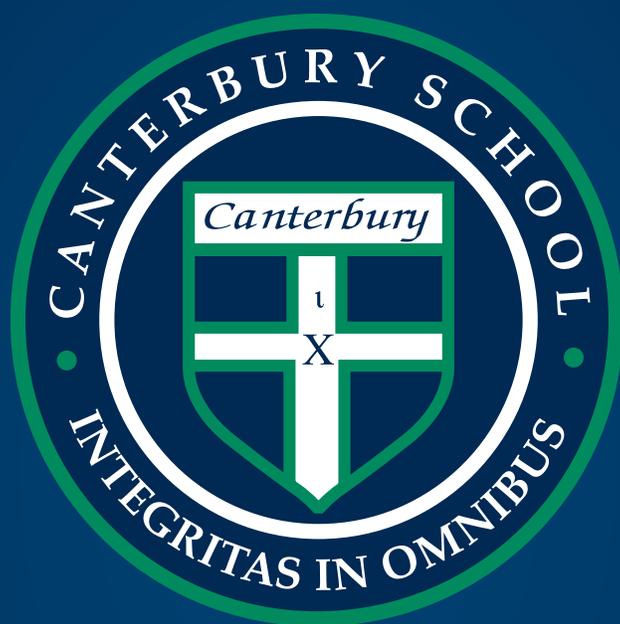


CANTERBURY EARLY CHILDHOOD



Parent and Student Handbook
2020-21

canterburyschool.org

Contacting Canterbury

All School

Title	Contact	Ext.
Head of School	David Jackson	3018
Assistant HOS	Ben Ottenweller	3004
Executive Assist.	Kathy Todoran	3002

Early Childhood

5601 Covington Road • 260-432-7776 • Fax 260-436-9069

For Questions about	Contact	Ext.
Early Childhood	Elly Maconochie	1004
Student Absences	Tish Teel	1001
Enrichment/Extended Day	Tara Parshley	1001

Lower School

5601 Covington Road • 260-432-7776 • Fax 260-436-9069

For Questions about	Contact	Ext.
Lower School	Mike Landgraf	1004
Student Absences	April Lass	1002
Lower School EDC	Susan Wolff	1002
Lower School Enrichment	Missie Madsen	1002

Middle School

5601 Covington Road • 260-436-7721 • Fax 260-436-6665

For Questions about	Contact	Ext.
Middle School	Fraser Coffeen	2004
Student Absences	Ruth Hadland	2001
Middle School Athletics	Connie Oberlin	2051

High School

3210 Smith Road • 260-436-0746 • Fax 260-436-5137

For Questions about	Contact	Ext.
High School	Ben Ottenweller	3004
Student Progress	Lincoln Gray	3007
Student Absences	Delphia Watts	3001
Asst Dir of College Counseling	Marie Elena Lyon	3003
College Counselor	Bob Schantz	3007
High School Athletics	Ken Harkenrider	3051

Enrollment Management Office

5601 Covington Road

For Questions about	Contact	Ext.
Admissions (Grades 1-12)	Krista Lohmar	2007
Admissions (EC, K)	Tish Teel	3011
Digital Comm / Website	Natalie Trout	2033

Development Office

5601 Covington Road • 260-436-8786 • Fax 260-407-3551

For Questions about	Contact	Ext.
Major Gifts/Planned Giving	Jessica Morales	2011
Canterbury Fund	Melinda Perry	2012
Alumni / Laughing Cavalier	Jessica Sharpe	2013
Database /Address Change	Suzanne McKinnon	2032

Business Office

3210 Smith Road • 260-432-4728 • Fax 260-407-3558

For Questions about	Contact	Ext.
Transportation/Financial Aid	Jerry Belcher	3046
Billing	Audrey McAbee	3045

Additional Services

For Questions about	Contact	Ext.
School Counselor, 9-12	Tamara Lombard	3005
School Counselor, EC-8	Ashley Bunn	1006
School Nurse	Tammy Eilers	2005
Food Service	AVI Fresh	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:
 - o Mastery of a strong college preparatory curriculum
 - o A lifelong habit of intellectual curiosity and creativity
 - o Highly-developed critical thinking and problem-solving skills
- A Canterbury graduate will experience significant personal growth as exhibited by:
 - o The appropriate and effective use of leadership skills
 - o The self-awareness and self-confidence to pursue his or her passions and interests
 - o A personal commitment to acting with integrity in all things
 - o A sense of responsibility to others and 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."



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:

- Matthew C. Wojewuczki, Chair
- Charles J. Surack, Vice Chair
- Laurence M. Weigand, Vice Chair
- Tom T. Teel, Secretary
- Todd M. Jacobs, Treasurer
- Kathryn D. Callen, Foundation Representative (*ex-officio*)
- Sara Ayres Craig
- Glen H. Dixon
- Matthew J. Elliott
- Mohammed S. Ghazali
- Victoria J. Grabowski
- Shannon H. Hardiek
- Andrew S. Hobbs
- W. David Jackson, Head of School (*ex-officio*)
- Byron S. Lamm
- Henry P. Najdeski
- Molly M. Sigler
- Lisa A. Smits
- Alisa D. Stovall
- Richard R. Waterfield
- Steven K. 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.

- Robert W. Godley, President
- Kathryn D. Callen, Vice President & Board Liaison
- Jeanette D. Schouweiler, Secretary
- Richard D. Waterfield, Treasurer
- Hollis T. Bierman
- William R. Cast
- Carl J. Gehres
- W. David Jackson, Head of School
- Todd M. Jacobs, Board of Trustees Treasurer
- Anne M. Karr
- Michael E. McCollum
- Janet W. Pafas
- Michael V. Parrott
- Frances M. Pasalich
- Michelle M. Rousseff-Kemp
- Rev. Paul Smith
- Todd R. Stephenson
- David A. Stewart
- Kathleen M. Summers
- Nancy A. Westfall, Nominating Committee Chair
- William W. Wilson, Development Committee Chair
- Peter C. Wilson
- Matthew C. Wojewuczki, Board of Trustees Chair



Parent Association Leadership

Steering Committee

- PresidentLindsay Chaille
- Vice President Kristine Valcarcel
- Treasurer.....Carissa Mitchell
- SecretaryJill Schlabach
- AdvisorBeth Behrendt

Division and Grade Representatives

- EC Rep AMChelcey Glassley
- EC Rep PM.....Sarah Budd
- LS Rep.....Flo Bear, Nicole Langel, Brooke Stewart
- MS Rep Nicole Lawson and Dima Mourad
- Grade 5 Tim Monnier
- Grade 6Dave Coble
- Grade 7 Nicole Lawson and Amy Hoover
- Grade 8Niki Carver and Carry DePold
- 8th Grade Events TBD
- HS Rep Marsha Bormann
- Grade 9 Beth Gray
- Grade 10.....Libby Herenden
- Grade 11 Monica Weigand
- Grade 12.....Kristin Dixon, Apexa Patel and Kristin Terrell

Service and Event Coordinators

- FoF for ECKatie Leonard-Drabenstot
- FoF for LS.....Dima Mourad and Carol Rolland
- FoF for MS Reshma Khatri and Neerja Meyan
- FoF for HS..... Anita Coker and Diana Diep
- Cavalier Clothing Natalie Chenoweth
- Lunchroom..... Jennifer Runyan and Wendy Wilson
- Boxtops..... Andrea Ogubi
- SCRIP..... Carrie Gould and Tish Teel
- Plant Show.....Michelle Daniels
- Poinsettia SalesPatrick Gillan
- Jingle Bell BoutiqueCarrie Gould and Sharon Linn



Administration and Staff

David Jackson

Kathy Todoran

Ben Ottenweller

- Tamara Lombard
- Ashley Bunn

Elly Maconochie

- Tish Teel
- Jennie Crandal
- Tara Parshley

Mike Landgraf

- April Lass
- Susan Wolfe
- Missie Madsen

Fraser Coffeen

- Ruth Hadland
- June Rambo
- Connie Oberlin
- Deric Adams

Ben Ottenweller

- Lincoln Gray
- Delphia Watts
- Marie Elena Lyon
- Bob Schantz
- Ken Harkenrider
- Kevin Vanden Akker

Jessica Morales

- Krista Lohmar
- Elly Maconochie
- Tish Teel
- Melinda Perry
- Jessica Sharpe
- Suzanne McKinnon
- Natalie Trout
- Meg Miller
- Nakao Mauch

Jerry Belcher

- Tammy Gunn
- Audrey McAbee
- Julie Walda
- CJ Micklitsch
- Gary Otis
- AVI
- Tammy Eilers

Head of School

Executive Assistant to the Head of School

Assistant Head of School, High School Director

School Counselor, Grades 9-12

School Counselor, Grades EC-8

Early Childhood Director

EC Office Assistant

Co-Director, EC Enrichment/Extended Day

Co-Director, EC Enrichment/Extended Day

Lower School Director

LS Office Assistant

LS Extended Day Care Coordinator

LS Enrichment Coordinator

Middle School Director

MS Office Assistant

MS Office Assistant

Director of MS Athletics

Director of MS After-School Program

High School Director

HS Dean of Students

HS Office Assistant

Assistant Director of College Counseling

College Counselor

Director of HS Athletics

Asst. Athletics Director/Sports Information

Director of Advancement

Director of Admissions (Grades 1-12)

Director of Admissions (EC, K)

Admissions Assistant (EC, K)

Director of Development

Director of Alumni/Parent of Alumni Relations/ Laughing Cavalier Coordinator

Director of Development Services

Marketing/Communications Specialist

Communications Coordinator

Advancement Assistant

Business Manager

Business Office Assistant

Business Office Assistant

Accounting Manager

Director of Technology

Director of Maintenance

Director of Food Service

School Nurse



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, however, 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 should call the School if their child is absent and report any illness or contagious disease promptly.

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 on the driver's side front window. Returning families keep their same carpool number. New families receive carpool numbers before the first day of school.

General Guidelines

Reminder: 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 Kid, Cavalier, and Junior Kindergarten students take place at the Circle Drive entrance, with the exception of children who go to the Enrichment and Extended Day programs. Only Kindergarten Prep students may use the Lower School carpool. Kindergarten Prep students who dismiss at 11:00 a.m. will depart through the Circle Drive carpool, and those at 1:15 p.m. from Door #1.

Traffic lanes must never be used for parking. If parents need to come in to the building, they must park their cars in a parking space. This includes carpool volunteers. The Circle Drive exit onto South Bend Drive is right-turn only. Parents should call the Early Childhood/Lower School office by 9:00 a.m. if their child will not be in school.

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, who unload the children and guide them to the Teaching Assistant. Parents or caregivers walking with students into the building must enter through Door #1 and sign in at the office.

Canterbury Kids, Cavaliers, and Junior Kindergartners who arrive between 7:30 a.m. and 8:15 a.m. should be dropped off at Door #3 for Early Bird. Parents may pull up to the Circle Drive doors for drop-off. After arriving through LS School carpool, Kindergarten Prep students should also go to Early Bird at Circle Drive if arriving between 7:30 a.m. and 8:00 a.m. and then to their classroom at 8:00 a.m.

Children arriving after 8:15 a.m. or 12:15 p.m. must be taken to their classrooms by a parent or caregiver after checking in at the office.

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 as drivers remain in their vehicles.

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.



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 for AM students is at Circle Drive 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. If a student who is attending an Enrichment program or Lunch Bunch arrives after 8:15 a.m., drop off is at the Clubhouse, with the exception of the Canterbury Kids on Wednesdays, Thursdays, and Fridays. For those students, drop off and pick up between the hours of 7:30 a.m. and 3:00 p.m. is at the Corner House. Students being picked up from AM Enrichment at 11:00 a.m. and Lunch Bunch at 12:15 p.m. are dismissed through Circle Drive carpool.

ABC Extended Care

The ABC program is held at the Clubhouse 3:00 - 6:00 p.m. Mondays through Thursdays and on Fridays 3:00 - 5:30 p.m.

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 are not 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 and to the child's teacher 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. Information is sent to parents via email regarding text alert sign up. Closings and delays are posted on the School's homepage. 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.

Immunizations

All Early Childhood students must have the following documents on file:

- All parents are required to annually submit the Online Student Emergency+ Form at www.canterburyschool.org/forms. This form must be submitted a week prior to the start of school.
- Canterbury students must have all required immunizations completed and an updated immunization record to the School Nurse the 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.

In-School Medication

If a child needs to take medication during the school day, parents or guardians are required to bring the medicine in its prescription bottle to the School Nurse. An "In-School Medication Permission Form" must also be completed, and can be found on the Canterbury website. Students may not self-carry medications (either prescriptions or over-the-counter) unless written authorization has been submitted to the School.

Injuries and Illness

If an illness or a serious accident occurs during school hours, parents are contacted immediately. If parents cannot be reached, the School uses the emergency number on the release form. The School follows parent instructions submitted on the Online Student Emergency + Form or takes the child to Lutheran Hospital's emergency room or RediMed. The child's doctor is also contacted for instructions.

The School calls parents to take home any child who vomits at school, has a fever (which is a temperature over 100 degrees) or shows other symptoms that warrant attention. A child must be fever-free (without medication), diarrhea-free, and vomit-free for 24 hours before returning to school.

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 insure 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 before the first day of school.
- Parents must provide two current EpiPens as well as an antihistamine, should the student's doctor prescribe it prior to the first day of school. The In School Medication Permission form must be completed and submitted with the medication when it is submitted to the School Nurse.
- Students' EpiPens are kept in designated areas for ease of availability, depending upon where the student is during the day, the division offices, Early Childhood classroom, and Clubhouse, as age-appropriate. The School Nurse keeps Middle School students' EpiPens.
- Student allergy profiles are kept in the lunchroom and classrooms as needed.
- An EpiPen, antihistamine (where prescribed), and a copy of the student's Food Allergy Action Plan should accompany the student on all field trips and athletics 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 faculty members of what foods their child may eat and what foods are to be avoided. The Food Allergy Action Plan is located on the school website under “Forms and Information.” 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.
- 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.

Chronic, Severely Acute, and Contagious Disease Policy

The School deals with incidents of any of the above conditions on a case-by-case basis, making every effort to fairly balance the individual’s interest with the interests of the School and its constituents.

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 confidentially checks 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.



Parent Partnership

Canterbury-Parent Partnership

Canterbury School invites, and expects, parental involvement in the school community. The best interest of students should always be the primary concern of parents 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. Parent feedback regarding their children's experience is valued, and is taken into account along with the judgment of faculty and administration members as the School addresses issues that may arise.

Communication with Faculty

To discuss a student's progress or any concerns that may arise, parents may contact the divisional office or the teacher directly via email to arrange a conference at any time.

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

General Classroom Information and Newsletter

Teachers send home grade-level or class communications 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 Administrative 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 an 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 Door 1. Beginning at 8:10 a.m. Door 1 is locked and visitors are buzzed 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, with meaningful integration of the arts as 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 play, 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 is generally nine to 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 planned learning centers. Pre-literacy, math, science, and social studies activities are integrated into all aspects of 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 is generally 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) learns by questioning, creating, and constructing knowledge throughout integrated thematic units. These units introduce math, science, 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 is generally 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 interest 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 language development in terms of phonemic awareness, 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 either completed Junior Kindergarten and the Kindergarten screening process, but are not yet developmentally ready for the Kindergarten program, or are candidates merging from the Cavaliers program whose chronological age and developmental level are good fits for the grade. 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 is generally 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.

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.

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, world language and culture.

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 Thursday until 6:00 p.m. and Friday until 5:30 p.m.

Field Studies

Field Studies are an integral part of learning and community engagement at Canterbury School. They support curricular units and begin in the Canterbury Kids program. Parents are often encouraged to accompany on these studies.

Mini Chapel

Mini Chapel is a monthly opportunity for the Early Childhood community to meet and share in a common experience. The content is designed to be morally, spiritually, or ethically edifying. Discussions involve character and community-building themes.



Assessment and Student Reports

Assessment

Several types of assessment are used throughout the year. Anecdotal assessments occur informally on a regular basis throughout the year and independent one-on-one 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 Kindergarten Prep, Junior Kindergartner, Cavalier, and Canterbury Kids students receive written narrative reports at the end of the second and fourth quarters, and assessment checklists are distributed quarterly.

Parent-Teacher Conferences

Conferences between parents 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. The eNews "Morning Update" and the teachers' classroom newsletters publish these conference dates. 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

Service Learning

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, or collecting boxed foods. In Early Childhood, students learn to give of their time and effort for those who are suffering or in need.

School Counselor

The School Counselor provides school-related services. These services may include 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.

Behavior Expectations and Discipline

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, and 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 discipline have been unsuccessful, are removed from certain activities or even sent home at the discretion of the Early Childhood Director.

Discipline Policy

When a student's behavior, demeanor, or attitude is not consistent with the school's expectations and disrupts the learning environment, teachers and parents must partner together to address what is considered to be a disciplinary situation. Responses to such situations recognize the differences in age, maturity, and developmental needs of the students involved, as well as the individual circumstances surrounding the issue.

The following are examples of behaviors that are not permitted:

- violation of classroom and school rules
- inappropriate or demeaning language
- disrespectful comments to adults or peers
- repetitive non-compliance or disruption of the learning of others
- lies or deliberate misrepresentations of the truth
- physical aggression
- destruction or misuse of property
- inappropriate touching
- theft
- cheating
- harassment or bullying (Note: the school defines bullying as a chronic, aggressive pattern of behavior that involves unwanted, negative action that creates an imbalance of power or strength. It is intentional, repeated, and targeted.)
- 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 student are recognized in determining appropriate responses to behavior. In extreme situations, a student may be dismissed from the School.

Recess Guidelines

To maintain a high level of safety while the students play, we maintain that:

- Each student be responsible for his/her safety and the safety of others.
- Each student use the equipment and areas according to school rules.
- Each student use critical thinking and problem-solving skills to ensure appropriate play outside.
- Students wear tied or otherwise fastened shoes with gripping soles for climbing. No sandals are permitted.
- During winter months warm clothing, including hat and gloves or mittens, should be sent to school each day.

Snacks

Students enjoy a nutritious snack daily. The nut-free snack schedule is coordinated by the teacher. Providing for the dietary preferences and needs of an individual student is the responsibility of that student's parents.

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 encouraged at school.

For at-home parties, parents are urged to include either all of the class (not necessarily the entire grade) or all of the members of one gender in the class.

Early Childhood Dress Code/Kindergarten Prep Uniform

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:

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.

Boys Dress Code: Canterbury Kids, Cavaliers, Junior Kindergarten

- Pants, shorts
- Shirts, T-shirts
- Sweatshirts, sweaters
- Clothes the child himself can manage when using the restroom

Girls Dress Code: Canterbury Kids, Cavaliers, Junior Kindergarten

- Skirts, dresses, jumpers (please have girls wear shorts underneath)
- Pants, skorts, shorts, capris
- Shirts, blouses, sweatshirts, sweaters, T-shirts
- Clothes the child herself can manage when using the restroom



Kindergarten Prep

Kindergarten Prep has a daily school uniform. All clothing work to school must be in good repair. Student uniform requirements apply throughout the school day (8:00 a.m. – 3:00 p.m.). Parent and student cooperation in adhering to the letter and the spirit of uniform rules is expected and appreciated. Parents are sent a note if students are not following uniform guidelines. If violations continue, parents may be called to bring appropriate clothing to school for their child.

Boys Uniform Dress Code (Prep through Grade 4)

- Navy pants (no denim, cargo style, or athletic pants)
- Navy shorts (no denim, cargo style, or athletic shorts)
- Solid color shirts with full fold-over collars, dress or knit, in navy, white, evergreen, light blue, yellow, pink, or gray (shirts must be tucked in, no chambray fabric)
- Navy, white, evergreen, light blue, yellow, pink, or gray sweaters (V-neck, crew neck, or cardigan) with a collared shirt worn underneath.
- Canterbury School sweatshirts in approved school colors (navy, white, evergreen, light blue, yellow, pink, or gray) with a collared shirt worn underneath.
- Closed-toed shoes or sneakers (no sandals, flip flops, or backless shoes)

Girls Uniform Dress Code (Prep through Grade 4)

- Navy jumper or dress (jumpers and dresses in any other color are not permitted)
- Navy skirt or skort
- Navy pants or capris (no denim, cargo, or athletic pants; no leggings or yoga-style pants)
- Navy shorts (no denim, cargo, or athletic-style shorts)
- All navy bottoms must be at least mid-thigh length
- Solid color shirts with full fold-over collars, dress or knit, in navy, white, evergreen, light blue, yellow, pink, or gray (shirts must be tucked in, no chambray fabric)
- Navy, white, evergreen, light blue, yellow, pink, or gray sweaters (V-neck, crew neck or cardigan) with a collared shirt worn underneath.
- Canterbury School sweatshirts in approved school colors (navy, white, evergreen, light blue, yellow, pink, or gray) with a collared shirt worn underneath.
- Closed-toed shoes or sneakers (no sandals, flip flops, platform, or backless shoes)

School Dress: Wednesdays and Field Studies

On Wednesdays and other designated days (such as any time students leave the campus for field study trips or visits, as well as on special occasions), students wear “school dress,” which consists of navy blue pants or shorts with a white shirt for boys, and navy blue pants, shorts, capris, skirt, or jumper with a white blouse for girls. Navy blue and white clothing should be solid colors (no stripes, polka dots, plaid, etc.).

Dress Down Days

On several days throughout the year, students are allowed to not wear a uniform. However, the following items of clothing are never appropriate, even on dress down days: open-toed shoes, spaghetti straps or halter tops, and tops that show the midriff.

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.



Winter Clothing

During the winter months, students go outside for recess unless the temperature or wind chill is below zero. Parents should plan to provide snow boots, snow pants, gloves or mittens, hat, and coat to be kept with their children at school.

Lost Articles

The School makes every effort to help children keep track of belongings. Names should be printed in full on all physical education clothing, raincoats, coats, hats, jackets, sweaters, scarves, mittens, boots, bookbags, etc., worn or used by each child. 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 bookstore as a service to the Canterbury community. Clothing bearing the Canterbury logo is available. The CCC hours are announced in the Parent Association mailing in August, in the "Morning Update," and via 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.

Admission is contingent upon receipt of official transcript(s), educational records, test data, current health records, and successful completion of the academic semester/year before entering/continuing at Canterbury.

Financial Aid

Applications for Financial Aid are accepting beginning in Kindergarten through Grade 12. Families, current and new, who wish to apply for financial aid are encouraged to contact the admissions or business office. Canterbury follows the School and Student Service for Financial Aid guidelines. A contract and a completed financial aid form, accompanied by a current tax return, initiate the process. Financial aid awards are based on financial need and are confidential. All awards must be applied for annually.

Re-enrollment Process

Each current family (Early Childhood through Grade 12) is notified electronically when to re-enroll your student for the next school year. For Early Childhood, preferences for a child's a.m./p.m. time slot for the next school year may be requested at this time. After October 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 for the entire year, and payment is due in full. The School offers two payment options: 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 K-Prep through High School, may also elect to purchase tuition refund insurance from Dewar Inc. Information is mailed to all parents with student contracts. The insurance premium cost is a small percentage of tuition and fees. Any change to the insurance coverage election made through the student contract must be done in writing and received by the business office before the school year begins.

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.

