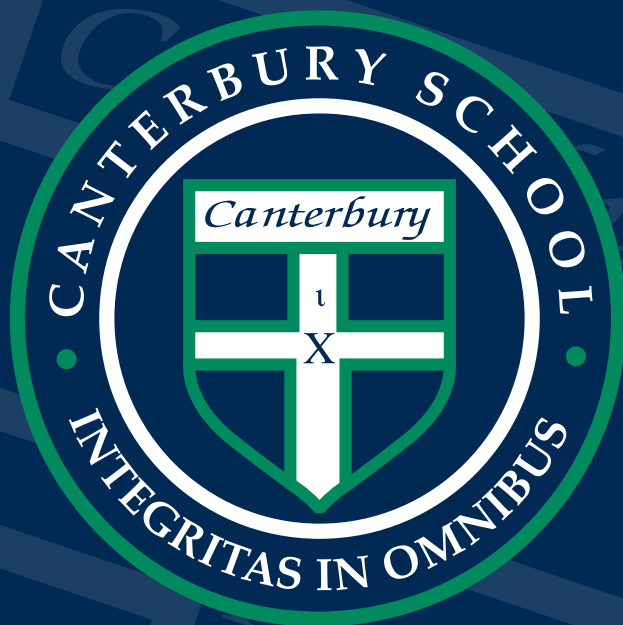


CANTERBURY EARLY CHILDHOOD



**Parent and Student Handbook
2023-24**

canterburyschool.org

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School Counselor, EC-8	Ashley Bunn	1006	Indoor Maintenance	Bob Brothers	3015
School Nurse	Kelli Sordelet	2005	Outdoor Maintenance	Tim Otis	3016
Auxiliary Programs	Deric Adams	3401	Food Service	Quest	2010

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Section I • Introduction

Our Mission

The mission of Canterbury School is to maximize the potential of young people by providing a challenging, enriching, and supportive learning environment in which students build the foundation for a life of purpose, passion, and meaning.

As an independent school, we are able to place the personal, social, and spiritual well being of each student at the center of all we do.

As a college preparatory school, we strive to balance our treasured traditions with the needs and expectations of the students and families we serve.

Our Story

Canterbury was founded in 1977 by a group of parents seeking to create an educational program that would better serve their children. The founders envisioned a school that would inspire and motivate students, cultivate an understanding and appreciation of the fine arts, develop an understanding of the world especially by the study of foreign language, and instill an understanding of Christian principles in their students' lives.

Canterbury opened September 8, 1977, with 89 students, grades Kindergarten through 6. Today, Canterbury is a coeducational day school offering a college preparatory education to students in Early Childhood through grade 12. Canterbury strives every day to live by the words in its crest: "Integrity In All Things."

Our Beliefs

While the structure of Canterbury has changed since 1977, the school remains committed to the four founding pillars of intellectual, physical, social, and spiritual development. To that end, Canterbury has created an educational experience founded on the following set of core beliefs:

A strong and broad base of knowledge and a genuine love for and appreciation of learning are best accomplished through a challenging college preparatory curriculum. Student learning is built on relationships – student to student, student to teacher, parent to teacher, and school to community. Character development is grounded in the Christian principles of compassion, forgiveness, love and kindness in support of the faith of each family. Participation in the arts and athletics is essential in the development of the well-rounded individual.

Our Students

Canterbury actively seeks to enroll students who will take advantage of all that our unique educational community offers. Our experience tells us that students who succeed at Canterbury have the following characteristics:

- They are motivated by a strong internal desire to learn.
- They have the ability to meet high expectations for academic performance.
- They and their families are willing to invest themselves fully in the Canterbury experience.

To these students, we commit to providing:

- A challenging curriculum that features the best of traditional and contemporary educational practices.
- Opportunities to discover and develop their potential through a full range of academic, artistic, athletic, and co-curricular experiences.
- A commitment from the faculty, students, and administration of Canterbury School to become partners in their growth and development.

Our Results

Our commitment to a transformative educational experience is reflected in the vision we hold for our graduates.

A Canterbury graduate will achieve the highest level of academic preparation as exhibited by:

- Mastery of a strong college preparatory curriculum
- A lifelong habit of intellectual curiosity and creativity
- Highly-developed critical thinking and problem-solving skills

A Canterbury graduate will experience significant personal growth as exhibited by:

- The appropriate and effective use of leadership skills
- The self-awareness and self-confidence to pursue his or her passions and interests
- A personal commitment to acting with integrity in all things
- A sense of responsibility to others and to his or her community

Diversity Statement

The School has adopted the following Philosophy of Diversity:

We believe that our school community and its members are enriched by understanding and respecting the uniqueness in all people. We actively seek to create an inclusive environment that emphasizes the importance of embracing our differences. We believe all voices in our community should be valued, appreciated and respected. We are committed to embracing differences in race, religion, ethnicity, national origin, gender, sexual orientation, and socio-economic status, and to affirming the dignity and worth of every individual. We will support policies, programs and practices that promote the diversity of the world in which we live, that create an inclusive and evolving environment in which to teach and accept these differences, and that are consistent with our school's mission.

From this philosophy, an Administrative Action Plan has been created which is reviewed and updated every few years. The plan includes direction for the School in the areas of curriculum, faculty life, leadership, student life, community celebrations, admissions, publications and visual environment. The review is undertaken by a joint committee of board, administration and faculty members.

This statement of philosophy on diversity applies to and supports the School's published nondiscrimination statement, "Canterbury School admits students without regard to race, color, religion, national origin, gender, sexual orientation, or any other characteristic. It does not discriminate in the administration of its educational policies, financial aid programs, hiring practices and other school administered programs."

Canterbury School Board of Trustees

Canterbury School is a non-profit educational corporation with a self-electing Board of Trustees. The three primary roles of the Board of Trustees are to establish policies and plans in support of the adopted school mission, to focus on long-range and strategic goals, and to ensure responsible stewardship of the School's fiscal and physical resources.

Members:

- Todd Jacobs, Chair
- Charles Surack, Co-Vice Chair
- Laurence Weigand, Co-Vice Chair
- Matt Bierbaum, Secretary
- Shannon Hardiek, Treasurer
- Kevan Biggs
- Kelci Burnham
- Kathryn Callen, Foundation Representative (ex-officio)
- Nikole Carver
- Lindsay Chaille
- Sara Ayres Craig
- Mohammed Ghazali
- David Jackson, Head of School (ex-officio)
- Molly Jorgensen
- Beth Laipple
- Greg Sherman
- Dara Spearman-Wardlow
- Rachel Steinhofer
- Brooke Stewart
- Arvind Surendran
- Richard R. Waterfield
- Matthew Wojewuczki
- Steven Zacher

Canterbury Foundation

The Canterbury Foundation is a non-profit corporation that was founded in 1985. The Foundation was established to operate exclusively for the benefit of Canterbury School and currently fulfills that role through the stewardship of the endowment. The Foundation is governed by a Board of Directors. Membership is open to all persons recommended by the Foundation's Nominating Committee.

Members:

- Robert W. Godley, President
- Kathryn D. Callen, Vice President and School Board Liaison
- Jeanette D. Schouweiler, Secretary
- Richard D. Waterfield, Treasurer
- Hollis T. Bierman
- William R. Cast
- Jonathan M. Hancock
- Shannon Hardiek, Board of Trustees Treasurer
- David Jackson, Head of School
- Todd M. Jacobs, Board of Trustees Chair
- Anne M. Karr
- Susan M. Johnson
- Janet W. Paflas
- Michael V. Parrott
- Frances M. Pasalich
- Michelle M. Rousseff-Kemp
- Rev. Paul Smith
- Todd R. Stephenson
- David A. Stewart
- Kathleen M. Summers
- Thomas T. Teel
- Nancy A. Westfall, Nominating Committee Chair
- William W. Wilson, Development Committee Chair
- Matthew C. Wojewuczki

Parent Association Leadership

Steering Committee

President	Danielle Karr
Vice President	Courtney Sloan
Treasurer	Natalie Chenoweth
Secretary	Jill Surendran

Division and Grade Representatives

EC Rep AM	Polly Teevan, Maké Karagule
EC Rep PM	Cassandra Straessle
LS Rep	Nicole Langel, Annie Fisher
MS Rep	Flo Bear, Tracy Ryland, Angel Suttle
Grade 5	Nicole Langel
Grade 6	Michaela Baldwin
Grade 7	Annie Henry, April Clute
Grade 8	Alison Rhinehart, Dana Minnick, Joey Kelley,
Heather	Backs, Erin Erb, Kristin Pine
HS Rep	Martha Ellis
Grade 9	Dima Mourad
Grade 10	Drew Swift
Grade 11	Angela Maloblocki
Grade 12	Lindsay Chaille

Senior Committee

Courtney Dressler, Cathy Diamente, Cyndie Mitchell,
Glenda Starks, Lindsay Chaille

Service and Event Coordinators

FoF for EC	Karen Eller
FoF for LS	Carmen Brough, Nimra Khan
FoF for MS	Courtney Sloan, Danielle Karr
FoF for HS	Kristin Rahn, Erin Heck, Allison Van Zandt
Cav Clothing	Natalie Chenoweth

Lunchroom Coordinators

Catherine Chan-Moy, Dima Mourad

Plant Show Coordinator	Lisa Starkey
SCRIP Coordinator	Carrie Gould
Poinsettia Sales	Patrick Gillan
Jingle Bell Boutique	Carrie Gould, Maké Karagule
Sock Hop Coordinator	Carole Kinne
New Family Ambassador	Misha Boone

Administration and Staff

David Jackson	Head of School
Kathy Todoran	Assistant to the Head of School & Board of Trustees
Matt Cloud	Assistant Head of School for Advancement
Claire LeSar	Advancement Administrative Assistant

Melinda Perry
Ashli Wharton
April Lass
Krista Lohmar

Elly Maconochie
Tish Teel
Natalie Trout

Jessica Sharpe

Mike Landgraf

Sharon Linn
Susan Wolfe

Wendy Wilson

Ashley Bunn
Deric Adams
Elly Maconochie
Tish Teel

Tara Parshley
Lincoln Gray
June Rambo
Wendy Wilson
Rob Westfall
Ashley Bunn
Nicole Justice
Delphia Watts
Brian Estrada
Katie Mower
Ken Harkenrider
Kendra O'Connor

Jerry Belcher
Angie Sands
Audrey McAbee
Tammy Gunn
Kelli Sordelet
Jeff Phillips
Bob Brothers
Tim Otis
Quest

Director of Development
Canterbury Fund Director
Director of Development Services
Director of Enrollment Management
(Grades 1-12)
Director of Admissions (EC, K)
Admissions Assistant (EC, K)
Director of Marketing &
Communications
Assistant Director of Marketing &
Communications
Lower School Director
& Assistant Head of School
Lower School Office Assistant
Lower School Extended Day Care
Coordinator
Lower School Enrichment
Coordinator
School Counselor, Grades EC-8
Director of Auxiliary Programs
Early Childhood Director
Early Childhood Office Assistant
Director, Early Childhood Enrichment
Middle School Director
Middle School Executive Assistant
Middle School Office Assistant
Assistant MS Director & Dean
LS/MS Counselor
High School Director
High School Office Assistant
Director of College Counseling
Director of Learning Resources
Director of High School Athletics
High School Counselor
Business Manager
Accounting Manager
Billing & Accounts Payable Specialist
Office & Project Assistant
School Nurse
Director of Technology
Director of Maintenance Operations
Director of Outdoor Maintenance
Food Service Provider

Section II • General Information

School Operations

Attendance Policy

Children are expected to attend school every day unless the child is ill. If a student is not feeling well he/she should be kept home. Children must be fever-free (without the use of over-the-counter fever reducers) or diarrhea-free for 24 hours before returning to school. Parents/caregivers should call the School if their child is absent and report any illness or contagious disease promptly. Parents should call the Early Childhood/Lower School office by 9:00 a.m. if their child will not be in school.

Student Arrival and Dismissal Times and Procedures

Carpool

Transportation is provided by the parents of Early Childhood students. Each car should display the assigned carpool number at the top of the windshield on the driver's side of the car. Returning families keep their same carpool number. New families receive carpool numbers before the first day of school.

General Guidelines

The carpool line is a no cell phone zone. Arrival and dismissal times are among the busiest parts of the school day. Guidelines have been developed to make these times as orderly, safe, and expedient as possible for children, parents, and faculty. Safety is always considered above convenience. Cooperation from parents is essential.

Arrival and dismissal of all Canterbury Kids, Cavalier, and Junior Kindergarten students take place at the Circle Drive entrance (Door #3), with the exception of children who go to the Enrichment and Extended Day programs. Only Kindergarten Prep students may use the Lower School carpool (Door #1).

Traffic lanes must never be used for parking. If parents need to come into the building, they must park their cars in a parking space. The Circle Drive exit onto South Bend Drive is right-turn only.

Arrival Procedures

Children arriving at school between 8:05 a.m. and 8:15 a.m. or between 12:05 p.m. and 12:15 p.m. are met at the car by parent volunteers. Parents/caregivers should unbuckle their children while waiting in the car. Once unbuckled, the parent volunteer will unload the children and guide them to the Teaching Assistant inside the building. Parents or caregivers walking with students into the building must enter through Door #1 and sign in at the office.

Early Bird Arrival

Canterbury Kids, Cavaliers, and Junior Kindergartners who have signed up for Early Bird may arrive between 7:30 a.m. and 8:15 a.m. and should be dropped off at Circle Drive (Door #3). Parents may pull up to the Circle Drive doors for drop-off. Kindergarten Prep student who are arriving through LS School carpool (Door #1) should also go to Early Bird at Circle Drive

if arriving between 7:30 a.m. and 8:00 a.m. Kindergarten Prep students are then dismissed to their classroom at 8:00 a.m.

Children arriving after 8:15 a.m. or 12:15 p.m. must enter through Door #1. Office staff will escort the student to their classroom.

Dismissal Procedures

Drivers should form two lines up to the Circle Drive doorways: Canterbury Kids and Cavalier families enter the lane closest to the building and Junior Kindergarten families enter the lane farthest from the building. Families with children in multiple grades should defer to the youngest child's lane. Faculty members bring students to the cars. Parents/caregivers are asked to exit their vehicles and quickly buckle their child into the car seat.

In the afternoon, Lower School siblings of Early Childhood students join their younger siblings at Circle Drive and are dismissed in the Early Childhood carpool line.

If students are not picked up by 11:15 a.m. from the morning class or by 3:15 p.m. from the afternoon class, they are taken to the Canterbury Clubhouse for the Lunch Bunch or ABC program. Extended care fees apply.

Parent/Caregiver Transportation Policy

Under Indiana's child passenger safety law all children less than eight years of age must be properly restrained in a federally approved child restraint system, which can include a belt positioning booster seat. In the event that a parent/caregiver arrives at school to pick up their child without an appropriate car seat, they will be asked to drive home without the child and return with an appropriate car seat installed in the car. In the meantime, the child will be taken to the Enrichment/Extended Day program, and the family will be billed accordingly for use of this service.

Bus Service

Bus service is available to children in Kindergarten through Grade 12. The transportation coordinator oversees this service and determines routes based on the locations of those requesting the service. It is the School's desire to keep all bus routes to less than an hour. There is a fee for bus service. The deadline to sign-up is July 31 each year.

Early Bird/Before School Care

Early Bird is available for all Early Childhood students at Circle Drive from 7:30 - 8:15 a.m.

Enrichment Programming and Lunch Bunch

Enrichment Block programs are offered 8:15 - 11:00 a.m. and 12:15 - 3:00 p.m. Lunch Bunch is offered 11:00 - 12:15 p.m. Enrichment programming takes place in the Corner House for Canterbury Kids and Cavaliers, and in the Clubhouse for Junior Kindergarten and Kindergarten Prep.

Students attending an Enrichment program or Lunch Bunch as their first program of the day should be dropped off directly at the program location at the appropriate time (8:15 a.m., 11:00 a.m., or 12:15 p.m.). Alternatively students may be dropped off at Door 3 between 8:05 - 8:15 a.m. or between 12:05 p.m. and 12:15 p.m. but only by prior arrangement with the school. Students being picked up from AM Enrichment at 11:00 a.m. and Lunch Bunch at 12:15 p.m. should be picked up from their program location.

ABC Extended Care

The ABC program is held at the Clubhouse 3:00 - 5:30 p.m. In order to maintain a reasonable work/life balance for our employees, please adhere to the pick up times. Families will be charged \$5 per minute after the stated pick up time. In the case of an emergency, please contact the Clubhouse at 260-407-3556.

School Departure Changes

If someone other than the child's regular driver will be picking up a child, parents must communicate the change to the child's teacher. Students will not be released to individuals who have not been previously designated by parents or guardians. In an emergency, a call to the school office must be made to relay changes in dismissal plans.

School Closing/Delays/Alternate Schedules/Early Dismissal

Delay or Emergency Closing

Occasionally, weather forces the cancellation or the delay of school. All information concerning this is carried on WOWO radio (1190 AM), and on local Channels 15 (CBS), 21 (ABC), and 33 (NBC). Additionally, all parents are invited to sign up for text alerts via the School website. Closings and delays are posted on the School's homepage and are sent out via text alert. Criteria used in delaying or canceling school include weather reports, specific local conditions, and the desire to hold school whenever possible. The School recognizes that individual family situations and geography vary considerably and respects the right of parents to keep their children at home in inclement weather.

If a two-hour delay is announced, the following Early Childhood alternate schedule is in effect for that day:

No Early Bird

Enrichment Blocks	10:00 a.m. - 12:00 p.m.; 1:00 - 3:00 p.m.
Lunch Bunch	12:00 - 1:00 p.m.
Morning Arrival	10:00 - 10:10 a.m.
Morning Dismissal	12:00 p.m.
Afternoon Arrival	1:00 - 1:10 p.m.
Afternoon Dismissal	3:00 p.m.

Early Dismissal Procedures

If students are dismissed before the regularly scheduled times, notice is communicated primarily using the School's

text alert system. Information is posted on the School website and, if possible, via the radio and TV stations previously listed. Students are dismissed to the care of their parents only, or by verbal or written notice on the date of early dismissal to the care of other designated adults.

Health and Medical Information

HIPAA Privacy Notice

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) requires, among other things, that individually identifiable health information be kept private and confidential. The School makes every reasonable effort to maintain the privacy of the personal health information of its students. The School uses and discloses health information only as allowed by federal law.

Required Health and Enrollment Forms

All parents are required to fill out medical and enrollment forms online as specified in Magnus Health System via Blackbaud. In the students Vital Health Record section there is a location for parents to list emergency contacts. Parent/Guardians' names and contact information should be listed as well as at least two or more local emergency contacts who would be available to pick up your student if the school cannot reach parents. These emergency contacts may be contacted in non-emergency situations, if parents cannot be reached, and the child is ill with fever, vomiting, severe injury and needs to be taken home. Any emergency contacts listed should be available to pick up a student within 30 minutes. All online required forms must be completed one week prior to the first day of school otherwise your student will not be able to start or participate in school until completed.

Immunizations

All Early Childhood students must have an immunization record turned into the School Nurse and uploaded into Magnus one week before school starts. All Kindergarten students and students new to Canterbury School must have a Student Health & Physical form on file. All documents are due one week before school starts. Students may not attend school without proper documentation of their necessary vaccines or a completed medical/religious exemption form which must be submitted each year. Medical forms and instructions are available in Magnus via Blackbaud or contact the School Nurse at nurse@canterburyschool.org.

In-School Medication

If a child requires necessary daily medication during the school day, parents or guardians are required to bring the medication in its prescription bottle to the School Nurse. An "In-School Medication Permission Form" must also be completed. Students with a chronic or acute disease or medical condition are sometimes permitted to possess and self-administer medication designed for emergencies (i.e. EpiPens and Inhalers) while the student is on school grounds or off grounds at a school activity or event. The school must

have written authorization from the student's physician for self-administration of those medications. Students may not self-carry medications (either prescriptions or over-the-counter) unless written authorization has been submitted to Canterbury School. Emergency and necessary daily in-school medications are taken on field studies and trips by the faculty.

Illness

Parents are contacted to take home any student who vomits at school, has an episode of diarrhea at school, has a fever above 100.4F, has an unidentified rash, or shows other symptoms that warrant attention. If your child is sent home from the school clinic with fever, vomiting or diarrhea they must remain at home for the remainder of that day and should not return the following day. A student can return to school once they have been fever-free and/or free of any episodes of vomiting or diarrhea for greater than 24 hours without the use of any medications. A full, up-to-date list of Canterbury Illness Policies will be in Magnus and must be read and acknowledged by a parent/guardian.

Injuries

Should a serious accident occur during normal school hours, parents and/or emergency contacts are immediately contacted via the emergency numbers listed on file in Blackbaud and Magnus. If there is no answer, the child is taken to Lutheran Hospital's Emergency Room, RediMed or the nearest medical emergency facility. The child's doctor is also contacted. If a child is unstable or unresponsive EMS will be called instead of transporting the child to the emergency facility.

For any injuries that occur on school grounds but outside of normal school hours, staff in charge (aftercare, athletics, enrichments, etc) will immediately contact parents. If necessary, staff will file an incident report and if severe or life threatening injury, EMS will be called.

For any injuries that occurred outside of normal school hours but then require additional care during the following school day(s), parents should contact the School Nurse. Head injuries, where a concussion has either been diagnosed or suspected, must be reported to the School Nurse and a doctor's note (which includes restrictions and dates) must be brought into school clearing the student to return to the classroom. Canterbury School works together with the physician for a "Return to Learn" process that benefits student's returns to the classroom. The concussion guidelines, as established by the CDC, are followed according to the division's standards.

Food Allergy Policy

In an effort to maintain a safe environment for all students, Canterbury School has developed the following guidelines for students with severe food allergies, recognizing that it is impossible for the School to ensure that the environment is completely risk-free at all times. Canterbury has adopted a "Nut Reduced-Risk Environment Policy." Parents should work

with their child to educate him/her as to what foods should be avoided and what to do in case of suspected or known ingestion of an allergen.

- Parents of children with severe food allergies must provide a Food Allergy Action Plan and the In-School Medication Permission Form before the first day of school. This should all be documented and uploaded in Magnus.
- Parents must provide two current EpiPens as well as an antihistamine prior to the first day of school, if prescribed by the student's doctor.
- EpiPens are kept in designated locations, according to each division, for ease of access should they be required. In Early Childhood epi-pens are kept depending where the student is during the day, including the early childhood classroom, and Club/Corner house. An Adult and Child EpiPen is also stored in the Early Childhood/Lower School office.
- Student allergy profiles are kept in the lunchroom and classrooms as needed.
- Emergency medications and a copy of the student's Food Allergy Action Plan should accompany the student on all field trips and athletic events.
- During after school activities, an EpiPen may be kept in the possession of the student when applicable. A permission form signed by the parent and the physician is required.

Parents of students with severe food allergies should clearly inform the faculty of what foods their child may eat and what foods are to be avoided. The Food Allergy Action Plan is located in Magnus or contact the School Nurse. Parents should provide an alternative snack or meal for the lunchroom, parties, trips, or classroom activities if they are concerned about their child's consumption of an allergen. Barring specific parent directions, faculty members withhold foods suspected of containing ingredients to which the child is allergic and take reasonable efforts to not allow the student to share food with others. Parents of students with severe food allergies are also encouraged to share relevant information with other parents as appropriate (i.e. room parents). Parents with additional concerns should contact the School Nurse and the Division Director.

Nut Reduced-Risk Environment Policy

Canterbury School strives to maintain a nut reduced-risk environment. Nut reduced-risk is defined as reducing exposure to food that may contain tree nuts or peanut products in the ingredient list.

- The school food service attempts to exclude prepared foods that include tree nuts or peanuts in the ingredient list.
- A separate table is provided in the lunchroom for students with a tree nut or peanut allergy and no peanuts or tree nuts are allowed to be consumed at that table. A specific cleaning protocol has been developed for this table.
- To avoid contamination, foods containing tree nuts or peanuts are not to be consumed outside of the lunchroom and students are discouraged from sharing food. All snacks

and treats brought into classrooms should be nut-free.

All students' mid morning snacks which are consumed in classrooms should be nut-free.

- Parents should provide a lunch and/or snack from home if they are concerned about the suitability of food at school for their child.
- Parents of students with severe allergies are encouraged to contact the Division Director or the School Nurse with additional concerns.
- Canterbury School strongly encourages parents and students to avoid bringing in foods that contain nuts in the ingredient list.
- Parents of Lunch Bunch students should double check food labels on the packaging of their child's packed lunch items to avoid tree nuts or peanuts.

Chronic Conditions

It is the responsibility of the parent/guardian to document in Magnus any necessary or significant health history including severe allergies, asthma, seizure disorders or other chronic conditions that might require immediate action or medication. It is in the best interest of the student if parents/guardians let any necessary faculty/staff know of any necessary restrictions or limitations for your student. We make every effort to keep all personal medical information confidential.

Chronic, Severely Acute, and Contagious Disease Policy

Incidents of any of the above conditions are dealt with on a case-by-case basis, with Canterbury School making every effort to fairly balance the individual's interest with the interests of the School and its constituents. A full, up-to-date list of Canterbury Illness Policies will be in Magnus and must be read and acknowledged by a parent/guardian.

Head Lice Policy

Parents have the prime responsibility of assisting in the prevention and management of head lice and nit cases through regular checks of their child's hair and by starting immediate and thorough treatment when head lice or nits are detected. While head lice and nits are a nuisance, they do not spread disease and are not a health risk. Faculty members are educated about head lice identification, treatment, prevention, and protocol.

A student with nits only (no live lice found) is allowed to remain in school. The Division Director and the student's parents are notified.

A student found to have live lice while at school is sent home for treatment (removal of lice and nits with the use of an appropriate shampoo). Notification of parents of students thought to be at high risk for contact, such as grade-level classmates, is determined by the Division Director in consultation with the Head of School.

If parents find head lice on a child while at home, they are

required to notify the School Nurse and administer treatment as directed. The School Nurse will confidentially check the child for head lice upon return to school and weekly for up to one month. If a parent suspects head lice, the School Nurse may be asked to confirm an active case. Lice Clinics of America has a location in Fort Wayne, and is highly recommended. Parents should contact the School Nurse for further information.

This policy is supported by the American Academy of Pediatrics, The National Association of School Nurses, and the CDC.

Off Campus Field Trips

The School Nurse will pack emergency red bag(s) which include any necessary rescue medication (inhalers and/or EpiPens) and any daily school-time medications for all school-day trips. First aid kit(s) will also be provided.

Parent Partnership

Canterbury-Parent/Guardian Partnership

Canterbury School invites, and strongly encourages, family engagement in the school community. If the expectations are consistent in and out of school, the student develops more rapidly and with more self-confidence. With this in mind, we invite, and expect, parental involvement in the school community. The best interest of students should always be the primary concern of parents/caregivers and educators. In order to avoid conflicts and misunderstandings that result in confused messages to students, the school community has been structured to help ensure open lines of communication among faculty, students, and parents.

The faculty and administration sincerely appreciate the long tradition of parental support. Parent views concerning the welfare of their own children in particular, and the school in general, are always valued. We also ask that parents be willing to trust and support the school's guidance on academic and behavioral concerns.

Specific Guardianship Arrangements

It is the responsibility of the parent/guardian to let any and all necessary school personnel know if there is a standing legal custodial arrangement that affects who is responsible for and to whom the school is allowed to release a student. You will need to advise in written documentation any restrictions the school should be aware of in regards to custodial arrangements. If there is any contest from another parent/guardian then we will automatically defer to legal court documents which then must be submitted to the school.

Communication with Faculty

Canterbury School is committed to open, clear, frequent, and friendly communication with parents. Only with the active support and involvement of school and parents does Canterbury succeed in its mission – to promote the total development of each child in his or her intellectual, physical, social, and spiritual growth. Effective communication

and cooperation promotes a rich and consistent learning environment for each student.

To discuss a student's progress or any concerns that may arise, parents/guardians may contact the divisional office or the teacher directly via email to arrange a conference at any time. Parents should schedule a conference as opposed to stopping in, to ensure the appropriate setting and time. Teachers are to be reached at school via email. Email addresses are listed in the Buzz Book.

Families can expect faculty members and administrators to respond to phone calls and emails within 24 hours, or by the next working day for part-time faculty; or, if on a Friday or a holiday, by the end of the next business day.

Messages

The School does not call teachers or students to the phone except in emergencies. To ensure proper communication, messages from parents to the school should be written, not transmitted verbally via students.

General Classroom Information and Newsletter

Teachers send home grade-level or class communications, often via email, to keep parents informed about programs and activities relevant to their child's experience. Communication of this type generally occurs via the school website, email, or paper newsletters. Parents should keep their mailing address, email address, and phone number current by updating the Early Childhood Office Assistant.

Canterbury Parent Association and Volunteers

Every parent automatically becomes a member of the Canterbury Parent Association with the enrollment of a student. The association supports the administration, faculty, and students by providing volunteers and expertise for numerous projects. All parents are invited to the regularly scheduled Parent Association meetings listed on the school calendar and on the website. Canterbury School was founded with a commitment of parent volunteers and the need for active volunteers today is just as strong.

Volunteer opportunities are listed in the Parents section of the school website, and parents may sign up to volunteer through the site. Parent Association representatives talk about volunteer opportunities at Orientations and Back-to-School nights, providing parents with an opportunity to sign up. Additionally, parents may call a member of the Parent Association Steering Committee listed in the front of this book to volunteer at any time.

Parent Involvement

Parent involvement is a vital part of a child's growth and success at school. Parents and other family members are encouraged to take part in school activities as their schedules permit. Parents also may wish to volunteer in the library or during carpool.

The volunteer efforts of all parents are essential to maintaining the high quality of the School's programs, including assistance on field studies, or sharing a personal expertise, cultural, or religious celebration, hobby, or travel experience in a classroom.

Parents must adhere to the following guidelines when taking part in school activities:

- Parents and others who visit Canterbury School must use the Early Childhood/Lower School entrance at Door #1. Beginning at 8:10 a.m., Door #1 is locked and visitors must buzz in and sign in at the office. All other school doors are locked throughout the day.
- When involved in programming, parents should be respectful of the rules, procedures, and expectations put in place by the School and the supervising teacher. If a parent's presence is determined to be a disruption to learning, or is otherwise unhelpful, the School may ask the parent to limit visits to school. In extreme situations, the School reserves the right to ask parents to leave the premises.
- Parents should refrain from using an informal school visit as an opportunity to initiate a conversation about a specific concern with a teacher during instruction and programming. When parents wish to discuss a child's progress, a scheduled conference, at another time, is preferable.
- A parent may not post photographs taken at school that include students other than their own to a social media site without express parental permission.
- Parents should only visit their child during lunch for very special occasions. Lunch time is an important time for children to socialize with their peers and gain independence.

Gifts for Faculty

At times, parents may decide to purchase a group gift for a classroom teacher at the holidays, for a birthday, or at the end of the school year. Participation in a group gift is voluntary, but it should be clear to the teacher that the gift is from the entire class, regardless of who contributes to the gift. In these instances, the School requests that a limit of \$10 per family be observed.

Section III • Educational Program

Academics

Class Groupings

The Division Director and teachers place students in classes after careful consideration of all factors that affect the educational development of the individual student. Recommendations of teachers, individual learning styles, class balance, and group dynamics are among factors evaluated. Parents are asked to trust the School's professional judgment when making placement decisions for students.

Program Overview

Early Childhood's approach to early learning is experience-based, interdisciplinary, collaborative, and developmentally appropriate. The emphasis is on educating the whole child - the entire emotional, social, physical, and intellectual being. The curriculum is integrated and thematic, includes a balance of child-led learning with adult-led instruction. Social-emotional learning and the arts are essential to all aspects of teaching and learning. At each stage, children develop their skills as critical thinkers and problem solvers and are considered as constructors of their own learning as they interact with the environment and community around them.

Curricular Programs

Canterbury Kids

The Canterbury Kids program provides a nurturing and exploratory learning environment for 2-year-olds (turning 3) as they develop independence and growth. Socialization is an important objective for Canterbury Kids. Through planned and guided experiences as well as through constructive independent play, children develop an interest in their peers, learn to play cooperatively, and explore their environment and the natural world around them. Curricular experiences foster an interest in and awareness of language and the written word and math and science concepts. Art, music, and dramatic play activities develop independent and creative expression. Fine and gross motor skills are developed through movement, indoor and outdoor education, as well through designed fine motor activities.

Children beginning Canterbury Kids should be 2 years old by August 1 of the year they enter the program. Children are in class two days per week, 8:15 – 11:00 a.m., or 12:15 - 3:00 p.m. Each class consists of 9-10 students and is taught by a teacher with the help of a teaching assistant and an additional floating assistant. Two classes meet in the morning and two in the afternoon.

Cavaliers

The Cavaliers program capitalizes on the natural curiosity of 3-year-olds (turning 4) for the world. Cavaliers build on the foundation established in the Canterbury Kids program. Children feel secure in routines established in the classroom, are responsible for the care of their belongings, and assume

some simple classroom chores. Skills and concepts are introduced through dramatic play, stories, songs, group time, and purposeful play during planned learning centers. Phonological awareness, pre-literacy, math, science, and social studies activities are integrated into all aspects of the curriculum. Cavalier students need to be potty-trained and be 3 years old by August 1 of the year they enter the program. Classes meet three days a week, 8:15 – 11:00 a.m., or 12:15 - 3:00 p.m., with two classes offered in the morning and two in the afternoon. Each class consists of 12-13 students taught by a teacher and a teaching assistant.

Junior Kindergarten

In a project based, developmentally-appropriate environment, the Junior Kindergarten student (4 years old turning 5) learns by play, questioning, creating, and constructing knowledge throughout integrated thematic units. These units introduce math, science, phonological and phonemic awareness, literacy, and social studies concepts and provide the basis for fine motor skills, large motor skills, music, and art activities. As the year progresses, Junior Kindergarten students become more self-confident and goal-oriented as they develop the social-emotional and academic readiness for Kindergarten.

Students entering Junior Kindergarten should be 4 years old by August 1 of the year of their admission. These classes meet five days a week, 8:15 – 11:00 a.m., or 12:15 - 3:00 p.m., with two classes offered in the morning and two classes in the afternoon. Each Junior Kindergarten class consists of 14-15 students and is taught by a teacher with the help of a teaching assistant.

Kindergarten Prep

Kindergarten Prep is a bridge between the Early Childhood and Lower School programs. The project-based curriculum is organized around student interests and specific experiences into which language, reading, math, science, social studies, and arts instruction are integrated. Kindergarten Prep's program builds on Junior Kindergarten with further play, language development in terms of phonemic awareness and phonics, letter recognition and formation, vocabulary, and literature. The math curriculum incorporates math-based activities throughout the entire day. Questioning, observing, predicting, experimenting, and drawing conclusions are the keys to scientific discovery in Kindergarten Prep as children explore scientific phenomena in their environment.

Kindergarten Prep is a unique opportunity available to children who have completed Junior Kindergarten and the Kindergarten screening process, but are not yet developmentally ready for the Kindergarten program. This creates a cohesive grouping that maximizes the children's abilities to grow, develop, and learn before the full-day Kindergarten year.

Students entering Kindergarten Prep usually turn 5 during the spring or summer of the year of their admission. The class consists of 14-16 students, meeting daily, 8:00 a.m. - 1:15 p.m.,

and is taught by a teacher with the help of a teaching assistant. Kindergarten Prep students participate in French, music, library, and physical education classes taught by specialists.

Outdoor Education

In addition to daily experiences in Lili's Garden or the Early Childhood playground, outdoor education and nature-based learning takes place every week throughout the school year on the High School grounds, and in local nature preserves. The High School is located on 70 acres and comprises hiking trails, an outdoor wooded classroom, an orchard, gardening plots, an ABC garden, open fields, a creek, sledding hills, an obstacle course, and athletic facilities. Early Childhood students also go on regular excursions to local nature preserves such as Eagle Marsh, Fogwell Forest, LC Nature Park, and Fox Island where they experience different ecosystems. These experiences are intended to connect children to the more wild, authentic, and unkempt natural world around them. While the destination may vary from week to week, children visit these same ecosystems over the course of a year, learning about seasonal changes over time. The outings enhance children's physical and mental well-being, nurture their intellectual curiosity, and develop their sense of place.

Field Studies

Field studies are a unique and integral part of learning and community engagement at Canterbury School. They support curricular units and begin in the Canterbury Kids program. In addition to the outdoor locations outlined above, examples of field studies include visits to:

- Salomon Farm Park
- Pumpkin Patch at Kurtz Produce
- Joseph Decuis Farm
- Fort Wayne Children's Zoo
- Fire Station
- History Museum
- The Old Fort
- Gingerbread Festival
- The Hedge Print Studio
- The Art Farm at Spencerville

Parents/guardians are often encouraged to accompany students on these field studies, as well as to share their expertise and cultural funds of knowledge with students.

Enrichment and Extracurricular Activities

Enrichment and Extended Day programs are available to all grade levels of Early Childhood to build a full day experience or a portion thereof. Sign-ups for programs are offered quarterly through an online sign-up. For families needing full-time enrollment, a full day tuition (8:15 a.m. until 3:00 p.m. Monday through Friday) is available. Please contact the office for details.

Early Bird

Canterbury's Early Bird or before school care is offered 7:30 – 8:15 a.m. each day. Paired with the following options below, it can allow for a full day of care.

Enrichment Programs

Enrichment Blocks are offered 8:15 – 11:00 a.m. and 12:15 – 3:00 p.m. The Enrichment Blocks are founded on project-based learning principles, with the belief that – under the guidance of a teacher – children learn best through hands-on experiences. They explore art processes and investigate nature through observation and experimentation. Students also discover special subjects including: chess, dance, drama, gymnastics, soccer, and music. In the event that parents/caregivers are late to pick up their child from Enrichment, the child will be cared for in the subsequent Enrichment/Extended Day program and billed accordingly.

Lunch Bunch

Students must bring a nut-free sack lunch to the Lunch Bunch program, which runs 11:00 a.m. – 12:15 p.m. each day. Lunch Bunch is an opportunity for students to enjoy lunch, engage in self-directed play, and spend social time with friends.

ABC Extended Care

Canterbury School's Early Childhood extended care program, or ABC, offers Early Childhood students attending afternoon classes the opportunity to remain at school Monday through Friday until 5:30 p.m.

Assessment and Student Reports

Assessment

Several types of assessment are used throughout the year. Anecdotal formative assessments occur informally on a regular basis throughout the year and independent one-on-one summative assessments occur quarterly. Written work or activities as well as documented activities are collected into portfolios for assessment and reporting purposes as well.

Progress Notes

Parents of Early Childhood students receive written narrative reports from their child's teacher at the end of Quarters 1 and 3, and assessment checklists from their child's teacher, along with narrative reports from their child's 'specials' teachers distributed at the end of Quarters 2 and 4.

Parent-Teacher Conferences

Conferences between parents/guardians and teachers are essential to the planning and implementation of a program that meets the needs of the individual child. Parent conference dates are scheduled three times per year in the fall, winter, and spring. These conference dates are communicated via teacher correspondence and emails from the Division Director, and are listed on the school online calendar. Conferences are scheduled online for school-wide conference dates. Informal conferences may be requested throughout the year at the parents' or teacher's request.

Section IV • Student Life

Canterbury Core Values

Canterbury School believes that it is important to educate students for character as well as intellect, that virtue and knowledge are two goals of education for children and young people, and that a deliberate plan for character education is an important part of the school program. For a student to attain maximum growth, it takes the combined commitment and ongoing effort of the student, parents, and faculty.

Canterbury students, faculty, and administration have adopted the following core values to guide the school community as it works together: Respect, Responsibility, Honesty, Justice, and Morality. Additionally, Canterbury's Identity Framework gives emphasis to the Judeo-Christian principles of compassion, forgiveness, love, and kindness. Along with our motto, Integrity in All Things, Canterbury students are encouraged to live according to these core values and principles in their daily lives, in the classroom, and in outside-class activities.

Service Learning

In addition to daily lessons on empathy and kindness, the Early Childhood division coordinates grade level and divisional opportunities to serve others in the community. These activities may include collecting hats, coats, and gloves for other schools in the area, contributing to Kate's Kart, sending greetings cards to other children, or collecting non-perishable foods. In Early Childhood, students learn to give of their time and effort for those who are suffering or in need.

Classroom Responsibilities

In many Early Childhood classrooms, students will have responsibilities within the classroom. These duties are supervised by the classroom teacher and vary by age and individual teachers.

Student Support Classroom Teachers

In the Early Childhood Division, the classroom teacher is the main source of student support. Classroom teachers should always be contacted first with any questions or concerns regarding teaching and learning or circumstances regarding the classroom day. Teachers will respond to any emails or phone calls within 24 hours during weekdays and on Monday if over the weekend.

Teaching Assistants

Teaching Assistants are in each early childhood classroom to assist students with their education and care and to support day to day operations. While parent questions or concerns should be directed at the classroom teacher, teaching assistants are available to talk with families as needed.

Division Director

The Early Childhood Director is responsible for the strategic

vision, operations, admissions, and overall running of the early childhood curriculum and programs. The Director will be involved in situations when a student may need positive guidance interventions to support them in their behavior.

School Counselor

The School Counselor provides school-related services. These services may include positive guidance lessons, short-term, school-related counseling or crisis consultation and referral, behavioral observation and intervention recommendations, psychoeducational screening, recommendations regarding modified testing/classroom accommodations, parenting education, establishing student support groups, and faculty consultations. Students may be referred to the School Counselor by themselves, by faculty and administration, or by parents through consultation with the Division Director and classroom teachers.

School Resource Officer

The School Resource Officer provides safety services and safety education for the Canterbury Community.

Enrichment/EDC

The Enrichment and EDC programs give students an opportunity to extend their school day. Registration for each program is required and enrollment deadlines will be upheld. Information on programs can be found on the Canterbury website and in Section III.

Behavioral Student Conduct

Behavior Expectations and Positive Guidance

Early Childhood promotes a culture of kindness and empathy, in which all students are expected to be respectful and considerate of, and cooperative with, their fellow students, teachers, and other school community members at all times, and to accept the consequences of their actions. Respect for others and their property, honor, integrity, charity, and cheerful cooperation are considered basic tenets of life at Canterbury School. All students deserve to learn in a safe and welcoming environment. Those students who do not meet these behavioral expectations, who are repeatedly disruptive or disrespectful, cause purposeful physical/emotional harm to others, or for whom other methods of positive guidance have been unsuccessful, will be referred to the School Counselor and/or community service professionals for targeted social-emotional supports and/or interventions, following a conversation with the child's parents/guardians. If a child is unable to play and learn, and to keep themselves or others safe, then they may be removed from certain activities or even sent home at the discretion of the Early Childhood Director after conferring with those teachers involved in each incident.

The following list of expectations apply to students across all four divisions of Canterbury School. This list of expectations is designed to emphasize the positive nature of a student's commitment to the School and to sustain the environment that

reflects the School's educational, moral, and spiritual goals.

- Students treat others as they expect to be treated.
- Students demonstrate respect for peers and faculty, as well as responsiveness to faculty direction.
- Students contribute to the basic upkeep and cleanliness of the buildings and grounds.
- Students refrain from engaging in physical or verbal harassment or profanity.
- Students' behavior inside and outside the classroom should be consistent with the general educational and spiritual goals of the school community.
- Students actively contribute to the educational and spiritual goals of the School.
- Students have a responsibility to be positive ambassadors of Canterbury School in the greater Fort Wayne community and on all school trips.
- Students follow the dress code as outlined in the Parent and Student Handbook.
- Students will follow and encourage others to follow the Safety and Security Policy (see page 32). Students will not harass or bully others.
- Students will not participate in any other behavior that is deemed unkind or disrespectful, or that lacks basic integrity, as deemed by the administration.

In Early Childhood, the developmental age and maturity of the students is recognized in setting these behavioral expectations, which are expressed through four basic statements:

1. Take care of yourself.
2. Take care of each other.
3. Take care of our school.
4. Take care of our world.

The developmental maturity of the student is also recognized in determining appropriate responses to behavior. Faculty and staff use positive guidance strategies to help students to learn how to express and regulate their emotions, to relate to others in a respectful way, and to problem-solve difficulties.

Tiered System of Support

We use a tiered system to provide support for children's appropriate behavior, prevent challenging behavior, and address problematic behavior.

Tier 1:

The first tier involves establishing universal practices to support and promote emotional and social development for all children. Practices include: promoting positive relationships, setting up supportive environments, and providing instruction on emotional literacy, regulating emotions, and problem solving. If behavior persists after these universal supports, a student will move to the next tier.

Tier 2:

The second tier involves targeted support for children with emotional and social developmental delays or other risk factors who need more practice and assistance in order to understand emotions and learn to apply social skills. At the second tier, the teacher contacts the child's parents/guardians to report challenging behavior, and to notify them that their child will be working with the school counselor to implement targeted strategies. The classroom teacher, school counselor, and parents/guardians will work together to develop a behavior plan and to gather data to describe the child's behavior in order to identify specific skills and situations that require more attention and specific strategies to improve behavior. The School Counselor works with the child to implement targeted strategies for a defined period of time, in addition to ongoing universal strategies used by the Classroom Teacher and Teaching Assistant.

Tier 3:

The third tier of support is implemented when a child continues to exhibit challenging behaviors after the first two tiers of practice have been implemented. At the third tier, the Division Director will contact the child's parents/guardians to request they complete a 'Permission to Discuss' form with community service professionals. Once signed, a Student Support Team consisting of the child's parents/guardians, school personnel, and community service professionals assembles to discuss the child's strengths and challenges, including a review of the data collected at the second tier and consequences of persistent challenging behavior. With this information, the team decides whether a referral for a medical, psychological, and/or educational screening or evaluation is appropriate. An Instructional Support Teacher from FWCS may offer coaching to the child's teacher on specific interventions and data collection methods to use in the classroom to support the child while he/she is awaiting evaluation. The School Counselor may also continue to work with the child for a specified period of time, as his/her caseload allows. Parents/guardians may also be signposted to parenting classes or family counseling services.

If interventions do not prove to be effective and the challenging behavior continues, or if a student is believed to be a danger to him/herself or others, the school will inform parents/guardians that they need to seek an alternative school placement with more intensive levels of intervention than Canterbury School is able to provide.

Canterbury School reserves the right to skip tiers depending on the severity of behaviors. For example, fighting could mean moving to higher tiers; and illegal activity or bringing a weapon to school could warrant dismissal from the School.

Bullying and Harassment

Indiana law defines bullying as overt, unwanted repeated acts or gestures, including verbal or written communications or images transmitted in any manner (including digitally or

electronically), physical acts committed, aggression, or any other behaviors, that are committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the targeted student and create for that student an objectively hostile environment that:

1. Places the targeted student in reasonable fear of harm to the targeted student's person or property;
2. Has substantial detrimental effect on the targeted student's physical or mental health;
3. Has the effect of substantially interfering with the targeted student's academic performance;
4. Has the effect of substantially interfering with the targeted student's ability to participate in or benefit from the services, activities and privileges provided by the school.

Response to Bullying:

Canterbury School's policy is to maintain a positive learning environment that is free from bullying and threatening behavior. Any and all threats of harm made against the safety and security of any Canterbury School stakeholder by any aggressor, whether internal or external, should be handled as though they were in earnest until determined to be otherwise.

Our school has no tolerance for any statements or behaviors of a threatening nature. Any behaviors by individuals that might pose a threat to the well being of students, staff, and weapon possession will be addressed.

Students and/or families should immediately report bullying or threatening behavior to any school staff member, administration, or the School Resource Officer (SRO). Students and/or parents/guardians need to include all available information, such as persons involved, situational context, exact wording, body language and tone of voice. This includes any threat, whether written (tangible or digital) or verbal, whether implied or explicitly stated. Sometimes, practical jokes or offhand comments are made that may be interpreted as threats, and those should be treated as such until they can be safely dismissed. It is the responsibility of everyone on our campus to avoid making ill-considered statements that may be misinterpreted as threats. Employees are required to make a report to an administrator (or designee), verbally or by a completed Bullying Incident Report Form, on the same day when possible (or on the next school day) whenever they observe or become aware of an alleged incident of bullying or threatening behavior.

Administrator Responsibilities:

1. Collect all available information as provided by the reporting party.
2. Investigate the threat to determine that the facts are as stated.
3. Assess the level of risk.
4. Determine whether and what intervention may be necessary.

5. Determine whether and what disciplinary action may be necessary.
6. Involve law enforcement or other parties as appropriate.

Safety and Security Conduct

The safety of all students at Canterbury is of great concern. Students in Early Childhood are taught the Safe Kids HERO curriculum for safety. This learning takes place early in the year in all Early Childhood classrooms and with special teachers. For more specific safety and security information please see the Safety and Security section on the Canterbury School website found in the parent section.

Lunchroom Expectations (Kindergarten Prep Only)

Lunch is eaten in the cafeteria at scheduled times between 11 a.m. and 11:30 a.m. Students have the option of bringing a packed lunch or purchasing lunch at school. They also may purchase individual items to supplement a packed lunch. School lunch and a la carte items may be purchased through the school's POS system by depositing money in the student's account or the student may pay with cash daily. Instructions are emailed to families before the start of school regarding the account and can be found on the school website.

Seating in the cafeteria is assigned across grade levels and peanut-free table(s) are reserved.

Lunchroom guidelines:

- Stay in your seat until you have asked permission to get up.
- Engage in quiet conversation.
- Eat your food only.
- Keep your lunch code to yourself.
- Clean your table, chair and floor area before dismissal.
- Arrive and leave the cafeteria in a quiet and orderly manner.

Snacks

Students will enjoy a nutritious snack daily. The nut-free snack schedule is coordinated by the teacher. All allergies must be documented with the school nurse and will be posted in the child's classroom. Providing for additional allergies and dietary preferences is the responsibility of the individual student's parents or guardians. Snacks are provided for children attending Enrichment classes.

Classroom Parties/Birthdays

A student's birthday is recognized in the classroom with a simple celebration. Teachers coordinate that celebration with the parents ahead of time. A student may bring in a special birthday snack to share with the class, but party favors and decorations are not appropriate at school.

In the spirit of inclusion, for at-home parties, parents/caregivers are encouraged to include all of the class (but not necessarily the entire grade).

Field Studies

Students, parents, guardians and chaperones are representatives of Canterbury School while on a school related field study. All who attend field studies should adhere to the behavioral expectations of Canterbury School, including those specific to each field study as communicated by classroom teachers.

Arrival/Dismissal

Students are expected to arrive at school by 8:15 a.m. /12:15 p.m. Any student who arrives after this time is considered tardy. Please contact your classroom teacher if your child will be tardy or absent from school for any reason. Students are dismissed at 11:00 a.m. (AM class) and 3:00 p.m. (PM class) and any student not picked up by 11:15 a.m./3:15 p.m. respectively will be sent to enrichment or aftercare programs and charges for such will apply. If you are unable to pick up your child by the designated times, please contact your classroom teacher or the office to let them know.

Outdoor Education and Recess Guidelines

Outdoor Education and nature-based learning take place every week throughout the school year on the Covington Campus, at the High School grounds, and in local nature preserves. Our philosophy at Canterbury School is: "There is no such thing as bad weather, just bad clothing." To ensure a high level of safety while the students play and learn, we maintain that:

- Each student must learn to be responsible for his/her safety and the safety of others, and be taught how to self-assess risk.
- Each student must use the equipment and outdoor areas according to school rules.
- Each student will use critical thinking and problem-solving skills to ensure appropriate play and learning outside.
- Students will wear tied or otherwise fastened shoes with gripping soles for climbing. No sandals are permitted.
- Families are asked to give their permission for teachers to apply sunscreen and bug repellent as needed. Those families who do not wish to give permission will be responsible for applying their own products prior to their child attending school that day.
- On days when outdoor education occurs in wooded areas families should check their children for ticks.
- During winter months warm clothing, including a hat, waterproof gloves/mittens, snow pants and boots, should be sent to school each day outdoor education or recess occurs. These clothing items will not be left at school and should be transported each day as necessary.

Dress Code

Parents should make every effort to ensure that their child wears clothes to school that are neat, clean, age-appropriate, weather-wise, and conducive to learning. Clothing that displays inappropriate graphics is not allowed. Below are the standards by which the School judges appropriate dress:

Dress Code: Canterbury Kids, Cavaliers, Junior Kindergarten

- Pants, shorts, skirts, dresses, jumpers (with shorts underneath), skorts and capris
- Shirts, T-shirts, blouses, sweaters, sweatshirts
- Clothes the child can manage on their own when using the restroom
- Suitable outerwear for outdoor education in all weather conditions
- Canterbury Spirit Wear on Fridays (optional)

Shoes

Students should wear rubber-soled shoes or boots with closed toes. It is strongly recommended that children not wear sandals, flip flops, clogs, platforms, or backless shoes as they are dangerous when children climb or play on the playground equipment, and uncomfortable when children are in the mulch.

Special Days

Teachers advise when special clothing is permitted such as Picture Day, Field Study trips, messy days, or water play days.

Dress Code: Kindergarten Prep - Grade 4

Kindergarten Prep and Canterbury Lower School have a daily uniform. All clothing worn to school must be in good repair. Student uniform requirements apply throughout the school day (8am to 3pm). Parent and student cooperation in adhering to uniform guidelines is expected. Parents will be notified via Blackbaud if students are not following dress code guidelines. If violations continue, parents will be contacted to bring appropriate clothing to school for their child.

Acceptable Attire

- Collared shirt with pants (navy pants; white, pink, light blue, navy, hunter green, pale yellow or gray shirts)
 - Shirt length long enough to stay tucked in
 - Shirts can be a fold over collar or turtleneck
 - Pants: no denim, cargo pants, yoga pants, leggings worn as pants or activewear pants
- Collared shirt with skirt or jumper (navy skirt or jumper; white, pink, light blue, navy, hunter green, pale yellow or gray shirts)
 - Shirt length long enough to stay tucked in
 - Shirts can be a fold over collar or turtleneck
 - No denim skirts
 - Tights/leggings may be worn underneath a dress, but the length requirement still applies. Tights and leggings are to be navy or white only.
- Collared shirt with shorts (navy shorts; white, pink, light blue, navy, hunter green, pale yellow or gray shirts)
 - Shirt length long enough to stay tucked in
 - Shirts can be a fold over collar or turtleneck
 - No denim, athletic or cargo shorts
- Dress (navy only)
 - Tights/leggings may be worn underneath a dress. Tights and leggings are to be navy or white only.

- Footwear
 - Dress shoes, athletic shoes, boots
 - No pool slides, flip-flops, sandals or slippers

Additional layers

- Sweater (solid only; white, pink, light blue, navy, hunter green, pale yellow or gray sweaters)
- Canterbury logo crew-neck sweatshirt
- Canterbury logo hoodie
- Canterbury logo quarter zip

Spirit Fridays

- Students may wear jeans and Canterbury spirit wear. Spirit wear consists of t-shirts or sweatshirts with the Canterbury logo or name.
- Students may opt to wear normal school dress code pants, shorts, or skirts in lieu of jeans.

The following attire is prohibited, including on dress down days (unless otherwise noted)

- Tank tops, spaghetti strap tank tops, T-shirts, athletic tops (even when worn over collared shirts)
- Cropped shirts - shirts must be long enough to stay tucked in for the school day
- No hats or headwear of any kind, except in the case of approved exceptions based on religious practices
- Any clothing with an offensive message/graphic (at the discretion of the Lower School office)
- Additional items as determined by the Lower School office, as needed.

Dress-Down Days

- As announced by the Lower School Office
- Students may observe a dress down day on the celebration of their birthday or half-birthday.

School Dress: Wednesdays and Field Studies

On Wednesdays and other designated days (such as certain field studies or visits, as well as on special occasions), students wear “school dress.” This consists of a white shirt with navy blue slacks, shorts, capris, skirt or jumper. Navy blue and white clothing should be solid colors (no stripes, polka dots, plaid, etc.).

Winter Clothing

During the winter months, Early Childhood students go outside for recess unless the temperature or wind-chill is below 10 degrees. Please plan to provide snow boots, snow pants, gloves or mittens and hat to be kept at school.

Uniform for Physical Education

Kindergarten Prep students do not change clothes for PE, but must have gym shoes and socks to be left at school for PE classes.

Lost Articles

The School makes every effort to help children keep track of belongings. Names should be printed in full on all items worn or used by each child, including physical education clothing, raincoats, coats, hats, jackets, sweaters, scarves, mittens, boots, bookbags, etc. Lost articles are placed in the Lost and Found bins located in the Lower School Commons and at Circle Drive. Parents should look through the Lost and Found for missing items. The School keeps unclaimed items until the end of each quarter. After that time, they are donated to charitable organizations.

Cavalier Clothing Company (CCC)

The Canterbury Parent Association operates a clothing store as a service to the Canterbury community. Clothing bearing the Canterbury logo is available that students can wear on Spirit Days. The CCC hours are announced in the Parent Association mailing in August, in the “Canterbury Update,” and via the school website. Purchases may be made at any time by visiting the school website.

Section V • School Departments

Enrollment Management

Admissions and Withdrawals

In its admissions and withdrawal processes, as in all other areas of school life, Canterbury is guided by the following non-discrimination policy: "Canterbury School admits students without regard to race, color, religion, national origin, gender, sexual orientation, or any other characteristic. It does not discriminate in the administration of its educational policies, financial aid programs, hiring practices and other school administered programs."

The School retains the right to suspend or dismiss any student whose progress or conduct is deemed unsatisfactory or whose influence does not serve the best interest of the School; or if the School concludes that the actions of a parent make a positive relationship with the School impossible. Those students whose account payments are not kept current also will be withdrawn from the School.

Financial Assistance

Applications for Financial Assistance are accepted beginning in Kindergarten Prep through Grade 12. Families, current and new, who wish to apply for financial assistance are encouraged to contact the Admissions or Business Office. Canterbury follows the School and Student Service for Financial Assistance guidelines. A completed financial assistance form along with completion of the Admissions process initiates the review for a financial assistance award. Financial assistance awards are based on financial need and are confidential. All awards must be applied for annually.

Re-enrollment Process

Each current family is automatically re-enrolled for the next school year via Continuous Enrollment. A tuition deposit is deducted from FACTS in March. Families may opt out for the following year prior to May 1. After that date, tuition for the following school year is binding.

For Early Childhood, preferences for a child's a.m./p.m. time slot for the next school year may be requested beginning on October 1. Families will be notified of the October 1 re-enrollment date and are encouraged to complete the form immediately to ensure placement. Additional applications from current families, alumni, and faculty are also accepted on October 1. After November 1, admission is open to children from new families to Canterbury for a current, mid-year, or next year academic start. All children are placed in classes according to the date of registration.

Business Office

Billing

The School has many expenses of a continuing nature, such as faculty salaries and plant maintenance. To plan and provide school services for the entire year, it is essential that the annual income from tuition be assured. For this reason, it is understood that students are enrolled continuously, and payment is due in full with each subsequent year via ACH payment. The School offers two payment options via FACTS payment system: a single payment plan and installment plans. For more information about billing and payment options, please contact the Business Office. Students whose accounts fall delinquent may be asked not to attend school until their accounts are current. A student's bill must be paid in full and/or installment payments must be current before grade reports and transcripts are released.

Parents of students in Kindergarten Prep through High School may also elect to purchase tuition refund insurance from Dewar Inc. The Insurance premium cost is a small percentage of tuition and fees. Tuition insurance is opt-in only. Please note that for the tuition refund plan to be fully activated, the student must start the school year at Canterbury and be in attendance for the first ten academic days of school.

Insurance

The student's/parent's personal insurance policy remains the primary insurance coverage. A written accident report must be filed with the Business Office immediately after any incident or as soon as practical afterward. Please contact the Business Manager if you have any individual questions.

In the unfortunate event of a serious injury to a student at school or a school-sponsored event, the student's parents should immediately notify the School's Business Office, whereupon an investigation is conducted and any insurance carriers covering the School are notified, as appropriate.

Development

The Development office is responsible for maintaining and further developing relationships with key members of our school community: parents, grandparents, alumni, parents of alumni, and other friends, and for generating revenue for the School above and beyond tuition. The office is on the Covington campus located near the Middle School Office.

Fundraising activities include the Canterbury Fund, an annual giving campaign in which we ask all families to participate at a comfortable level; Laughing Cavalier, a gala event held each winter; and the Cavalier Open, an annual golf outing to benefit athletics.

Other fundraising activities include the occasional capital campaign, major gift support for special areas of donor interest, funds and scholarships, and planned gifts through the 1977 Society. The Canterbury School Foundation Board manages the School's endowment.