule, regulation, or a clear mandate of public policy. Retaliation includes discharge, demotion, suspension, threats, harassment, or any adverse employment action. Any whistleblower who believes that they are being subject to retaliation as a result of whistle-blowing activities must contact the administration immediately.

Violations or suspected violations may be submitted on a confidential basis or submitted anonymously. Reports of violations or suspected violations will be kept confidential to the extent possible. However, the identity of a person may have to be disclosed to conduct a thorough investigation, to comply with the law, and to provide Cedar Tree and/or accused individuals their legal rights of defense.

The Board is responsible for investigating and resolving all internal complaints and allegations of financial or accounting impropriety made under this policy. All other complaints will be investigated by the administration.

Enrollment Policy

We have two or more teachers per class. We do this to ensure personal attention by the teachers. This low student-teacher ratio is optimal for elementary-aged students, when so much academic and social development takes place.

We assess student needs to determine if Cedar Tree Montessori is a good fit for each classroom to ensure we have resources to support all student needs. This might take the form of discussing learning styles with former teachers, making an observation, or reviewing documentation of needs. (See “Special Needs” section in the [Family Handbook](#))

Completed applications will be held until we complete our internal re-enrollment process in February. Returning students and their siblings are given first priority in re-enrollment. New students with previous Montessori experience are accepted next. We value students from diverse environments. As much as possible, we balance each class by gender, grade level and need. We will sometimes suspend our priorities to achieve this.

After our internal re-enrollment is complete we contact families who have submitted all their application materials to inform them of openings. We also contact families for whom we do not have room to ask if they still would like to be on the waiting list in case a family withdraws before the start of the school year or for a possible mid-year entry.

Cedar Tree Montessori maintains a waiting list. **If you have a sibling who you are interested in enrolling, please ensure that we have an application on file for this student BEFORE re-enrollment**

each February. If you know of a family interested in Montessori school, please advise them to inquire early. Applications are good for that academic year only.

Non-Discrimination Policy

We believe diversity of all kinds fosters a stronger and more inclusive environment. We do not discriminate on the basis of race, national or ethnic origin, religion, gender, gender identity, gender expression or sexual orientation in hiring practices and acceptance of students.

Non-Violence Policy

Cedar Tree strives to maintain a campus that is free of intimidating, threatening or violent behavior, including, but not limited to, verbal and/or physical aggression, attack, threats, harassment, swearing, intimidation, or other behavior in any form or by any media that causes or would cause a reasonable person to fear physical harm to their person and/or property. Cedar Tree makes a reasonable effort to provide a safe workplace and learning environment on its campus. However, it cannot guarantee the protection of safety of everyone under every circumstance.

Cedar Tree will not tolerate violent behavior or threats of violent behavior directed at an employee, student, parent, guardian, affiliate, or visitor on Cedar Tree's grounds or during a school-sponsored activity. Such behavior is strictly prohibited and may result in corrective or disciplinary action, criminal charges when appropriate, or both. For any student who breaks this policy, the parent or guardian will be required to come to school or the place where the incident occurred, if off campus, and remove the student.

Any person who engages in violent behavior or actions may be subject to exclusion from campus, arrest, prosecution, termination of their business relationship with Cedar Tree, and any other appropriate action. Students or adults who violate this policy during an off-campus activity may be terminated from participation in that activity and future activities. Reasonableness of a particular behavior will be determined by the administration or staff member in charge of supervision at the time of the incident. The administration has the discretion to take further actions.

Decisions of the administration under this policy may be reviewed by the Board if brought to the Board's attention within 14 calendar days.

Violent behavior is defined as any threat or act of physical aggression or of destruction or abuse of property. Threats include veiled, conditional or direct verbal or written threats intended to harass, endanger, or harm the safety of another and which would cause a reasonable person to fear physical harm to their person and/or property. Such behavior includes, but is not limited to:

1. Intimidating behavior which includes language or actions that unreasonably disrupt the work or learning environment, unreasonably causes undue emotional distress to another, or creates a reasonable fear of injury to persons or property;
2. Threatening behavior, which includes physical actions without physical contact or injury and implied threats to people or property;
3. Any behavior which involves any physical assault with or without weapons, throwing objects, damaging or destroying property, and specific or expressed threats to inflict harm to people or to destroy property, including vandalism.

Individuals who witness or have been subjected to any violent or harassing behavior or who witness the possession or display or use of any weapon should immediately report the incident to one of the following:

- Emergency or life threatening situations: Call 911
- Non-emergency situations: Cedar Tree Administration

Student Dismissal Policy

Cedar Tree staff will work with each child to fulfill the needs of that child, and make every effort to provide a positive learning experience. Specific needs will be accommodated when possible. We are committed to continually assessing the needs of our students and communicating obstacles to learning with parents/guardians.

Students often present different behavior at school than they do at home and your child's teacher may offer you a unique view of your child and the needs they are expressing at school. As such, teachers may brainstorm with parents/guardians to find resources that support a child's needs which may be but are not limited to therapies and/or academic support outside the classroom. When a child's behavior and choices become a consistent obstacle to their own or others' learning, we will attempt to modify their behavior and communicate this with parents/caregivers. We reserve the right to make continued enrollment contingent on students receiving support outside of school. The school also reserves the right to ask parents/guardians to make alternative arrangements for schooling if it is determined that a child's needs cannot be met, even with additional support. In the event that behavior becomes severely disruptive in the classroom or becomes a problem that poses an unsafe situation for any children, the administration may dismiss a student without asking for additional support first.

If a parent/guardian continuously interferes with the running of the classroom, a teacher's ability to do their job, a child's ability to learn, or disregards school policies, your child may be dismissed at the administration's discretion. If family members are uncooperative in completing and returning forms, fail to pay tuition on time, fail to follow any state or county regulations, or fail to follow any Cedar Tree policy or procedure, students may also be dismissed, at the administration's discretion.

Student Behavior

At Cedar Tree, we understand that behavior is a means of communication for our children and our role, as educators, is to help identify what need they are trying to meet and how to best help them adapt their behavior to meet that need. As a staff, we work collaboratively with parents/guardians and other support services to create a plan that will best support the child. We have resources to share with families such as: occupational, physical, speech and mental health therapies. If you have additional resources to add to our list, please share them with our staff.

Addressing unwanted behavior

When student behavior interferes with the harmony of the classroom, with that student's ability to learn or interferes with other student's ability to learn, the following steps will be taken.

1. Prevention (see strategies below)
2. Address student 1:1 about action and request change in behavior.
3. If unwanted behavior(s) continue, the teacher and family will meet to share strategies and create a plan.
4. Teacher and student will meet to discuss the new plan. Administration may be involved in any of the above meetings.
5. Continue to assess the classroom's ability to meet student needs along with the needs of other students in the classroom.

Prevention Strategies

Some students' behavior will stand out and their needs will be obstacles to learning. The best thing we can do with challenging behavior is to act preventatively:

- Give students positive attention or feedback when the student is regulating and peaceful.
- Take time to create a connection with this student. Build trust.
- Identify what the student's unique super power is.
- Problem solve with each other, as educators.
- Remember that behavior is how some children ask for their needs to be met.
- Remember that we can't solve problems in the midst of reacting to big feelings. Problem solving with a student can happen later.

When/how do staff address behavior?

- Ignore unwanted behavior unless it causes a risk to themselves or others.
- When unwanted behavior becomes an obstacle for learning (their own or other students learning) then it's time to address the behavior.
- In a low voice address the child one on one.
- Ask them to replace unwanted behavior with a desired behavior (I can't hear Malcolm talking when you are yelling, will you use an indoor voice?)
- Intervene further, as needed. Use very few words. Keep our requests simple. "I need you to _____, your choices right now are to: _____ or _____."
- If a student cannot modify their behavior or it continues to escalate, staff should request that student leave the classroom or situation. "I need you to come with me"
- Remind them of our role as educators "My job is to keep you safe and keep the classroom safe. Your job is to use your words, not your body, to stay safe."
- If they are unable to stop unwanted behavior (hitting, yelling, destroying others' work) staff should remove the student from the classroom. ("I need you to stop (hitting, throwing etc.)."
- Provide choices: "Your choices right now are to remove your body away from (whoever they are hitting or the thing that they are destroying) or I will help you."
- If the student will not adapt their behavior and is posing further risk to other students, staff person should explain what you are doing- "I am going to use my hands to help you move away from _____".
- Remove the child from the classroom to the office.
- One person stays with the student in the office without discussion.
- Call the parent/caregiver to come and pick up the child and try again the next day. Email or discuss the unwanted behavior and the natural consequences going forward.
- The next day, the teacher should communicate any specific instructions, expectations or consequences with the parents/guardians, student and make sure that the student is greeted warmly.

If unwanted behavior becomes a pattern, the classroom team should meet to problem solve and include the administrator. At that time, a behavior intervention plan could be considered or adaptations created to help the student identify feelings and choices. All classroom staff should be informed of student behavior plans so that staff is consistent.

Request for Individualized Student Support

There are times that additional and independent support is needed for a child to work successfully in his/her classroom and teachers might request that parents/guardians get resources outside of school to help the student (Example: assessment for occupational, speech therapy or physical therapy, tutoring etc.) Occasionally teachers or parents/guardians request an evaluation for special education services through Bellingham Public Schools.

Prior to this request, teachers/staff will:

1. Document observations, interventions, adaptations to lessons and put them in the child's file.
2. Invite a colleague to observe for an hour and problem solve.
3. Meet with the parent/guardian, describe specific behaviors to find out what interventions are being used at home that are successful.
4. Remain nonjudgmental and curious.

Student Withdrawal Policy

There is a financial hardship to the school when a family withdraws mid-year. Once an enrollment spot has been reserved and families sign the tuition commitment agreement, they are responsible for the annual tuition amount.

Staff Code of Ethics/Misconduct

Link to document [here](#).

Professional Conduct Expectations

Our Mission:

Cedar Tree Montessori fosters a passion for learning and joy, supports communication skills, and encourages peace and diversity in a nurturing community.

In fulfillment of our mission we practice the following when communicating and supporting students, families and each other. These expectations are the same for all representatives of Cedar Tree Montessori (employees, board members and independent contractors). We strive to withhold a learning environment that feels peaceful to staff, students, family members and visitors. We share the responsibility to maintain a respectful environment through our actions, voice, words and choices.

Confidentiality

We keep information about students and families confidential as well as personnel issues. All records, files, conversations and conferences are held for the benefit of the child and are strictly confidential. Cedar Tree Representatives may share information with other professional Cedar Tree Representatives who have signed a confidentiality agreement in order to facilitate collaboration if it benefits the students' learning. Our commitment to confidentiality keeps us from sharing information to or about another student to another person without a signed confidentiality agreement. If a Cedar Tree Representative is questioned by community members, a comment such as, "Our code of ethics prohibits me from commenting on this" is appropriate.

Respect the needs of the Individual

We work from the understanding that children often communicate their needs through their behavior. We seek to understand the unique needs of every child and adapt our environment to support independence and meet needs as we are able. Cedar Tree Representatives reinforce natural consequences, redirect behavior and provide choices. Cedar Tree Representatives use humor without sarcasm or teasing. Cedar Tree Representatives follow procedures according to all school policies that promote deep respect for each child.

Child Safety (*physical and emotional*)

Above all else we work to prioritize child safety and promote a sense of wellbeing. This is reflected in our choices, communication, policies, protocol, Cedar Tree Representatives training and our codes of conduct. Cedar Tree Representatives follow protocol to prevent injuries, respond to first aid and CPR needs and promote a respectful and joyful school and classroom culture. These policies are designed to protect children from abuse, prevent injury and maintain an emotionally supportive environment.

Child Protection

- We all work to maintain and model physical and emotional boundaries.
- Each Cedar Tree Representatives member completes a child sexual abuse prevention training (such as: Stewards of Children "Darkness to Light").
- Cedar Tree Representatives, volunteers and independent contractors ensure that they are not one on one with a child and are within sight of others (this includes not giving rides home to students, not engaging online with students and not texting students).
- If it is unavoidable to be alone with a student, Cedar Tree Representatives will move so that the adult is visible to others (move to a room with a window, go outside or work within earshot of someone else).
- Cedar Tree Representatives are committed to children being supervised at all times and minimize areas of the building/campus that are difficult to supervise.
- Cedar Tree Representatives use medically accurate terms when referencing body parts.
- Cedar Tree Representatives report all student abuse disclosures or concerns of child abuse to the Administrator and follow [WA state guidelines as a mandated reporter](#).
- Cedar Tree Representatives model physical boundaries by reminding students to ask before initiating physical contact (hug).
- Cedar Tree Representatives model consent by asking and sharing "no thank you" to reinforce that our bodies are our own and everyone gets to be in charge of our own body.
- A health educator will visit each classroom annually to discuss information about our bodies, human development, body boundaries, consent and puberty.
- Cedar Tree Representatives model and reinforce that everyone has the right to feel safe.

Positive Community Member

We work to address conflicts skillfully. We use intentional communication and problem solving skills. Disrespectful communication and actions will be addressed as a performance issue.

Actively Practice Equity, Inclusion and Diversity

We teach peace and acknowledge that systemic racism exists. We use this understanding to inform our lessons, conversations and the books in our library. We are committed to increasing our Cedar Tree Representatives, board and community's diversity to represent our local community's diversity. We will learn from each other and talk with students about our role and responsibility to practice inclusion and work to end racism.

Practicing Conflict Resolution

Cedar Tree Representatives approach conflict with curiosity and actively work to seek resolution through a conversation with the person directly involved. Cedar Tree Representatives follow conflict resolution policy found in the Employee Handbook. Cedar Tree Representatives use *Positive Discipline* techniques to support students and each other. In the case where a compromise cannot be agreed upon, Cedar Tree Representatives agree to comply with the decision of the administration and only use appropriate channels to document disagreement, including reaching out to the Board Vice President. Cedar Tree Representatives will have the ability and opportunity to get professional training to support conflict resolution skills.

Professional Conduct in Person and Online

Cedar Tree Representatives demonstrate healthy choices and model respect of self and others. We perform the agreed upon job duties to the best of our ability and communicate needs clearly when we encounter obstacles to performing these duties. We abide by school policies. For the safety of both teachers and students, teachers are prohibited from having a dual role such as nanny, babysitter, etc. while they are employed at Cedar Tree Montessori. We do not engage in online communication with enrolled students.

Cedar Tree Representatives Misconduct Disciplinary Procedure

If an independent contractor or colleague's actions jeopardize child or Cedar Tree Representatives' safety (by ignoring confidentiality, child emotional and physical safety, child supervision/protection and respect of students/Cedar Tree Representatives) the witness is encouraged to share their concern with the Cedar Tree Representatives person directly. Alternatively they may share their concerns with the school administrator, in writing. Unacceptable behavior includes: allowing yourself to be one on one with a child when it can be avoided, swearing, using words, tone or language that is experienced as harassing, belittling, or sarcasm that is not appropriate for the developmental age of the child. The following steps will be followed to ensure fairness and due process for the Cedar Tree Representatives member and student:

- **First Step:** The person closest to the situation will initiate a conversation re: concern and brainstorm alternative behaviors/choices. This conversation will be documented and sent to the administrator.
- **Second Step:** If the behavior/actions continue, administration will document further concerns with a written warning which will go in the employee's professional file.
- **Third Step:** If the behavior/actions continue, administration will document concern with a second written warning and share this step with the board of directors.
- **Final Step:** Administration may choose to terminate the employee, if the employee's actions/behavior do not change.
- An employee or independent contractor's contract may be immediately terminated (skipping the above steps) if they are experienced as harassing, intimidating, subjecting a child or adult to corporal punishment, fear, intimidation, or mis-use of authority.

These procedures are designed to support a safe learning and working environment, ensure fairness and due process for both Cedar Tree Representatives and students. All reports by children of intimidation, harassment or emotional or physical harm will be taken seriously.

I agree to make choices in adherence to our mission and the above expectations:

Signature of Independent Contractor/Board/Staff Member: _____

Date: _____

Cedar Tree Smoke-Free, Drug-Free Policy

Cedar Tree Montessori is a tobacco and drug free campus. Tobacco (cigarettes, cigars, pipes, snuff, chew, etc.) is not permitted anywhere on the property — indoors or outdoors. The illegal possession, use or distribution of drugs or alcohol by students, parents/guardians and employees is a violation of this policy. Use of tobacco or drugs at school is grounds for dismissal for employees and enrolled families.

Because smoking and drug use cause serious health risks, we want to model healthy lifestyle choices to all students and prevent any chance of students suffering health issues related to secondhand smoke.

Health & Safety

Community Health - [Whatcom County Health Department Information](#)

Washington Department of Health - [Infectious Disease Control Guide for School Staff](#)

Community Health & Communicable Diseases Policy

Communicable diseases are illnesses spread by direct contact with infectious agents through body excretions or discharges, blood, indirect contact with inanimate objects (toys, food), or vectors such as flies, mosquitoes or other insects.

Prevention Strategies

1. Increase ventilation
2. Increase handwashing
3. Increase time outdoors
4. Sanitize frequently touched areas
5. Staff are directed to use gloves when cleaning up bodily fluids. Gloves are available in the office and upstairs bathroom.

We will notify parents/guardians when a child or staff member contracts communicable diseases that have a high probability to spread.

Staff Flu Shots

Cedar Tree will reimburse staff members for flu shots if their health insurance does not provide complete compensation.

A fever, runny nose, diarrhea, vomiting, excessive coughing or skipped meals are all indications that a child is sick and needs to stay home. Kindly contact your child's teacher to report an absence.

Please keep your child home until they have been fever-free (without the use of fever-reducing medication) for 24 hours, free from nausea or vomiting for 24 hours, or on antibiotics for at least 24 hours. This will prevent the spread of germs to other children and staff. If your child becomes sick at school, they may be asked to wear a mask. If your child becomes sick at school and needs to go home, we will first attempt to contact you, the parents/guardians, at the phone numbers that you have provided with your student information. If there is no answer, we will call your emergency contacts.

Resource:

<https://doh.wa.gov/sites/default/files/2024-06/420-503-InfectiousDiseasesControlSchoolGuide.pdf>

Some illnesses are highly contagious. If your child contracts any of the following, please inform the school.

- Chicken pox
- COVID-19
- Lice
- Pink Eye (conjunctivitis)
- Strep throat
- H1N1

In case of lice, we will send home your child and send a confidential email alerting everyone in the class. If your child has lice, please comb out nits daily before school for two weeks. The school may send home your child if more nits are identified or may ask for a doctor's note stating your child is free from nits and lice.

Emergency

Cedar Tree Montessori has an Emergency Handbook that can be accessed here:

<http://www.cedar-tree.org/family-resources>.

Practice for Emergencies

Just as we practice practical life skills, we practice how to keep our bodies physically safe if there was an emergency while we are at school.

- Fire Drill
- Earthquake
- Shelter In Place

Fire Drills should:

- be tailored to developmental needs/understanding and will vary depending on the age of students
- be announced to staff, students and parents and include a scheduled time frame in which the drill will be conducted (e.g., Monday between 9:00 a.m. and noon).
- be scheduled and not conducted in a "surprise" fashion.
- be short and conducted as quickly and efficiently as possible.
- be done at varying times of the school day – recess, lunch time, classroom time.
- give staff an opportunity to evaluate how to improve effectiveness.

- be done at least twice annually within the first 20 days of the start of the school year and within the first 20 days after winter break.

Here are other resources that support safety drills and SEL (social and emotional learning)

- Body Safety: (check out the books and [curriculum](#))
- [Fire Drill](#) song for preschoolers
- [Safety Awareness based on Developmental Level](#)

Fire, Earthquake, Lockdown Drills

Fire

For fire drill practice, administrative staff will activate the fire alarm. Children should immediately form a single file line and exit whichever door staff deems safe. (For practical purposes, children may put on their shoes for drill practice.) All teachers and staff and all parents/guardians or other people in the building will walk quietly and rapidly to the Fountain Community Church parking lot. Teachers are required to bring a phone and emergency contact list and account for all children present. Teachers will await further direction from the administration and return when the administration indicates.

Earthquake

For earthquake practice, students will duck under tables until the teacher or administration has indicated that the tremor has passed. Students should grab a table leg to ensure the tables do not “walk” away during shaking. Teachers should take a position in a doorway where they can see the majority of the students. When the tremor stops, students count 60 seconds. If no tremor strikes within a minute after the first incident, students and all other occupants should exit the building and follow the fire drill instructions above. If additional tremors occur before the 60 second count, resume counting after the passing of the quake.

Shelter in Place

Add procedure information here

Head Injury Protocol

If we have reason to believe that a child has experienced an injury to their head or neck (either someone witnessed an injury to their head/neck or a child comes and shares that they have hit their head/neck) we will contact family and also assess:

1. Whether a child has symptoms that are consistent with a concussion.
2. Whether it is safe for a child to return to play.

Signs and Symptoms of a Concussion

A child may:

- Appear dazed or confused
- Answer questions slowly
- Lose consciousness (even briefly)
- Show a behavior or personality change
- Cannot recall events prior to or after the fall/hit to the head.

Ask questions to determine if the child is experiencing any of the following symptoms:

<i>Physical Symptoms (Body)</i>	<i>Cognitive Symptoms (Mind)</i>	<i>Emotional Symptoms (Feelings)</i>	<i>Maintenance Symptoms (Energy)</i>
Headache	Fogginess	Irritability (Grumpy)	Fatigue (Body is Tired)
Nausea	Feeling "Slowed Down"	Sadness	Drowsy (Mind is Tired)
Vomiting	Trouble Concentrating	More Emotional than Usual	Sleeping Less than Usual
Balance Problems	Trouble Remembering	Nervous or Anxious	Sleeping More than Usual
Dizziness	Change in Smell		Trouble Falling or Staying Asleep
Sensitivity to Light	Change in Taste		Change in Appetite
Sensitivity to Noise	Ringing in the Ear		Change in Energy Levels
Visual Problems			
Numbness or Tingling			
Neck Pain			

Determining if the brain was hurt is complex and therefore every head injury should be treated like a serious injury until a doctor says it's not.

When a child complains of any of the above symptoms and/or a staff observe any of the above symptoms after a fall or injury to his/her head, staff will follow the below protocol:

1. Call 911 in all circumstances where symptoms worsen or if a staff feels that medical support is needed to treat the child.
2. Treat swelling and pain with an ice pack.
3. Medications

Handling or Dispensing Medication

The Washington State Health Department does not allow school staff to administer any prescription drugs or over-the-counter medicine unless a specific procedure is followed. Aspirin, cough drops, prescription medication, lozenges, inhalers, Epi-pens, antiseptic cream and even vitamins and supplements are considered medications.

If parents/guardians ask us to give medication to a child, parents/guardians must fill out a Medication Authorization Form indicating the following information. This form can be found on Transparent Classroom. Please email administration for a copy of this form to fill out.

- Name of the medicine, dosage, instructions for Administration
- Name of the person authorized to administer the medication (usually a teacher)
- Date authorization starts, date authorization ends and what to do if a dose is missed

The State of Washington requires all schools to have this information on file before we can administer any prescription or non-prescription medications. Medication must be in the original container labeled with the student's name, name of medication and dosage information. For non-prescription drugs, we must also have a doctor's consent form. Medications are kept in a locked cabinet in the office.

Children may self-administer only if:

1. Parents/guardians have filled out a medication form with information stated above
 2. Parents/guardians have secured a written doctor's permission
- AND
3. All labeling information indicated above is marked clearly on the container

Please pack sunscreen for your student to use, as needed. Teachers will help support your child to do this as independently as they are able. Due to health and skin allergies, we are prohibited from providing or applying sunscreen on your child. Lotion is available at school to use if a student requests.

Student Safety

The school staff seeks to maintain a safe environment for students, parents/guardians and staff. If you see anything unsafe, please report it immediately to a staff member for correction.

Students are covered during school hours, on or off campus during field trips, while engaged in school activities and while traveling to and from school during field trips. For example, if your child breaks their arm on school property, the school's insurance will pay for items not covered by your insurance, such as a deductible or unpaid percentage of medical bills. The school has information on additional insurance available upon request.

Allergies

Any student and/or staff allergies will be posted in the classroom for staff reference with permission from the person with allergies. Epi-Pens are stored in each classroom. Parents/guardians must be called after the use of any Epi-Pen. Staff will receive training on Epi-Pens during first aid classes and/or during a staff meeting.

Immunizations

The state of Washington requires that we have current immunization records on file for each student. Parents/guardians are asked to provide these up to date records as part of the enrollment process each year.

MMR Vaccine Exemption Law Change 2019

In 2019, the Washington State Legislature passed a bill that removes the personal and philosophical option to exempt children from the MMR (measles, mumps, and rubella) vaccine required for school and child care entry.

<https://www.doh.wa.gov/CommunityandEnvironment/Schools/Immunization/ExemptionLawChange>

The bill went into effect July 28, 2019 and applies to public and private schools and child care centers.

The law removes the option for a personal/philosophical exemption to the MMR vaccine requirement for schools and child care facilities. It also requires employees and volunteers at child care centers to provide immunization records indicating they have received the MMR vaccine or proof of immunity. Religious and medical exemptions are still honored.

Updated in 2022: Cedar Tree Montessori requires documentation of COVID-19 Vaccination status for staff and students.