



Family Handbook

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www.cedar-tree.org

(360) 714-1762

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Welcome!

We are excited to welcome your family to Cedar Tree Montessori; a caring, intentional community of students, parents/guardians, teachers and staff.

Inclusive Community: School Campus

As a community, we (parents/caregivers, students, staff, family members) have a responsibility to ourselves and to each other to make choices that cultivate a safe learning environment. We teach peace and acknowledge that racism and discrimination exists. We work to learn from each other and talk with our children about our role and responsibility to care for our planet and each other. We are grateful to have you as a part of our community and are grateful to be a part of your child's learning journey.

In the following pages, you will find the answers to many of your questions about the school. More information can be found at www.cedar-tree.org, including our school calendar. If at any time you have a question or concern about your child or the school, please call our administrative staff at 360-714-1762.

Our Land Acknowledgement

We feel it is important to acknowledge the land that Cedar Tree Montessori resides on belongs to the Coast Salish - Lummi Nation and Nooksack Peoples. This unceded land hosts generations of native families who continue to nurture it, rely on it and raise families on it. We are committed to preserving the land, understanding our local history, repairing our relationships and working actively to use these values to inform our teaching, our actions and our conversations with our students. We work to gain a deep understanding and respect for the land, water and our relationship with each other and the planet.

Our Mission

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

Our Core Values

Whole Child Approach

We address the cognitive, physical, social, and emotional needs of each child. We do this by ensuring our curriculum and school day include:

- Individualized instruction with a low teacher/student ratio
- Opportunities for gross and fine motor skill development
- A curriculum that includes art, drama, music, movement, mindfulness and outdoor education
- Social skills and conflict resolution development
- Incorporation of each child's interests, personality, strengths and challenges in our instruction

Independence

The Montessori environment provides a sequence of developmentally appropriate academic and social experiences in which children naturally build their confidence and academics through increasing levels of freedom with responsibility. Children explore their own interests through independent projects several times a year.

Community

Cedar Tree values and encourages community. We provide opportunities for parents/guardians to volunteer in school, to gather for monthly social or school events, to congregate at drop off and pick up times and to easily communicate with teachers and staff.

Diversity, Inclusion & Equity

As a school community, we believe diversity, of all kinds, fosters a stronger and more inclusive community. We are committed to fostering curiosity, conversation and celebration of every family's uniqueness. We honor each individual's identity (religious, ethnic, heritage, gender, lifestyle and life circumstances). We acknowledge that systemic racism exists and that as an educational institution, we have the opportunity and responsibility to create change for our children's future. Cedar Tree is committed to fostering curiosity, conversations and celebrating our differences. We work to increase diversity of our staff, board, and school community to better represent our broader society. We will learn from each other and talk with our children about our role and responsibility to help end racism and build skills that resolve conflicts peacefully.

Conflict Resolution

We teach and model peaceful problem-solving skills. We assist children to resolve conflicts both in the classroom and on the playground. Children take care of the classroom environment, consider the impact of their words and actions on others and frequently collaborate or help one another.

Effective Communication and Conflict Resolution

Cedar Tree is committed to the education and wellbeing of each student. We use resources such as [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 concerns and grievances, rather than relying on email or other written communications.
 - 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.
 - 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 Vice President who acts as a Parent 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.
5. Privacy: 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 when issues arise.

Global Perspective

We look beyond our classroom to better understand the needs of others around the world. We value cultural differences by studying history, race and communities and inviting guests in to help us learn about our similarities and our differences. We emphasize respect for nature and humanity as we share our planet's resources. We value the importance of service and participate in public service projects. Our school seeks to reduce its environmental impact by learning about and discussing our planet's needs, recycling, reusing materials and cleaning with green products.

Board of Directors

Our Board members support the vision of the school and approve policies consistent with our mission statement and core values. They plan fundraising events, monitor the budget and set annual goals and oversee planning and high level strategy for the school. The Founder and Administrator are advisory members of the Board. There are four specific roles for our Board of Directors: President, Vice President/Parent/Guardian Liaison, Secretary and Treasurer. For a list of this year's board members please visit our website: <http://www.cedar-tree.org/board>

School Culture

Each school has a unique culture that is defined by actions and values. As educators, we believe that every child has unique gifts that are revealed throughout their development. We work to get to know each child and gain an understanding of their superpowers and their learning style. We use this when guiding lessons. Through our actions and communication, we strive to create a safe, creative, curious environment for each student to learn, grow and communicate. Our school culture is stronger when we work in partnership with families and recognize our shared role in educating our children. We celebrate our collaboration and look forward to working together.

Code of Ethics & Conduct

Cedar Tree Montessori has a code of ethics and conduct that applies to all community members and staff. This document can be viewed here: [LINK](#)

Communication

Communication is a strong value at Cedar Tree. We think there is value in communicating as often as needed to answer questions or discuss concerns and be proactive. Feel free to reach out as needed. We make ourselves available for quick, face to face check-ins and/or invite families' parents/guardians to email with questions or schedule a meeting.

Attendance

When it is necessary for your child to remain at home due to illness or a pre-planned absence, please email your child's classroom before the start of the school day:

- Children's House: hannah.gay@cedar-tree.org
- Lower Elementary: LEstaff@cedar-tree.org
- Upper Elementary: UEstaff@cedar-tree.org

Classroom Questions/Concerns

When you have questions about the classroom (curriculum, events, your students experience), please email your child's lead teacher(s):

- Children's House: Hannah Gay: hannah.gay@cedar-tree.org
- Lower Elementary: Rosalie Smith rosalie.smith@cedar-tree.org
- Upper Elementary: Maddie Wonacott maddie.wonacott@cedar-tree.org

Calendar/Events/Tuition

Kate Ferry: kate.ferry@cedar-tree.org

School Operations & Health and Safety Questions/Concerns

Carrie Bishop Cruz: carrie.bishop-cruz@cedar-tree.org

Staff email addresses can be found on our parent/guardian resource page (<http://www.cedar-tree.org/parent-resources>).

Contacting Cedar Tree Families

Individual email addresses for each family can be found in our school directory and on Transparent Classroom. This directory serves as a fundraiser as well as a great resource to facilitate connections.

Phone

School Office Phone: 360-714-1762

Our administrative office is open between 9am and 3pm. Feel free to call us with questions.

Teacher Phones

We avoid the use of cell phones for day to day communication in an effort to keep cell phones out of the classrooms. Please help us support this effort by using email to discuss your child or arrange a phone, video or face to face meeting with your child's teacher.

During off site trips (field trips, PE outings etc.) teachers will use "Remind" to contact a parent, if necessary. Families can access Remind through the application.

Our current school year's staff directory and phone list can be found on our website:

www.cedar-tree.org/family-resources.

You will receive monthly classroom updates via email that explain the day-to-day happenings of your child's classroom and "The Seedling" our school newsletter. This newsletter highlights upcoming school events and all-school news.

Mail

For all correspondence and tuition checks, please use the following address:

Cedar Tree Montessori
2114 Broadway
Bellingham, WA 98225

Online Calendar

Visit our website: <http://www.cedar-tree.org> and go to the Calendar under the Parent Resources tab to see scheduled individual classrooms and all school events. They are organized by month, and you can get more detailed information by clicking on a specific day. Here you will find out about classroom activities, school events, and P.E trips. If you use an online calendar, you can import these dates to your personal calendar.

Family Travel & Vacations

We value the learning that unfolds for students when they travel and experience new languages, different cultures, interactions, currency, foods etc. We encourage students to keep a journal, take photos, read and (If there is time to practice their math facts). We invite students to share details about their adventures with their class, if they choose to. We want to support travel as a form of education and want to avoid students and families feeling burdened with schoolwork while they are traveling. That said, when students are absent often, this creates gaps in their learning and opportunity to participate in lessons.

Please also consider the impact that time away from the classroom has on your child's exposure to materials and social learning. Consistent attendance provides continuity resulting in mastery of skills and confidence. Please be mindful of the number of days your child is absent from school.

Our Seedling Newsletter

We will send out our newsletter, The Seedling, regularly via email. The Seedling is your main source of non-time sensitive information about all-school events.

Classroom Updates

Classroom teachers each publish regular updates which will be sent via email. Please take the time to read these to answer questions about classroom curriculum, activities and events.

Parent & Caregiver Orientation

We provide separate parent/guardian education evenings for parents/guardians. We strongly encourage parents/guardians to attend these regular events as we will discuss Montessori philosophy, explain the classroom curriculum, and allow parents/caregivers to mingle and get to know each other. Please make alternative arrangements for your children these evenings.

Conferences & Progress Reports

We have conferences twice a year in winter and spring. Conferences offer an opportunity for teachers and parents/guardians to come together and celebrate your child's progression. Teachers will share their observations of how your child approaches learning, uses materials, interacts with peers and teachers.

You will receive your Elementary child's progress report via Transparent Classroom. Each progress report will be stored on Transparent Classroom and can be accessed with your parent/guardian login. If you have any concerns about your child, please don't wait until your conference date to bring them up. A quick phone call or email can help us collaborate on solutions to any problems that may pop up. You will receive an email from administration with our conference schedule and invitation to sign up electronically.

Our Board of Directors

We have a dedicated group of community volunteers composed of alumni family members and current family members who gather monthly with the goal of guiding and protecting our mission. While administration and teachers guide the day to day operations, our board supports the long term health and goals of the school by overseeing financial and physical resources.

Grievance Procedure

Anyone with a concern about the actions of a staff member is asked to share their concern to the person most directly related to the conflict. If you have concerns about talking directly to that person, we invite you to contact: Carrie Bishop Cruz carrie.bishop-cruz@cedar-tree.org or our Board of Directors at board@cedar-tree.org.

Appeal Process

If after sharing concerns with a teacher and then the administrator directly, you wish to escalate your concern, you may contact our Board via the email address: board@cedar-tree.org. who is designated for this purpose. When addressing a Board member who is also a parent, please indicate clearly that you wish to speak to this person in their role as a Board member, rather than a parent or friend. Board members are also bound by a confidentiality agreement and other rules governing their conduct as representatives of the school.

School Procedures

Parking

Cedar Tree is located in a neighborhood with limited parking options. The city of Bellingham requires that we do not block Irving Street and/or traffic in any way. Our neighbors at Fountain Community Church have kindly allowed us to use their parking lot for picking up and dropping off students. If there is no parking available in the Fountain Community Church parking lot, please use street parking on side streets surrounding Cedar Tree. Please be mindful of holding up traffic.

Please be aware of our neighbors and thru-traffic. All cars must be fully off the driving portion of the road when dropping and/or picking up children.

School Schedules

www.cedar-tree.org/family-resources

Elementary Arrival and Dismissal

Arrival: Please park in our lot at Fountain Community Church and walk on Broadway to the school entrance on Irving Street.

Students are encouraged to enter the classroom independently with the materials they need for the school day (backpack, water bottle, snack/lunch and weather appropriate clothing). Students are welcome to come for 15 minutes of supervised outdoor play before school.

Please make a special effort to support your students to arrive at school on time.

Dismissal: Elementary Students are dismissed from the playground at 3:00 pm. Family/Guardians are expected to pick up students no later than 15 minutes after dismissal. Your designated adult who is responsible for pick up/supervision is asked to sign the dismissal checklist so that we know who is supervised after school. Students are welcome to stay after school and play WITH a designated adult supervising.

Late Pick Up

We understand that life is complicated. In the event that you will be late, please call the office and, if needed, leave a message. If a family member/guardian does not arrive by 3:15, Cedar Tree staff will call those on the emergency contact list beginning with the parents/legal guardians. If late pick up happens routinely (after 3 times), the administration will contact the family to help problem-solve and any further tardy pick up will result in a charge of \$20 for 0-15 minutes beyond 3:15pm and will be reflected on the tuition statement.

Independent Departure

Elementary families who are comfortable with their child leaving school independently, may sign a release allowing their child to leave school independently. This form is available online via Transparent Classroom and remains on file through your student's time at Cedar Tree Montessori. Please email administration to complete this form or want to revoke this permission.

After School Supervision

Families are welcome to stay and play after school. Family members may choose to supervise a small group of Cedar Tree students after school not to exceed 4 students. All supervision on campus (before, during and after school) will be asked to reinforce the playground stewardship expectations below:

- Inclusive play: When we play at school, we practice inviting others to join play.
- Physical Play: We support play that does not restrict movement of another person. When in doubt we model asking if play feels safe to them.
- Equipment: We support children to play with any equipment made for their age and we remind students to use it for its intended use.
- Peaceful play (absolutely no threatening, gun or violent play on campus).
- Proximity: Adults are asked to stand where you can see children play and ask them to play where they can see adults.
- When in doubt, point kids to the posted playground rules and ask them to check for themselves.
- Cedar Tree may host local non profit afterschool enrichment groups after school (such as Wild Whatcom, Majestic Adventures, YMCA etc.) Registration is done through each independent organization throughout the year. Information about these seasonal opportunities will be shared via email.
- Cedar Tree has after school care for students. The details will be shared seasonally via email and all proceeds from this program go to support our Braun (tuition) scholarship program. More information on the current year's after school care including cost, staffing and sign-up can be found here: www.cedar-tree.org/family-resources

Children's House Arrival and Dismissal

Arrival: Please park in our lot at Fountain Community Church and enter through the gate to meet your child's teacher.

You are welcome to arrive early and supervise your child on the playground if they benefit from outdoor play before school. At 8:30 the classroom door will open, you can say your goodbyes, and walk your child over to the door. Please be mindful to not block the entrance door from other children ready to enter. It is helpful to think of a routine that you can do with your child everyday so they know what to expect.

Please be assured that the process of children separating from parents/caregivers at drop off is part of the exercise in attending school and is hard work for both children and parents/caregivers. Sometimes children may cry and have strong feelings during this transition. We are here to support this transition. A quick, confident and loving departure provides children with the best support. Typically, as soon as caregivers are out of sight, children engage fully in their school community. Please know that we will contact you if your child does not settle.

Dismissal: Please park at Fountain Community Church and enter through the gate. Children will be outside and ready for pick up. Parking at FCC needs to be brief in the afternoon since we have the next group of parents/caregivers coming 30 minutes after Children's House dismissal. Parents/caregivers are welcome to park further away and stay to play.

Before leaving school, remind your child to "check their cubby and coat hook." Please do not do this task for them. It is important that they learn to take responsibility for their things. Also, they often have work in their cubby that is not completed and it's important that it stays at school so they can finish it.

Please try to arrive on time for both drop off and pick up. If you know that you are going to be running late, please send your child's teacher a quick message using the classroom staff email address to let them know.

Field Trips

One component of the Montessori program is what is called "Going Out." Leaving the school and visiting local community opportunities allows us to expand our exploration and learning beyond our classrooms. As students develop readiness and independence, we take learning offsite and into our local community. Sometimes this is a scheduled trip and as the weather allows this is often an impromptu walk in the neighborhood or to a local park. By signing the permission form in the enrollment packet, you give the school permission to take your child on any school field trips. You can contact the teachers at any time during a field trip by calling the teachers' cell phone numbers on the class list. Please note that children are covered by school insurance wherever they are during school hours.

Each classroom will share these scheduled trips and will occasionally need volunteer drivers. Volunteer drivers must turn in a copy of a valid driver's license, a copy of a current vehicle insurance policy and sign the required paperwork available from administration. This information is collected annually and needs to be up to date before driving. We are always grateful for parents/caregiver help on our trips! Please see [Field Trips in the policies section](#) for more information. Please remember to drop off your child's booster or car seat at arrival in the morning and pick it up at dismissal.

Field Trip/Transportation of Students Policy

There will be teachers and/or parents/guardians supervising and accompanying the children on each trip. We will either walk, use public transportation or use parent/guardian drivers for transportation. All whole-class field trips will have a minimum of two adults supervising students. Small group trips include all off-campus trips that have fewer than 8 students and will have one adult supervising.

Cedar Tree staff who are supervising students off campus will have the following with them:

1. First aid kit including all student medications (Epi-pens etc.)
 2. Cell phone
 3. Parent/Guardian Emergency Contact information
 4. Use of Remind TextTree to make any classroom announcements
- Parent/Guardian must sign the field trip permission/release on the enrollment contract.
 - The school will publish all whole-class field trip details in advance.
 - Transportation to and from all off-campus trips will be provided by one of the following: parent/guardians or teacher drivers, Whatcom Transit Authority buses, or walking.
 - Parent/Caregiver drivers are required to provide Cedar Tree with a copy of the driver's current auto insurance, driver's license and sign the required form provided by administration.
 - Student accident insurance covers students on and off-campus.

Children as Passengers

Washington State Law - <https://apps.leg.wa.gov/RCW/default.aspx?cite=46.61.687>

WASHINGTON'S CHILD RESTRAINT LAW - <https://wacarseats.com/>

- Children up to age 2 must be properly secured in a rear-facing car seat.
- Children ages 2-4 years must ride in a car seat with a harness (rear or forward facing).
- Children 4 and older must ride in a car or booster seat until they are 4'9" tall.
- Children over height 4'9" must be secured by a properly fitted seat belt (typically starting at 8-12 years old).
- Children up to age 13 must ride in the back seat when practical to do so.

Student Food Allergies & Dietary Preferences

If your child has any food, pet or environmental (including scents and other airborne allergens) allergies, please report this on your child's enrollment information and let your child's teacher know. If your child has an allergy to soy, wheat, gluten, eggs, dairy or nuts, or other food, or they react to products produced on machinery with these ingredients even if they are not ingredients of the food itself, please send some alternative snacks to school. We will keep these in a bin marked with your child's name for times when they are needed. Please check your child's bin periodically to make sure it is well-supplied with snack items.

Snack

Children's House

We ask each family to provide snacks for students for two weeks during the school year. Snack is a special opportunity for social connection and practical life skills. Children choose to have snack during their work period just as they would any other activity. The children use tongs and spoons to serve themselves snacks and pour water into their cup. After they eat, they wash their dish and clean the table for the next person.

Cost: If providing snacks creates a financial hardship for your family, please tell us so that we can help supplement snacks.

More information can be found here: www.cedar-tree.org/family-resources

Elementary

Students are asked to bring in snacks from home and eat them as they feel hungry throughout the day. Please help them remember to pack extra food so that they can enjoy a morning snack in addition to lunch. Snacks will be eaten outside on our covered porch areas or indoors depending on weather. Please do not send sugary snacks such as cookies, candy, jello etc. Low sugar, nutrient-dense food is preferred.

Lunch

Students pack and bring lunch to eat at school with their classmates. A balanced, nutritious lunch (protein, grains, fruits and vegetables) will help your child sustain their focus and energy throughout the afternoons. Please avoid sending items with high sugar content (juice, candy etc.) for lunch. Keep those items for an after-school treat. All uneaten food and packaging will be sent home so you can see what your child has consumed.

We remind students not to share food during lunch to eliminate the increased risk of exposing a student to allergens.

It is easiest for the children if lunch is in one container, such as a lunchbox, a single container or thermos. A small bag or backpack is helpful to carry the lunch to and from home. (As with clothing, kindly choose items without advertising, action or movie characters.) Reusable and recyclable containers are consistent with our commitment to the environment at Cedar Tree. A sturdy lunch set will cut down on the number of non-recyclable packages that come to school.

You can support your children's education by helping your student prepare their lunch (as much as they are able). For example, they can practice opening and closing containers and using utensils to transfer food.

Children's House

If your child is with us for a full day, they will need to bring a packed lunch and will join their friends in the classroom for lunch. Lunch is an opportunity to refuel, enjoy some social time and practice practical life and social skills. Please help your child's independence by using containers or packaging that they are successful at opening. Water bottles are optional.

Lower and Upper Elementary

Your child will need to bring a daily lunch. Lunch is eaten inside or outside, depending on the weather. We like to prioritize eating outside whenever possible, to create every opportunity to be outdoors.

Special Days

Birthdays

Birthdays are a special time for us to recognize each student's uniqueness with a celebration at school. Each classroom has a ritual created to celebrate the child by sharing photos of the child during different stages of their life. It is customary to also recognize the number of rotations the earth has made around the sun since the child was born.

Children's House

We will honor your child's birthday with a special Montessori celebration. Your child's teacher will contact you to invite you to join your child at their birthday circle. Please bring photographs representing the stages of your child's life - ideally one for each year (newborn, one year old, two year old, etc). For children with a summer birthday, we will invite them to celebrate their half-birthday in the winter. To keep the focus on the child, please do not send in birthday treats. Please contact the lead teachers to set up a day for the birthday celebration.

Lower Elementary

Our lower elementary birthday ritual builds on the experience in our Children's House classroom. Students create their own timeline of life by bringing in one photograph to represent each year of life. Please help your student to choose photos (or copies) for their birthday celebration. Students can post these photos on a cork board so that classmates have the opportunity to look at them for the remainder of the week. We will return any photos you send in within a few weeks. Parents/guardians are invited to attend this special birthday celebration. To start the celebration, we will light a candle. Next, you and your child will present the timeline of your child's life. Each student then gets an opportunity to give a compliment to the birthday child. The ceremony ends by blowing out the candle and singing "Happy Birthday" in English or Spanish. Please contact the lead teachers to set up a day for the birthday celebration.

Upper Elementary

Our upper elementary celebrates each student by sitting in a circle and passing around a bowl of both rice and beans. Each student places a pinch of rice or beans and makes a wish for the birthday person,

shares a memory or gives a compliment. Once passed around, the bowl with the "wishes" gets put in a sachet and sealed. Once passed around we sing to the student.

Birthday Invitations

If you have invitations to a birthday party, please mail them. Anyone who has ever seen the sad face of a child who feels left out will understand the support of inclusion.. For this same reason, we ask children not to talk about their upcoming birthday parties at school unless everyone is invited. The children are usually heartwarming cooperative on this issue. If you are inviting everyone in the class, passing out invitations at school or in the parking lot is fine.

Cultural Celebrations

We explore human experiences from different cultural perspectives. Looking at cultures through the theme of common human needs promotes cultural understanding. In the Montessori curriculum, there is an emphasis on connecting the geography of the countries with their peoples' choices of food, shelter, clothing, and transportation. These cultural celebrations create organic opportunities to learn about diverse backgrounds and experiences. It builds the expectation that our human experiences and differences are part of what makes us special and unique. We honor, embrace, and celebrate these differences. At Cedar Tree, we value family and seasonal traditions. We encourage families to share their family heritages. We welcome your presentations of holidays, customs, stories or foods typical of your family's culture or religion.

Respect for each person's unique experiences is a key part of the Montessori curriculum. Derogatory comments about race, ethnicity, religion, gender, gender expression or sexual orientation are not tolerated. All families are honored. If negative comments do occur, we have a class meeting on the value of all people, how such comments might make others feel, how to restore harmony and how we can handle an incident if it happens again. We may also contact parents/guardians of children involved. Through personal interactions with others, stories, role playing and recounting historical events, children learn to empathize with others different from themselves.

Holidays

We celebrate seasonal changes and learn about holidays when they have historical significance and are culturally relevant to the students in the classroom or our current studies.

Children are welcome to share items from their families' celebrations of these or any other holidays. Oral sharing is another good opportunity for children to learn that not all families have the same traditions. In all celebrations, we ask that desserts remain a special treat to eat at home with your family, due to the number of students with food allergies and sensitivities to sugar.

We encourage family members to visit the classroom and share about ethnic, religious, and family traditions. This allows students to broaden their understanding of cultural differences and similarities in a way that is relevant and impactful.

Who is in your village?

Each year we create an opportunity to welcome and celebrate the people in our students' lives (neighbors, grandparents, extended and chosen family etc.). We honor the special intergenerational friendships that exist in our students' lives. During the pandemic we had a unique opportunity to "meet" our students' family and friends on our zoom screens. We saw, first hand, the rich and mutual benefit of these connections.

Items from Home & School

Clothing and Shoes

We look for every opportunity to support your child's blossoming independence. Please send your children to school in clothing that they can take off and put on by themselves. Practice tying laces at home and we will practice at school. When children can successfully tie their own shoes, then they can wear them to school with a great feeling of accomplishment.

In Montessori schools, we do a lot of work on the floor. We remove our shoes before leaving the entry to keep outdoor dirt and mud to a minimum. Your child can wear a pair of slippers or rubber-soled indoor shoes. Indoor footwear can stay in the cubbies at school.

We will go outside every day to experience nature regardless of the weather. (A dangerous storm will keep us inside for safety reasons.) It is very important for children to experience all aspects of their world as the outdoor environment offers fresh air, play, freedom, and larger body movements.

In cold weather, we ask children to put on an additional layer before going outside. Please send your child to school in sturdy, weather-appropriate shoes that are comfortable for walking and playing. Flimsy shoes such as Crocs, flip flops, and sandals with no traction, and jellies are a hazard while climbing, running or jumping.

We suggest practical, comfortable clothing, so your child is free to move and learn without feeling hindered by clothing. They will get dirty, so please do not send your child in overly fancy, or expensive clothing that will be a disappointment if it becomes stained. Please do not send your child with action figures on clothing or other distracting advertising or media features.

Children's House

Play clothes are encouraged at school: simple, washable, and easy to manage. Please do not send your child to school in clothing that restricts their movement, interferes with bathroom use, or in special clothes that cannot get dirty.

Children will remove their outside shoes/boots when entering the classroom. Please select shoes that are easy for your child to put on and take off independently. This will build their self-confidence at the beginning of each school day.

We will have a supply of extra clothes if your child needs to change during the day. Please wash and return them within a few days so they are available for others. Donations of extra clothing are welcome.

Extra Clothing at School

Children's House

We will have extra clothes, socks and underwear for any necessary changes. In the event your child needs to borrow clothes from school, a note will go home with a request to launder and return these items.

Indoor Plants in Elementary

To create a more natural and pleasant environment, we ask each family to send a houseplant to school the first week. The children will be the caretakers. A plant that can stand under or over-watering is ideal! Low light plants tend to be happier during the winter months. We will send these plants home in June. Please mark your student's name in permanent ink on the bottom of the plant's pot and saucer

Toys from Home

Toys need to stay at home or in the car. Past experience has shown that the presence of toys from home disrupts the atmosphere of the classroom and are at risk for getting damaged or lost. Save that special toy in the car for a pick-up time treat.

Money at School

Please do not send your child to school with money or valuables in order to minimize the risk of losing these items.

Technology at School

If your student has a phone or phone style watch, it will need to be inside their backpack and turned off when they arrive at school and can be turned back on after dismissal. They are welcome to use the school phone located in the office to make any necessary changes for pick up or schedule changes.

Music: An Aid to Concentration

We provide noise-cancelling headphones in all classrooms for students to choose to modify their environment and provide a quieter work environment. Upper Elementary students and some Lower Elementary students are given the additional freedom and responsibility to use headphones and an MP3 player to play instrumental music during their work time to increase concentration. We have observed that this can be particularly helpful for some (and not all) students and encourage them to experiment and learn if it works as a distraction or a tool for concentration.

Sharing - Children's House

We ask for your cooperation in having children leave their toys at home. All the materials at school are thoughtfully and intentionally chosen to suit the needs of the classroom. When children bring in their personal belongings it is often confusing and frustrating for others; it can also be quite distracting to the child who brought it and upsetting if it becomes broken or lost. As the school year unfolds there will be opportunities for children to share books, objects or pictures pertaining to one of our units of study.

Additionally, grownups are welcome to come in and share something that helps us broaden our cultural knowledge. Some ideas could be: share pictures/stories about a trip you took or place you lived, play an instrument, teach phrases in a language you know, tell us about a tradition in your family, demonstrate a tool you use for your job, etc. Children love seeing and hearing these tidbits from other people's lives.

Sharing - Lower Elementary

After the start of the school year, we will set up a sharing schedule. If your child has a special book, object, project or collection related to a unit of study, they are welcome to share it with the class. Dolls, toys, stuffed animals, movie and cartoon figures and related merchandise are not appropriate objects to share. Pokemon cards, Transformers, battling robots, toy weapons and similar toys fall in this category. Better choices include craft projects, objects from nature, books on a current topic of study, artifacts from a country, photos from a trip, etc.

The exceptions to this policy are toys related to an area of study. For example, realistic toy dinosaurs would be appropriate to share while studying dinosaurs. Objects constructed from building materials, such as Legos, are also fine if the design shows creativity. Sports equipment, cards, clothing or medals/ribbons are also acceptable. If you have any doubts about appropriate sharing items, please contact the teacher the day before your child's sharing day.

Each day, all children are welcome to orally share events or topics of interest to them at circle. This is good oral speaking practice and often generates discussion among the children who have had similar experiences.

Sharing - Upper Elementary

Children are encouraged to bring interesting items or information to share with their classmates. Our classroom agenda serves as a running record for grievances as well as items students may wish to share. Nature items are always invited to be added to our cultural shelf. Cultural items are appreciated as well. Students are always welcome to bring items from home that are related to what is being studied in the classroom. As with the other classrooms, toys are not appropriate.

School Supplies

Cedar Tree provides an optional list of school supplies that each student can bring the first week of school. This supply list is specific to each classroom. You will receive this list in your Student Information Packet.

Found Items

We have many small, appealing items on the shelf that may find their way home in your child's pockets. Often this is unintentional. If you find small items such as beads, cubes, play money or unfamiliar objects, please call the school. The item may be a small, but essential piece of very expensive Montessori equipment. Thank you for your cooperation.

Lost & Lonely

Each of our classrooms has a "Lost & Found" bin that should be checked regularly for those left behind clothing items, water bottles and other treasures. Our teachers will put these bins outside on a regular basis for the parents/caregivers and students to look through. Each June, we donate all leftover items.

Financial Information

Income and Expenses

Cedar Tree Montessori is a 501 (c) (3) nonprofit. Our school income comes from four sources: tuition, donations, fundraising and rental of classrooms. Each fall, the Cedar Tree Board reviews the past budget and sets the new budget for the coming fiscal year (July 1 to June 30). The Board sets next year's tuition each year in February. Tuition is 95% of our total income.

Re-Enrollment

Returning families have the option each year to reserve enrollment for their child. In order to do this you are asked complete an enrollment agreement, pay an annual, non-refundable re-enrollment fee (equal to one month's tuition) and a registration fee.

Tuition

Monthly tuition cost represents the cost of your child's education divided among 10 months. Therefore there are months (e.g. November, December, April and June) where children are not attending but full tuition is due. Tuition is not discounted for school or family vacation, illnesses or holidays. Information on the amount of tuition and fees can be found in our website and in our Enrollment Policies [ADD LINK](#). Families who sign an enrollment agreement will be financially responsible for the annual tuition.

Fees/Discounts

Families pay an enrollment or re-enrollment fee and annual fee (for P.E. and consumable materials) per child. These fees are non-refundable. Our current tuition and fees can be found on your tuition agreement and on our website: <http://www.cedar-tree.org>. Tuition discounts are available for enrolled siblings and for paying in full by September 1st.

Payment Options

Payment options can be found here.

https://docs.google.com/document/d/1V50LUTLz0DOrcTvdAvYWNSdhHKTPYqqDfvD51h_ovPs/edit?usp=sharing

Additional Information

1. Tuition is due the first calendar day of each month. A late fee of \$25.00 will be charged for payments received or post-dated after the 5th.
2. Tuition is not discounted for school or family vacations, illnesses or holidays.
3. By signing our tuition agreement, you are agreeing to pay monthly or annually until the annual tuition is paid in full.
4. An unpaid tuition balance will prevent Cedar Tree from relinquishing academic files, re-enrolling or continuing services to your child.
5. Cedar Tree Montessori does not discriminate on the basis of race, national or ethnic origin, religion, sexual identification or orientation.
6. All fees (material, PE and enrollment) are per student and non-refundable.

Student Withdrawal Policy

There is a financial hardship to a school's budget when a family withdraws after committing. Once an enrollment opening has been reserved for your child and you have signed the Tuition Commitment Agreement, your family is responsible for paying the annual tuition amount. If a student's needs cannot be met and it is determined by parents and the school that a student should find a different academic setting, then tuition will not be charged for the days not attended.

An unpaid tuition balance will prevent Cedar Tree from relinquishing academic files, re-enrolling, and/or continuing services to your child.

Annual Fees

There is a non-refundable annual fee per child for Children's House, Lower Elementary and Upper Elementary. This fee is due at the beginning of the school year. The fee covers the consumable materials for the school year. This fee also covers the costs of contracting services from a variety of teachers who come to the school to teach (yoga, dance, art, music, drama, PE).

Cedar Tree strives for inclusion on all levels. We work to remove barriers so that we can increase diversity in our community and work to reflect our broader community's diversity (economic, ethnic, family constellation). Tuition is a barrier to attending an independent school and Cedar Tree Montessori has created a scholarship program that will reduce the cost of tuition for families who apply. This scholarship program is funded by revenue from our afterschool program, private donations, and through our volunteer program.

Donations

Cedar Tree Montessori School is a state and federal non-profit organization. This means that any profits are channeled back into the school. Any time you make a donation to Cedar Tree, you can request a receipt and deduct this amount on your taxes. Our non-profit tax number, as granted under section 501 (c) (3) of the federal tax code, is 91-1953283. The school can write a receipt or letter of acknowledgement for your tax records.

As a non-profit organization, we are eligible for grants and matching funds from employers with these types of programs. Please let us know if your employer has such a program when you make a donation or contribute financially to a fundraiser.

Fundraising

Our need for fundraising is generated by a deficit between our revenue and expenses. Our board attempts to ensure that the cost of tuition reflects the actual cost of your student's education and ensure that our teachers are compensated equitably. Our board of directors creates a fundraising plan for each school year to raise necessary funds to allow us to cover expenses and grow our teachers' wages. Cedar Tree strives to have fundraisers that are reflective of our mission and our community's needs. We have fundraisers throughout the year that allow families of all income brackets to participate.

Your monetary contributions to any fundraising event are tax deductible. Your volunteer time and support for these events is essential to maintaining the fiscal health of the school.

Elementary Enrichment Curriculum

Art

Cedar Tree recognizes the importance of art as an integral part of an elementary curriculum. Technical skills, art appreciation and self expression through a variety of media are the goals of art instruction.

The Lower and Upper Elementary art programs contain the following elements:

1. The study of elements of art or art history and related student projects
2. Instruction in techniques of drawing and painting
3. Creation of hand crafts

In addition, art activities are available throughout the year as choice activities. In the Lower Elementary, the art shelves are regularly refreshed with new art, craft and sewing projects. In the Upper Elementary, art projects follow the progression of areas of study. For example, when studying Persia, students have made tile mosaics in the Persian tradition.

Fine Arts

We have a Performing Arts Specialist that teaches drama and music to elementary students. We include specialists to come to Cedar Tree to teach Spanish, mindfulness, movement and outdoor education. In addition to these weekly classes, classroom teachers incorporate music and movement into the classroom activities. The Elementary has a ukulele for each student and percussion instruments to learn basic rhythm reading. We enjoy daily use of piano, song and exploration of music.

Physical Education & Movement

Our P.E./Movement program is designed to accomplish the following goals:

1. Spending time in nature and establishing a positive association with the outdoors.
2. Getting exposure to different types of movement and games that may become lifelong activities (for example, rock wall climbing, yoga, dance, ice skating, walking, biking, hiking etc.)
3. Students have an opportunity to explore movement as a creative expression and/or an expression of personal power.
4. Students can practice cooperation, sportsmanship, health and safety.
5. Acquire knowledge that will encourage the maintenance of a healthy, active lifestyle.

Spanish

We include Spanish instruction in our Kindergarten and Elementary classrooms. These classes are taught by a specialist Spanish teacher. Our classes are intended to be fun, interactive and expose children to both culture and the language through games, songs and folklore.

Technology: A Tool for Literacy & Citizenship

Our goal is to help students learn technical skills (keyboarding, writing documents, editing documents, creating presentations and doing research) responsibly. Cedar Tree teaches digital literacy/citizenship through teacher guided conversations, Common Sense Media curriculum and guided access to computers. Our job is to have safeguards in place to keep students safe and the student's job is to make choices that keep themselves and their classroom community safe. Each student signs a ["Student Technology Use Agreement"](#)

Lower Elementary

Technology is integrated into our curriculum as part of our practical life curriculum. The use of computers is explored after students gain an understanding of what it means to be a "citizen of the internet" and learn vocabulary terms such as media balance, and is done so slowly and intentionally. First year students do not have access to the internet and the introduction of technology is delayed to March/April of each academic year. Students learn keyboarding skills and eventually learn to compose a document and use graphs.

Upper Elementary

Students continue to learn keyboarding skills. They have now had experience composing, editing and publishing using a computer, how to create and save a document and progress to composing, editing and publishing on the computers. Teachers have access to computer projectors and projection cameras.

Personal Technology at School

"Off and Away" is our policy for all personal technology (games and phones). Phones and watches with internet access should be left at home. If they come to school, they should be turned off and put in backpacks. If a student can demonstrate to a teacher that all notifications can be silenced, then the watch (only) can remain on their person. Our school phones are available for any student who needs to contact a parent/guardian about emergent issues related to pick up, illness etc. If a student brings and uses their personal phone at school, a reminder of the expectation will be given and a parent/guardian will be notified. If it happens a second time, there will be a parent/guardian meeting with teaching staff.

Family Involvement

Families are our students' first teachers. You have an important role in your child's learning journey. We are excited to work together to support your child's Montessori education. We work to cultivate and celebrate an inclusive and diverse community and create opportunities for families to be involved and get to know the community. We have opportunities for family members to volunteer in a classroom, attend classroom visits, and take part in parent education meetings.

Service to our Community

Working together to care for the school campus and classrooms fosters a feeling of shared responsibility and community and offers organic opportunities to get to know each other. Each classroom will share a list of classroom volunteer duties at the family orientation. We will share an ongoing list of helpful classroom specific, grounds or maintenance jobs along with errands that are needed. Families are asked to commit **5 hours of volunteer service** to Cedar Tree or \$300 over the course of each school year. Hours must be completed by April 20th and the charge of \$300 will be billed if these are incomplete. Additional information on volunteer opportunities and recording your volunteer hours is available on our website at www.cedar-tree.org/parent-resources.

Share Your Family Traditions & Talents

Maria Montessori believed that young children should study the similarities and differences between communities around the globe in order to build an early and growing awareness of our diverse, interconnected world. We invite you to come into your child's classroom to share your hobbies, skills, family traditions, passions). Please arrange your visit with the teachers.

Field Trip Volunteers

We also need drivers for our field trips. Transportation to and from field trips may include: parent/guardian or teacher drivers, Whatcom Transit Authority buses, or walking. We always attempt to walk or use public transportation if at all possible. We take into consideration the routes and schedules when we plan field trips and work diligently to avoid disrupting and inconveniencing the Cedar Tree parents/guardians' busy schedules. We use parent/guardian drivers as a last resort after evaluating and exhausting all other options.

When we take public transportation or walk, we still need extra adults for supervision. If you would like to drive on a field trip, please let us know. You must have a seat belt for each child. School policy requires families to provide booster seats or car seats for children under 4' 9". You must also furnish the school with a copy of your driver's license and current car insurance required by our insurance company.

School Observations

After the first two months of school, when the students are bonding with the teachers, we welcome observations by appointment. You may find that your child wants to sit next to you as they work. Or, you can try to be a "fly on the wall" in the corner. Either is fine. Please be warned that your child's behavior with you present may not be the same as when you are away. If you would like to observe, please call to check the day and time with the teachers after November. We like to schedule only one parent/caregiver observation at a time when possible.

Events

At the beginning of the school year we host school picnics. In addition, we offer “Family Nights” as a time for your child to show you what they have been working on in class. Parent/Guardian Nights are for adults only, with an education or parenting/caregiving topic. Work parties can be indoor or outdoor, with or without children joining in. As well as being mutually fun events, these nights are successful fundraisers for Cedar Tree. We also look forward to annual events such as the talent show and our science fair. Please visit our website (www.cedar-tree.org) and go to the “Calendar” tab. This online calendar will give you a month by month view of upcoming events.

You may wish to organize your own all-class or all-school potlucks, play dates at the park or family excursions. We want to encourage any social events that build a stronger parent community. If you wish to organize an all-class or all-school event, you can email us for a schoolwide email and/or for publication in the newsletter.

Health & Safety

Additional information on Health & Safety practices and procedures can be found here:

https://docs.google.com/document/d/124N3_Qdhelf4n_QN_fPWTMbfzAdg7PrX8BCn797WKh4/edit?usp=sharing

- Community Health Policy
- COVID-19 Safety
- Emergency
- Immunizations
- Head Injury Protocol
- Handling/Dispensing Medications
- Student Accidents
- Allergies
- Communicable Diseases & Staff Flu Shots
- Keeping our School Community Well

Threat and Safety Assessment Procedures

Our most up to date procedures can be found here:

<https://docs.google.com/document/d/11IEddLXao-ZGAZ42nSHte5Fx7sc8kZzNw-H8mTJUoxA/edit?usp=sharing>

Emergency Items

We ask that parents/caregivers bring a photo and card/letter in a paper envelope at the beginning of the school to share with your child in the event of any major disaster. We will return any unused items at the end of the school year.

Schoolwide Communication for Emergency

Cedar Tree Montessori uses a text tree service called “Remind”. Each Cedar Tree family will receive an invitation to join this text tree for the school year. We will use this to communicate schoolwide emergencies and school closure days due to unforeseen circumstances, including snow days. Teachers will occasionally use the classroom specific Remind text tree to remind families of a field trip or other day-of event that requires action and preparation.

School Closures

Inclement Weather

Our school community lives across Whatcom and Skagit counties and we do our best to make a measured determination about school closures that both prioritizes safety for our staff and families and recognizes the strain that school cancellations place on families. When considering whether to close school we assess: road conditions for staff and students as well as street and playground conditions at school (playground and classrooms). If it is determined that we need to close school, we will send a notification to all families by 6:30 am via Remind Text Tree.

If we have school and there is snow on the ground, we’re going to want to play in it! Please label ahead of time gloves and hats as there will be plenty of them around. A warm layer under a wind/water-protective shell is ideal.

In case of a power outage, we have flashlights and lots of windows for natural light. Although we have gas heat, the heat is circulated by fans which use electricity. If loss of electricity prevents us from keeping your children warm or if snow falls so rapidly during the school day that the teachers suspect cars will not be able to get to school by dismissal time, school will be closed early. Staff will stay with students until each one is picked up. We will use the emergency contact list to call people to pick up the children. Please make sure your emergency contacts information is up to date in Transparent Classroom.

Toileting

Children’s House: Students need to be practiced at using the toilet independently in order to attend. That said, teachers will support children as needed. We have extra clothing for students to borrow if they need to change clothes during their school day.

Grief, Trauma and Family Transitions

Change and loss are an unfortunate part of life. Please let us know if your child experiences any life altering changes that you believe may impact their time at school so that we can provide additional support, as needed. Together, the teacher and child can put together a plan for when the child feels overwhelmed at school.

Emergency and Safety

We practice three kinds of safety drills: earthquake, fire and lockdown during the school year. In the Lower Elementary, we also address personal and physical safety, safety at home, and calling 911 in emergencies. For more information on our Safety Drills, please visit:

https://docs.google.com/document/d/124N3_Qdhelf4n_QN_fPWTMbzfAdg7PrX8BCn797WKh4/edit?usp=sharing

Supporting Neurodiversity

The Montessori Method of education provides a nurturing, supportive environment for children of all abilities and learning styles. This includes children with disabilities and neurodivergence, physical disabilities; learning differences, ADHD; and autism spectrum disorders. Teachers will learn through observation how your student approaches learning and what super power and obstacles exist. If we notice an obstacle to learning, we will reach out to schedule a time to share observations and any adaptations teachers have made to facilitate learning. Together, teachers and families can create a support plan which could include students getting support outside the classroom (such as occupational therapy, speech therapy, psychological assessment or cognitive testing).

We believe in the importance of “fit”. Not every brain learns the same way and not every child learns equally well in a Montessori setting. If it is determined that a student's needs cannot be met within the classroom, we will arrange a meeting with parents/caregivers to explore this further. Every attempt will be made to meet a student's needs and this may include a recommendation to a different learning environment. Accommodations will be made, provided: the classroom has the resources to support the student's needs, the student's actions do not keep others from learning and that the child does not pose a risk to themselves or others.

School Policies

Information on School Policies can be found here:

https://docs.google.com/document/d/124N3_Qdhelf4n_QN_fPWTMbfzAdg7PrX8BCn797WKh4/edit?usp=sharing

- Accident Policy
- Anti-Bullying Policy
- Child and Staff Protection Policy
- Confidentiality Policy
- Effective Communication & Conflict Resolution
- Student Support Policy
- Student Dismissal Policy
- Student Behavior
- Anti-Harassment Policy
- Whistleblower Policy
- Staff Code of Ethics

Pets in the Classroom

We have witnessed the many social and developmental benefits that result in children having pets in their prepared environment when it is supervised and intentional. For these reasons classroom teachers may choose to host an animal in their classroom when there is no negative impact to the health of students within that classroom.

School Photos on the Internet

We have a policy at school that we do not upload photos to the Internet, without family approval. By consenting to a photo release, a parent gives Cedar Tree Montessori the right to photograph their child and to use photographs of their child in only school related publications including classroom updates and school newsletters. These photos will not be used on the website or brochure. Teachers and staff will do their best to take photos that protect a student's privacy.¹

Conflict Resolution Between Children

When conflicts arise between students, we use a conflict resolution model. We teach this model in the first few weeks of school each year and support students to use these strategies on the playground and in the classroom. At first the teacher may need to model the steps and suggest language to the children. Eventually children learn to solve many problems themselves. Some older students even help solve the problems of others. We also spend time introducing concepts from Marshall Rosenberg's model of Nonviolent Communication. This model teaches that problems in solving universal needs are

¹ Our current observation process involves direct communication via Zoom with prospective families. We take the utmost care to ensure that the privacy of each student is respected.

caused by conflicting strategies. With this model we focus on each person's needs and alternate ways to meet them. Conflicts can be resolved to meet everyone's needs.

During conflict resolution, the children must agree to solve the problem and listen to each other (A cooling off period may be necessary before this can happen). One child states an observation (vs. a judgment) about the behavior and their feelings about the issue. The second child does the same.

Children are encouraged to state these in "I- statements" as in "When you stood in front of me in line, I felt angry." The two children brainstorm solutions to the problem. Finally, they choose one solution that is agreeable to both children. If one child cannot agree to the solution, they must come up with a counter suggestion until both can agree. Later, we check in to see how the solution worked.

Procedure for Conflict Resolution Between Parents/Caregivers & Teachers

We expect that at some point you will have concerns or experience conflict during your years at Cedar Tree. When concerns arise, we ask that you share your experience with your lead teacher so that they are aware and can be a part of solution building. If you have ongoing concerns or feel that you were unable to reach an agreement about resolving conflicts, please direct your concerns to our Administrator. Cedar Tree has a board member designated to hear issues, concerns or complaints that have not been resolved by first consulting the lead teacher and the Administrator.

Child Abuse

State law requires teachers to report all known and suspected incidences of child abuse or neglect to Child Protective Services. Child abuse or neglect is defined as any injury, sexual abuse, sexual exploitation or negligent treatment or mistreatment of any child by any person such that the child's health, welfare or safety is harmed. Hitting a child hard enough to leave a mark is considered child abuse. School policy prohibits teachers from using corporeal punishment to discipline students. Please see our discipline policy.

Our employee policy contains rules to prevent sexual mistreatment of students and employees. These include fingerprint and background checks on all employees and dismissal for employees engaged in inappropriate sexual behavior. As a precaution, we allow one student at a time in the bathroom when the door is closed. This includes adults as well. At recess time, children must first check with an adult before using the bathroom to prevent two children from using the facilities at one time. However, two children may use the bathroom to wash hands with the door open.

Education and conversations at home about your child's changing body, and establishing body boundaries about good and bad touch are effective measures to protect your child from physical and sexual abuse. Ask your librarian for good, age-appropriate books on this topic. At school, we teach the

children that no one has the right to touch another person's private parts and that includes other children, relatives, teachers, and adult friends. Children are asked to tell a trusted adult immediately if this happens to them. If at any time you suspect your child may be engaged in sexual play or sexual harassment at school, please tell a teacher immediately.

State of Washington Approval as a Private School

We are approved as a private school in the state of Washington. In order to comply with state requirements, we undergo fire inspection, maintain copies of important records, submit enrollment information to the state including ethnicity and immunization status, file credentials, and guarantee a minimum of 1,000 hours of instruction in standard curriculum areas. By obtaining state approval, your child's education at Cedar Tree will be accepted at any other public school in the U.S.

Statement of Non-Profit Status

Any time you make a donation to Cedar Tree, you can request a receipt and deduct the amount on your taxes. Our non-profit tax number, as granted under section 501 (c) (3) of the federal tax code, is 91-1953283. *As a non-profit organization, we are eligible for grants from other non-profit agencies. If you have a grant idea or know of grant funds available to schools, please let us know.*

Statement of Non-Discrimination

Cedar Tree Montessori School admits students from families of any race, color, national and ethnic origin, religion, gender and gender expression or sexual orientation to all the rights, privileges, programs and activities generally accorded to or made available to students of the school. It does not discriminate on the basis of race, color, national and ethnic origin, religion, gender, gender identity, gender expression or sexual orientation in hiring practices, or in administration of its educational policies, administrative policies, financial aid and loan programs, or any other school programs.

Statement of No Religious Affiliation

Cedar Tree Montessori is not affiliated with any religious organization. Cedar Tree does not teach religious doctrine.

Prejudice Free School Campus

As a community, we (parents/caregivers, students, staff, family members) have a responsibility to ourselves and to each other to make choices that cultivate a safe learning environment. We teach peace and acknowledge that racism and discrimination exists. We work to learn from each other and talk with our children about our role and responsibility to care for our planet and each other. We are grateful to have you as a part of our community and are grateful to be a part of your child's learning journey.