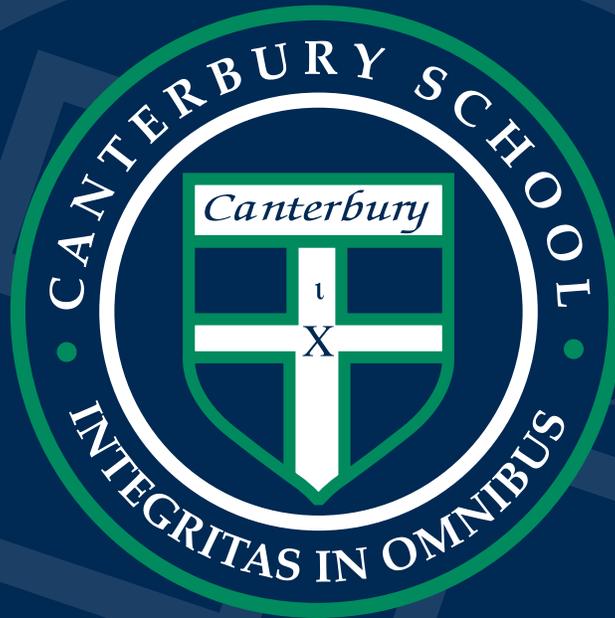


CANTERBURY HIGH SCHOOL



Parent and Student Handbook 2022-23

canterburyschool.org

Contacting Canterbury

All School

<i>Title</i>	<i>Contact</i>	<i>Ext.</i>
Head of School	David Jackson	3018
Assistant Head of School	Mike Landgraf	1004
Assistant to the Head of School	Kathy Todoran	3002

Early Childhood – 5601 Covington Road • 260-432-7776 • Fax 260-436-9069

<i>For Questions about</i>	<i>Contact</i>	<i>Ext.</i>
Early Childhood	Elly Maconochie	1004
To Report an EC Student Absence	Tish Teel	1001
EC Enrichment/Extended Day	Tara Parshley	1001

Lower School – 5601 Covington Road • 260-432-7776 • Fax 260-436-9069

<i>For Questions about</i>	<i>Contact</i>	<i>Ext.</i>
Lower School	Mike Landgraf	1004
To Report a LS Student Absence	Sharon Linn	1002
Lower School EDC	Susan Wolff	1002
Lower School Enrichment	Wendy Wilson	2001

Middle School – 5601 Covington Road • 260-436-7721 • Fax 260-436-6665

<i>For Questions about</i>	<i>Contact</i>	<i>Ext.</i>
Middle School	Lincoln Gray	2004
To Report a MS Student Absence	Wendy Wilson	2001
Middle School Athletics	Ben Truman	2051

High School – 3210 Smith Road • 260-436-0746 • Fax 260-436-5137

<i>For Questions about</i>	<i>Contact</i>	<i>Ext.</i>
High School	Nicole Justice	3004
To Report a HS Student Absence	Delphia Watts	3001
College Counseling	Brian Estrada	3006
High School Athletics	Ken Harkenrider	3051

Enrollment Management Office – 5601 Covington Road • 260-436-8786 • Fax 260-407-3551

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

Development Office – 5601 Covington Road • 260-436-8786 • Fax 260-407-3551

<i>For Questions about</i>	<i>Contact</i>	<i>Ext.</i>
Major Gifts/Planned Giving	Melinda Perry	2012
Canterbury Fund	Ashli Wharton	2034

Alumni Relations	Shawnda Hamilton	2036
Laughing Cavalier	Jessica Sharpe	2013
Database /Address Change	April Lass	2032

Marketing and Communications Office – 5601 Covington Road • 260-436-8786 • Fax 260-407-3551

<i>For Questions about</i>	<i>Contact</i>	<i>Ext.</i>
Website / Publication	Natalie Trout	2033

Business Office – 3210 Smith Road • 260-432-4728 • Fax 260-407-3558

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

Additional Services

<i>For Questions about</i>	<i>Contact</i>	<i>Ext.</i>
School Counselor, 9-12	Kendra O’Connor	3005
School Counselor, EC-8	Ashley Bunn	1006
Technology	Jeff Phillips	3024
School Nurse	Kelli Sordelet	2005
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 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:

- Todd Jacobs, Chair
- Charles Surack, Co-Vice Chair
- Laurence Weigand, Co-Vice Chair
- Matt Bierbaum, Secretary
- Shannon Hardiek, Treasurer
- Kevan Biggs
- Nikole Carver
- Sara Ayres Craig
- Glen Dixon
- Matthew Elliott
- Mohammed Ghazali
- Victoria Grabowski
- Andrew Hobbs
- Beth Laipple
- Byron Lamm
- Henry Najdeski
- Greg Sherman
- Molly Sigler
- Lisa Smits
- Dara Spearman-Wardlow
- Arvind Surendran
- Richard R. Waterfield
- Matthew Wojewuczki
- Steven Zacher
- Kathryn Callen, Foundation Representative (*ex-officio*)
- David Jackson, Head of School (*ex-officio*)

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
- Michael E. McCollum
- Janet W. Paflas
- Michael V. Parrott
- Frances M. Pasalich
- Michelle M. Rouseff-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
- Matthew C. Wojewuczki

Parent Association Leadership

Steering Committee

- President Flo Bear
- Vice President Carmen Brough
- Treasurer Natalie Chenoweth
- Secretary Make Karagule

Division and Grade Representatives

- EC Rep AM Polly Teevan
- EC Rep PM Karissa Skinner
- LS Rep Nicole Langel, Annie Fisher
- MS Rep Dima Mourad, Carry DePold, Tracy Ryland
 - Grade 5 Jill Surendran
 - Grade 6 Annie Henry / April Clute
 - Grade 7 Michaela Baldwin
 - Grade 8 Stefanie Waterfield
- HS Rep Lindsay Chaille
 - Grade 9 Drew Swift
 - Grade 10 Martha Ellis
 - Grade 11 Courtney Dressler
 - Grade 12 Tania Boyd
 - Senior Committee Vicki Grabowski, Chris Collins, Christine Russell, Sarah Najdeski, Kristin Terrell

Service and Event Coordinators

- FoF for EC Kristin Westfall, Shawn Westfall
- FoF for LS Kristin Boon, Elizabeth Sturges, Kristi Kelly, Karen Eller
- FoF for MS Courtney Sloan, Michelle Daniels, Hannah Jackson, Danielle Karr
- FoF for HS Erin Heck, Allison Vanzandt, Anita Coker
- Cavalier Clothing Natalie Chenoweth
- Lunchroom Stephanie Foote
- Boxtops Andrea Ogubi
- SCRIP Carrie Gould
- Plant Show Lisa Starkey, Nicole Funk
- Poinsettia Sales Patrick Gillan
- Jingle Bell Boutique Carrie Gould and Lisa Selby
- Sock Hop Heather Bauer

Administration and Staff

- David Jackson
 - Kathy Todoran
 - Krista Lohmar
 - Elly Maconochie
 - Tish Teel
 - Melinda Perry
 - Ashli Wharton
 - Jessica Sharpe
 - April Lass
 - Natalie Trout
 - Meg Miller
 - Shawnda Hamilton
 - Deric Adams
 - Mike Landgraf
 - Sharon Linn
 - Susan Wolfe
 - Wendy Wilson
 - Ashley Bunn
 - Elly Maconochie
 - Tish Teel
 - Tara Parshley
 - Lincoln Gray
 - June Rambo
 - Wendy Wilson
 - Ben Truman
 - Deric Adams
 - Nicole Justice
 - Delphia Watts
 - Brian Estrada
 - Ken Harkenrider
 - Kendra O'Connor
 - Jerry Belcher
 - Tammy Gunn
 - Audrey McAbee
 - Angie Sands
 - Jeff Phillips
 - Bob Brothers
 - Tim Otis
 - Quest
 - Kelli Sordelet
- Head of School
Assistant to the Head of School
Director of Admissions (Grades 1-12)
Director of Admissions (EC, K)
Admissions Assistant (EC, K)
Director of Development
Canterbury Fund Director
Director of Community Engagement
Director of Development Services
Director of Marketing & Communications
Assistant Director of Marketing & Communications
Asst. Director of Enrollment Management & Alumni Relations
Director of Auxiliary Programs
- Assistant Head of School, Lower School Director
LS Office Assistant
LS Extended Day Care Coordinator
LS Enrichment Coordinator
School Counselor, Grades EC-8
- Early Childhood Director
EC Office Assistant
Director, EC Enrichment/Extended Day
- Middle School Director
MS Executive Assistant
MS Office Assistant
MS Dean and Director of Athletics
Director of MS After-School Program
- High School Director
HS Office Assistant
Director of College Counseling
Director of HS Athletics
HS Counselor
- Business Manager
Business Office Assistant
Student Accounts Specialist
Accounting Manager
Director of Technology
Director of Maintenance Operations
Director of Outdoor Maintenance
Director of Food Service
School Nurse

Section II • General Information

School Operations

School Hours

To begin the day promptly, all students should be in their 1st period class by 8:00 a.m. Students with after school work crews should expect to stay until 3:23.

Attendance

Students are expected to attend class each day school is in session. Students who are absent for more than two consecutive days due to a medical condition or injury are required to provide documentation from their physician to verify the absence.

Generally, a student must be in class a minimum of 80 percent of each semester in order to demonstrate sufficient progress for the year. Failure to meet attendance expectations may have an impact on future enrollment. If a pattern of tardiness and absenteeism is established, the student and parents are required to meet with the Division Director.

Parents are urged to avoid taking their children out of school early before vacation periods or returning them late. Absences one the day before or after a break will result in an unexcused absence. All co-curricular activities should be scheduled outside school hours. Recognizing that there are times when a student must miss school and that the parents ultimately make that decision, timely and effective communication between family and school alleviates academic problems that arise from school absences.

Responsibility of Parents and Students Regarding Absences

If a student is ill or unable to attend school for a family reason, a parent must telephone the school office before **8:30 a.m.** When parents are out of town for an extended period of time, they are asked to let the school know who is assuming responsibility in their absence.

If a student comes to school late, the student must check in at the office. Similarly, those leaving early must sign out in the office.

Partial-Day Absences

It is important that the School maintain a consistent academic tone throughout the school day. Therefore, parents are asked to observe the following absence requests:

- **Appointments** – Any medical appointment that must be made during the school day should take place during the student’s free period, if possible. Such appointments must have written parental permission indicating time of departure and return, as well as the reason. Students are required to bring a signed medical form to school immediately following a medical appointment. Non-medical appointments are strongly discouraged.

- Partial-day illness – If a student does not feel well enough to go to school at 8:00 a.m., the student should generally remain at home for the day. Students should not be allowed to sleep in or in any other manner decide which classes they are well enough to attend. Students who become sick during the school day must report to the office. With parental notification, the student may be sent home. Students not in school by 10:00 a.m. because of illness or another reason other than a medical appointment, are not allowed to participate in any after-school activities without a doctor’s note clearing participation. Any departure during the school day as a result of illness results in the student not being eligible to participate in that day’s co-curricular activities. Please refer any questions to the High School Director.

Prolonged Absence from School (Three Days or More)

If it is apparent that a student will be out of school for three days or more, parents are required to inform the High School Director. Canterbury makes every effort to promptly provide access to assignments and support the student through the absence.

Extended Medical Absences

Students who are absent for more than five consecutive days due to a medical condition or injury are required to provide documentation from their physician to verify the absence. The School retains the right to deny credit for a course if a student sustains a prolonged absence. Generally, a student must be in class a minimum of 80 percent of the days in a quarter in order to receive credit for a course. Canterbury makes every effort to support students and families through these difficult circumstances.

Planned Absences

Leaving early or returning late from vacations is strongly discouraged. Major assignments or tests frequently are scheduled right before vacation. Families whose special needs make such absences imperative must contact the advisor and the High School Director and complete an Absence Request Form at least two days in advance of the planned absence. Students are responsible for making up work missed for excused vacation absences, in most cases prior to leaving; work missed for absences that are not pre-approved may result in a failing grade. If attending a college visit, please complete a request form via the College Counseling Office.

Leaving Campus

All students are to remain on campus at all times during the school day, with the following exceptions:

- Students with notes from their parents may be excused for medical appointments. Students are required to present the office with a note from the medical provider immediately upon their return to school.
- Sophomores and juniors may leave at designated times for community-service projects.
- Senior leaders may leave campus for lunch as granted by the High School Director.

Students may leave campus only with permission from parents and the School. In unexpected situations, or in case of illness, students must contact the parent, who may verbally release a

student from school. A student leaving school during the school day must sign out in the office.

Tardiness

Tardiness to class not only compromises a student's academic standing, but also interferes with the learning of others because of class disruption. It is the student's responsibility to arrive on time for school and class every day. In order to have successful classes and as much instructional time as possible for each class, it is imperative that every student arrive on time. Oversleeping is not an acceptable excuse for tardiness. The following program is in place for this year to ensure that the commitment to timeliness is a priority for students, parents and faculty. This tally resets at the conclusion of the semester.

- 1 tardy = early arrival the next morning (7:45 a.m.)
- 3 tardies = 1 after school detention
- 3 additional tardies (total of 6) = full week of after-school detention
- 3 additional tardies (total of 9) = two full weeks of after-school detention
- 3 additional tardies (total of 12) = Saturday work crew; letter in file; considered a major school rule violation (major school rule violations carry over from year to year)
- Tardy that is 15 minutes or more will be considered an unexcused absence

Student Drop-off and Pick-up

Parents should drop off their students at Door 5 (the athletic entrance) no later than 7:55 a.m. After dropping off their students, parents should circle left around the parking lot. We ask that parents take special care in watching for students who are using the pedestrian walkway in front of the building. No one should drop off or pick up a student in front of the building. For the safety of pedestrians and other drivers, U-turns are prohibited along the drive at the front of the school.

Reminder: For the safety of everyone, please do not use a cell phone while your vehicle is in motion in the parking lots or on the High School driveways.

Student Parking

The parking lot on the west side of the building (next to the soccer field) is reserved for guests, faculty, and seniors. The parking lot near the maintenance building is for the use of underclassmen. Students must enter this parking lot from Glendale Boulevard, not from the main Canterbury driveway, as a left turn is prohibited from the driveway. Students may, however, exit using the Canterbury driveway. All students should register their cars and display their parking permits. Students who are gone on overnight trips should move their cars to the back of the parking lots.

Driving Safety

Students are expected to drive carefully and respectfully at all times, and to exercise special caution where safety is an issue. In particular, drivers should give way to students who are using the walkway in front of the building. Students who drive recklessly lose their driving privileges. Students (nor anyone else) must not use cell phones or text while their vehicles are in motion, especially in the school parking lots or driveways.

Bus Transportation

Bus service is available to children in Kindergarten Prep through Grade 12 for a fee. The Business Office oversees this service and determines routes based on the locations of those who request the service. It is the School's desire to keep all bus routes shorter than one hour.

Bus Rules and Regulations

Students are expected to follow these rules on and around buses to promote the safety and well-being of all riders.

- Approach the bus only after it stops completely and the door is opened.
- Board single file and promptly sit in a seat.
- Stay seated, facing forward, and maintain order while riding the bus.
- Do not eat or drink on the bus unless granted permission by the bus driver. No gum is permitted.
- Open windows only with permission of the bus driver. Do not throw objects out the window.
- Do not place any part of your body out of the window.
- Use the emergency door only as necessary or as directed by the driver.
- Keep aisles clear. Large, bulky items should not be transported on the bus without permission of the driver.
- Stand to leave only when the bus has come to a complete stop.
- Keep the bus clean; be responsible for your belongings; dispose of litter in the proper place.
- Walk away from the bus quickly. Use caution when walking directly in front of the bus and never walk behind the bus.
- Respect the bus driver and maintain good manners.
- School rules and Canterbury Expectations apply while students are riding the bus.
- Bus drivers may assign seats.
- A complete copy of all bus rules and regulations is contained in the Transportation Handbook in the Transportation Office.

Students who do not follow bus rules are not allowed to ride on the bus.

School Closing and Delay, Snow Days

Occasionally, weather forces the cancellation or the delay of school. All information concerning this is carried on WOWO radio (1190 AM) and on Channel 21, WPTA television (Cable Channel 7). Both stations allow you to sign up for school closing and delay alerts on their websites. Additionally, 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 home in inclement weather.*

Early/Alternative Dismissal Procedures

In case of the need to dismiss students from school before the regularly scheduled times, notice is communicated using the same procedures as for school delays or closings if appropriate, through WOWO radio (1190 AM) and WPTA-TV (Channel 21, or Cable Channel 7), information posted on the school website and emails to parents (if possible). Students are dismissed only to the care of their parents, or by verbal or written notice on the date of early dismissal to the care of other designated adults. Exceptions may be made for students who drive to school; they are permitted

to drive to their own homes unless parents notify the school to the contrary on the date of early dismissal.

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.

Student Emergency+ Form

All parents are required to annually submit the Online Student Emergency+ Form for each child attending Canterbury at www.canterburyschool.org/forms. This form must be submitted one week prior to the start of school. This form also includes field trip permission and travel and trip authorization.

Immunizations

All High School students must have an immunization record turned in to the division office one week before school starts. All students new to Canterbury must have a Student Health and Physical form on file. Both 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 at www.canterburyschool.org/forms.

In-School Medication

If a student needs to take medication during the school day, students or parents must bring the medicine and its prescription to the High School office. Students with a chronic or acute disease or medical condition are, however, permitted to possess and self-administer medication designed for emergencies 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 emergency self-administration. Medications are taken on field studies and trips by the faculty.

Injuries

Should a serious accident occur during school hours, parents are immediately contacted via the emergency number on the emergency medical release on file in the divisional office. 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.

For any injuries that occur outside of normal school hours (at home, during sports, etc.), which require additional care during the school day, 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. The School works together with the physician for a "Return to Learn" process that benefits students' 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.
- Parents must provide two EpiPens and any necessary antihistamines for their child, where appropriate.
- EpiPens are kept in designated locations, according to each division, for easy access should they be required.
- 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 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 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 make 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 prepares food that excludes 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 appropriate 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

Incidents of any of the above conditions are dealt with on a case-by-case basis, with the School 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 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 confidentiality 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 believes that the quality of education a young person receives is dependent upon the school environment as well as the home environment. 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 and educators. In order to avoid conflicts and misunderstandings that result in confused messages to students, we have structured the school community 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.

Communication

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. Families can expect teachers and administrators to respond to phone calls and emails within 24 hours, or if on a Friday, by the end of the day on Monday.

To discuss a student's performance, concerns, and progress, parents should arrange a conference or request a call from a teacher. A teacher usually can schedule a phone call during the school day and quickly clear up any questions parents may have. A conference, however, is better for longer discussions. 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.

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.

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.

Teacher and Advisor Communications

Formal or informal communication with faculty is encouraged at any time. Parents should always feel comfortable communicating thoughts, concerns, or ideas to a teacher, advisor, or administrator.

Advisors contact the parents of each advisee early in the school year to initiate a process for ongoing dialogue. Written notes, e-mail, and phone calls are common ways for parents and teachers to communicate. Formal, written communication from the School occurs in these situations:

Academic

- Grades, effort grades and comments are sent at the end of each semester.
- Student progress is maintained in Canvas and updated on a weekly basis.
- Interim reports are also sent to any student earning lower than a “80%” or a 3 participation and preparation grade 3 times throughout the semester.
 - Interim reports for lower than 80% will be issued in the 4 ½ and 13 ½ week mark in the semester.
 - Midterm reports that include a grade and comments for all students will be issued between the 9th and 10th week in the semester
- Course registration materials for the coming year are sent to parents in the spring.

Advisor

- Contact is made at the beginning of each semester in addition to communication at the midterm and end of each quarter.

Discipline

- Parents, advisors, and House Deans are contacted in the event of a major disciplinary issue. At times these disciplinary measures may rise to the level of the High School Director.

Permission Slips

- Parents are asked to sign a Travel/Trip Waiver for trips outside the Fort Wayne area. This information is included in the annual Online Student Emergency + form parents complete before the start of the school year. Some trips may require additional waivers and paperwork.
- The Athletics Department requires one release for the entire year, which is also included in the Online Student Emergency+ form.

Parent Meetings

The School strongly encourages parents to attend the following parent meetings: orientation for students new to the High School, back-to-school meetings, grade-level meetings, parent-teacher conferences and parent athletics meetings. Grade-level meetings cover a variety of topics designed to inform parents of programs, policies, procedures, and goals. They provide an opportunity for the school and parents to address topics of mutual interest and to work together for the benefit of the students.

Parent-teacher conferences, held formally once per semester, present an opportunity for parents to talk individually with their students' teachers and advisor. Parents have the opportunity to sign up online for conferences on the school website. Conference information is announced in the "Cav Update" email. For any students having academic problems as a result of difficult adjustment to expectations, poor study habits, lack of background, test anxiety, motivation, etc., it is essential that the teacher and parents talk together to develop strategies that promote effective learning at school and home.

Visitors

Canterbury welcomes scheduled visits of parents, friends, and prospective students. Parents and others who visit Canterbury School are asked to use the front entrance to the school. In our ongoing commitment to provide our students and faculty a safe and secure environment, all other doors remain locked during the school day. Students may bring visitors to school provided they follow the procedures outlined by the Admissions Office and the High School Director:

- Students bringing a visitor must request permission of the High School Director or Director of Admissions before the planned visitation day.
- All visitors must register in the High School office.
- Visitors must meet with an Admissions Director during the visit.
- Canterbury alumni are welcome to visit. They must register in the office.
- Visits are not for the purpose of socializing or eating lunch with friends from other schools.

Gifts for Faculty

At times, parents may decide to purchase a group gift for a classroom teacher at the holidays, birthday or the end of the school year. In these instances, we suggest a limit of \$10 per family. 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.

Section III • Educational Program

Academics

Curriculum

The High School curriculum emphasizes content and skills that are foundational for college-level work. The curriculum consists of courses that, with a few exceptions, are taught at the Honors, Advanced, and Advanced Placement (AP) levels. AP courses have extra academic demands and carry an increased class-period equivalency and sometimes require additional class time.

Students earn grades in all courses, and progress reports are sent home after each quarter. Semester grades are reported on the school's official transcript. Every student must take an equivalent of 30 class periods per week, based on a schedule of 40 periods per week (eight periods per day plus lunch period). For the purpose of this requirement, each AP course counts as seven periods; however, every student still must take a minimum of five courses. Students must pass all required courses to graduate. A student is considered to have passed a required course if the semester grade for that course is D- or better.

Graduation Requirements

For graduation, students are required to pass:

English	8 credits
Mathematics	8 credits
Science	6 credits
Social Studies	6 credits
Foreign Language	6 credits of one language or 4 credits each of two languages
Seminar	1 credit
Performing and Fine Arts	2 credits
Physical Education	.5 credit in Grade 9 and .5 credit in Grade 10
Nav. Global Persp.	.5 credit in Grade 9
World Religions	.5 credit in Grade 9
Grammar	.5 credit in Grade 10
Health	.5 credit in Grade 9
College Bound	1 credit in Grades 11 and 1 credit in 12
Community Service	20 hours in Grade 10; 40 hours in Grade 11
Internship	40 hours in Grade 11 and/or Grade 12

Advanced Placement (AP) Courses

AP courses are designed to prepare students for the AP Examinations administered each May by the College Board. The exams are scored on a scale of 1 - 5, with 5 representing the highest grade. Students who earn a score of 3, 4, or 5 on an AP exam may be eligible for college credit upon matriculation to a post-secondary institution. Some colleges and universities award placement credit, which allows students to start in a higher level class once they arrive on campus. Others choose to award college credit that can be used to fulfill graduation requirements. For more information, students should check with the colleges or universities they are considering to determine the policy at each institution.

AP courses are rigorous and require a strong background in the subject area. Consequently, a number of factors are considered by academic departments when making course recommendations, including but not limited to previous performance within the department, maturity, and overall academic load. Students are encouraged to work with their advisors to review course recommendations in an effort to create a balanced and appropriate schedule. Students who enroll in an AP course are generally required to take the AP exam. Students who take the AP exam are required to pay for the exam registration, a fee that was approximately \$96 per exam in May 2022. **Canterbury works to secure fee reductions for students with significant financial need, contact the AP Coordinator for more information.

Independent Study AP Courses

Students who wish to study independently for an Advanced Placement (AP) exam in a subject which is not offered at Canterbury must adhere to the following policy:

- Students must obtain permission from a faculty member to monitor their independent AP study.
- Students must follow an approved and established AP curriculum, the cost of which is the responsibility of the student.
- Students must sit for a minimum of two practice exams for year-long courses or one practice exam for a semester course to be graded by their supervising faculty member.
- Online AP courses do not factor into a student's Canterbury GPA.
- Students must complete a "Non-Canterbury AP Class Agreement Form." Further information may be found on a document that is available in the College Counseling office.
- Students may not take an independent study AP course when the same AP course is offered at Canterbury, except where a schedule conflict exists.
- Approval of the High School Director is required for the authorization of independent study AP courses.

Dual Credit Courses

Canterbury offers several upper-level, non-AP courses that may be taken as dual credit courses with PFW. To receive dual credit students must register, apply, be admitted, and pay a per-credit fee to PFW.

Certification Programs

Canterbury provides students with opportunities to do concentrated work in three areas by offering certification programs in Advanced Computer Technology, Fine Arts (Academy), Global Studies, and Advanced Science. The specific requirements for the programs are available from the Chairs of the Computer Science, Arts, Foreign Language, and Science Departments respectively. Students are limited to work on one certification program only during their high school careers. Any exceptions will be discussed by the respective department chairs and High School Director. Successful completion of the program is recorded on a student's transcript.

Courses Taken off Campus

Canterbury recognizes the desire of some students to take off-campus coursework, especially university-sponsored courses during the summer months. Canterbury lists such courses on the student's transcript along with the grade earned. Grades from courses taken off-campus do not factor into the student's GPA. Courses taken off-campus may not be substituted for required year-long Canterbury courses. In some cases, off-campus courses may be substituted for a semester course, provided that the student obtains the approval of the High School Director before the course is taken, including a review of course content.

Malone Online Courses

Canterbury has the opportunity to offer online courses in partnership with other schools across the country that participate in an online network affiliated with the Malone Family Foundation. Advanced students may apply for consideration for online courses through the Malone partnership. These courses appear on a student's transcript and factor into a student's grade point average. Typically, the Malone online courses receive the equivalent of AP course weighting. Students may not substitute an online course for a required Canterbury course unless they have a schedule conflict. Substitutions must be approved by the High School Director. An additional fee may be charged to enroll in Malone Online courses.

Course Drops and Adds

A student may drop and/or add a course within the first eight (8) meetings of the course. After the eighth day, drops/adds are at the discretion of the teacher in consultation with the student's advisor, the High School Director, and the College Counselor. After the drop/add period, student-initiated changes are discouraged. Students are asked to finish a quarter; then, if the situation is untenable, a drop is considered with the input of the teacher, parent, High School Director and College Counselor. The course is listed on the transcript with a grade of "W" (withdrawal).

If the teacher initiates the drop after determining the student is placed incorrectly at the end of the first quarter, the course may be dropped without grade or notation of "W" on the transcript. If the student continues into the second quarter, a semester grade is required, barring extended illness.

Students who move to a different level in a course at the teacher's request are given a semester grade in the most appropriate course; that is, in the course in which most time was spent and according to grades earned in the courses.

The School reserves the right to record a grade of "WF" (withdrawal with failure) in rare cases when a student drops a failing course and as a result of poor effort and/or motivation.

Grading Policies and Procedures

Achievement Grades (Quarter and Semester Reporting)

A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
D-	60-62	0.7
F	Below 60	0.0

Preparation and Participation Grade Guidelines

5 – Excellent: All work completed thoroughly and on time; prepared for class; active in class discussion; fully prepared for tests and quizzes; enthusiastic and intellectually curious; consistently positive; responsible for seeking help when needed; makes every effort to attend class regularly.

4 – Good: Solid effort; all work completed as required; almost always prepared for class and for quizzes and tests; always attentive and well-behaved, with a positive attitude; participates in class discussions; generally responsible for seeking extra help when needed; makes every effort to attend class regularly.

3 – Fair: Effort solid at times, but not consistently so; generally prepared for class, quizzes, and tests; attentive and well-behaved, yet minor involvement in class discussion; rarely responsible for seeking extra help when needed.

2 – Poor: Effort in homework and preparation for class is clearly erratic; at times, behavior is inattentive and distracting.

1 – Unsatisfactory: Makes little or no effort to meet the minimum requirements of the course; classroom attitude is inattentive, and behavior is distracting and disruptive at times.

Grade Reports

Twice per year, at the conclusion of each semester, letter grades, participation and preparation grades, and written comments are sent home for each subject. Semester grades are the result of grades and the final exam, and are recorded on the student's transcript.

Midterm Reports

All students receive a midterm grade with comments. Midterm reports are reviewed by advisors, referred to the High School Director, and emailed to parents. Parents are encouraged to review progress on Canvas, as well as midterm reports on Blackbaud with their students and, if the student is having trouble, with the appropriate teacher and advisor.

Incomplete Grades

A grade of “Inc” (Incomplete) is used only when a student has been unable to complete the coursework because of illness or other unavoidable circumstances. A grade of “Inc” is recorded on grade sheets and transcripts temporarily. Generally, incomplete grades must be completed within the 15 school days following the end of the given marking period. Failure to do so results in a grade based on assignments completed and with all missing assignments counted as 0.

Assessments and Homework

Homework is assigned regularly to reinforce, supplement, and complement material covered or to be covered at school. In addition to being an important part of the learning process, diligent preparation of homework helps students to develop strong study habits.

Canterbury School believes that assessments of student learning are an integral part of the instructional process and student learning. As a result, assessments (graded homework, quizzes, tests, essays, projects, labs, debates, group activities, oral presentations, etc.) are a frequent part of the instructional process; students are expected to prepare for and complete assessments carefully and thoroughly. Students should expect a minimum of two graded activities each week in every academic class. While we understand that on occasion an illness may prevent a student from meeting an obligation, it is important that students strive to do all of their graded work at the times that the teachers have scheduled it.

Testing Policies and Procedures

Testing Days and Multiple Conflicts

To reduce an overload of tests given on the same day, there is a testing-day schedule by department. Each day of the week is a testing day for two departments. Nevertheless, conflicts can occur, and students who have more than two tests scheduled on a given day may request that the additional tests be scheduled for the following day. Tests are defined as any type of examination allotted a majority of the period to complete. Tests that were last to be announced are the ones rescheduled. Students must notify the appropriate teacher one day before the scheduled test that rescheduling is needed.

Final Exams

Final exams are given at the end of each semester in most classes. Fine arts, health, physical education, religion, and senior seminars do not have final exams.

Final exam grades count for 15% of the semester grade. Final exams are usually cumulative, designed to test students over material covered in the entire semester. Teachers may also test students over material covered during the entire year in some cases. Teachers notify students at the beginning of the year if they will be tested over the full year's work at the end of the year.

Final exams are scheduled to last two hours, and students are required to stay in the exam room for at least 90 minutes.

Policies and Rules During Final Exam Period

It is critical that families make sure there are no planned absences during final exams. For issues of fairness and test security, all exams are taken when scheduled. If a conflict exists between two exams, the conflicting exam must be taken during the prescribed conflict exam period. Students are not required to arrive at school until their first exam is scheduled and may leave after a morning exam if they have no further obligations that day. However, students may not leave campus between a scheduled morning and afternoon exam. If a final exam has to be rescheduled because of an unexcused absence, a maximum grade of 60% can be earned. If a student arrives more than 10 minutes late to the final exam, it is considered an unexcused absence.

Policies for AP Exams

Students who have been enrolled in AP courses are generally required to take the AP exam. On the day of the exam, students need to be punctual in arriving at the stated times, usually 7:30 a.m. for morning (a.m.) exams and 11:45 a.m. for afternoon exams. On the day of an AP exam, the AP exam is the student's only school responsibility. Students are required to wear regular school dress for AP exams.

Seniors: Spring Semester Final Exams

Seniors who maintain a B average (83%) or better in the fourth quarter may not be required to take the second semester final exam in that course, provided they have not had an unexcused absence after May 1. AP classes do not normally have final exams, but if a senior has an unexcused absence in an AP class after May 1, then he/she may be required to take a final exam.

Modified Testing Arrangements

Some students may require modified testing arrangements because of diagnosed learning difficulties. Such modifications are made by the High School Director in consultation with the School Counselor, provided that the learning difficulty has been diagnosed formally by a professional. Canterbury reserves the right to require a traditional testing environment in cases where school administrators believe modifications cannot be accommodated.

Standardized Testing

Below are the full names for the most common tests administered:

PSAT	Preliminary SAT
NMSQT	National Merit Scholarship Qualifying Test
SAT	Scholastic Assessment Tests
ACT	American College Testing Program
AP	Advanced Placement Exam

As part of the college preparation process, all students take part in standardized tests such as those of the College Board (PSAT, SAT Subject Tests and SAT II) on the following schedule:

- Grade 9: PSAT (taken at a time TBD during the 9th grade school year)
- Grade 10: PSAT (October, required), SAT II (June, recommended for students with appropriate prerequisites)
- Grade 11: PSAT/NMSQT (October, required), SAT (March, required), AP tests (May, optional), SAT II (June, recommended), ACT (June, recommended)
- Grade 12: ACT (October, recommended), SAT (November, optional), SAT II (December and selected spring dates if necessary), AP tests (May)

Canterbury's College Board number, which must be used to register for most standardized tests including the SAT, PSAT, and ACT, is **151087**.

Waivers and Alternate Testing Procedures

Students who require waivers and alternate testing procedures for nationally-administered standardized tests should contact the College Counseling Office in the fall. The College Counselors provide guidance for obtaining permission for special testing arrangements. The School does not provide the psychometric or academic testing necessary to support a student's request for alternate testing, but directs families to the appropriate resources.

Academic Honors and Awards

Head of School's List and Honor Roll

Students who earn an "A-" or better or who earn a cumulative, grade-weighted GPA of 4.0 or above in all semester grades are placed on the Head of School's List. Students who earn a "B" or better or a cumulative, weighted GPA of 3.70 to 4.0 in all semester grades are placed on the Honor Roll.

Class Rank and GPA

Class rank is not supplied with college application materials unless required by the college concerned; for these requests a quartile distribution is provided. However, when such a rank is required, either for colleges or for determining the winners of various awards, Canterbury uses the following grade-weighting system to compute grade point averages:

Courses with 1.05 Multiplying Factors

- Introduction to Literary Genre
- American Literature and Composition
- British Literature and Composition
- World Literature and Composition
- English Electives
- World History
- U.S. History
- U.S. Government
- Economics
- Social Studies Electives
- Biology
- Chemistry
- Science Electives
- Algebra 1
- Geometry
- Algebra 2
- Functions/Statistics/Trigonometry
- Statistics
- All foreign language classes except those taken on an accelerated schedule
- Senior Seminar
- Advanced Computer Technology 1 and 2
- All honors level fine arts courses

Courses with 1.1 Multiplying Factor

- Advanced Geometry
- Advanced Algebra 2
- Precalculus
- Precalculus-Calculus
- Advanced Biology
- Advanced Chemistry
- Physics
- Foreign language taken on an accelerated schedule beginning with Level 2 in Grade 9
- Dual Credit Courses

Courses with 1.2 Multiplying Factor

- All AP classes
- Multivariable Calculus
- MSON Classes (except introductory foreign language classes)
- Major Concentration Area Class for Fine Arts Academy

Courses with a 1.0 Multiplying Factor

- All other classes
- Grades from the 9th and 10th grade block classes do not figure into the GPA.

Grades from the 9th and 10th grade block classes do not figure into the GPA. The 9th grade courses are PE 9, Navigating Global Perspectives, Health and Wellness, and World Religion; the 10th grade courses are PE 10 and Grammar Workshop.

Awards

- **Highest Achievement Awards** are given each year to the students in Grades 9 - 12 who have earned A's in all classes both semesters as well as the three students with the highest averages for that year as determined on the previous scale.
- A **Commended Scholar Award** is given to a student who earns all A- or better grades in all classes for both semesters.
- The **Valedictorian and Salutatorian** are the graduating seniors with the highest cumulative grade point averages for their Canterbury careers based on the previous formula, both semesters of the senior year and the minimum graduation requirement for fine arts. Grade point averages are rounded to the nearest hundredth. Because grade point averages among our top students are always extremely close, the School reserves the right to select one or more students for Valedictorian and/or Salutatorian. Selected students must have attended Canterbury for at least the last four semesters to be eligible, and only grades earned at Canterbury are considered. If a student has not been at Canterbury for his/her entire high school career, that student is compared with other students over the same time period. For example, if a student came to Canterbury as a junior, then that student's average would be compared with the average of other students only for their junior and senior years.
- The **Faculty Prize** is awarded to two or three students in each of Grades 9 - 12 who, in the opinion of the faculty, have maximized their efforts in various areas of school life. The Faculty Prize may be awarded to a student only one time before the senior year.
- The **Robert Schantz Distinguished Progress Award** is given to one or more students in each grade level. This student is selected on the basis of improvement at Canterbury in various areas of school life.
- The **Canterbury Cup** is awarded by the faculty in recognition of outstanding contributions in leadership, citizenship, and service. It is awarded to a senior and recognizes a student's entire career at Canterbury.
- The **Headmaster's Cup** is awarded by the Head of School to a student who has contributed greatly to the overall Canterbury School program.
- The **Deans' Award** is presented to two students at each grade level who have maximized their efforts in their academic classes. Students who win the Faculty Prize are not eligible for a Deans' Award. The Deans' Award may be awarded to a student only one time before the senior year.

Cum Laude Society

Canterbury became a member of the Cum Laude Society in 1992. Founded in 1906, the Cum Laude Society was modeled on Phi Beta Kappa in its encouragement and recognition of true scholarship. Faculty members are responsible for selecting each year no more than 20 percent of the senior class and 10 percent of the junior class who have demonstrated academic excellence. In addition to academic excellence, only students who have demonstrated good character, honor, and integrity in all aspects of their school life are eligible for the Cum Laude Society.

Academic Concerns

Having admitted a student, Canterbury is strongly committed to helping that student achieve academic success. Accordingly, the School has outlined a plan that combines the faculty, the student's advisor, the student's parents, the School Counselor (as appropriate), and school administrators to work together to provide an environment in which the student is most likely to succeed. Cooperation is vital to help a student experiencing academic concerns. Steps in the plan to provide academic support are listed:

- *Supervised prep* – Students with below an 80% at the 4 ½ week interim will be placed in a supervised prep until they are no longer in danger of being below 80%. In addition, advisors may send out a “Thursday report” allowing for communication with teachers, advisors, and parents.
- *Parent-advisor-teacher meetings* – Parents may arrange or be asked to attend a meeting with the advisor or teacher(s) of a student who is experiencing academic difficulty. Arrangements can be made by parents and/or advisors for meeting a teacher or teachers in classes in which the student is struggling. A plan to help the student is arranged at the meeting. Notes from the meeting are shared with the High School Director.
- *Help sessions* – Students may be assigned to a mandatory group or individual help session with a teacher. It is vital that the student attend help sessions.
- *Group meeting of student, parents, advisor, College Counselor, High School Director and faculty members* – If a student continues to experience academic difficulty, a joint meeting of concerned individuals is arranged. Each person is asked to contribute observations to define the problem. Plans for further help determined and recorded.
- *Canvas Report* – By examining grades in Canvas, parents may observe the student's ongoing effort and grades. While the online gradebook is frequently updated daily, the school's policy is that the online gradebook needs to be kept current to the Monday of the previous week.
- *Learning Specialist* – The student is asked to consult with the Learning Specialist if that is thought to be helpful.
- *Outside tutoring* – If the student continues to struggle, the School may recommend outside tutoring. The cost for tutoring is the responsibility of the student's family.

Academic Probation

If a student earns multiple D's or receives an F in one or more courses in a semester, he/she is placed on academic probation for the succeeding term. A meeting is held with the parents of the student, the High School Director, the advisor, and the student to plan further support. Depending on the progress made during the remainder of the year, the student is either removed from academic probation or, if insufficient progress is made, may not receive a contract for the next school year.

In most cases in which a student does not improve sufficiently to be removed from probation, a contract is not issued for the following year, as the student will not be able to meet the school's graduation requirements.

May Term

May Term, a graduation requirement, provides an innovative educational opportunity for students during the final weeks of the year. The program consists of an off-campus internship component for seniors and an on-campus component for freshmen, sophomores, and juniors. The off-campus portion is designed for senior internships with area professionals, artists, business people, and community leaders. Seniors receive written evaluations from their assigned mentors, maintain daily journals, and give final reports to

their supervising faculty members. Interns have shadowed area business people, doctors, nurses, lawyers, and engineers; worked as congressional aides in Washington, DC; and traveled with a local businessman to his plant in South America. Several students have procured summer jobs as a direct result of their internships and many students have found meaningful direction for future studies and career paths.

Co-Curricular Activities

Co-curricular activities offer further opportunities for students to develop their individual potential in physical, intellectual, and social enterprises. Through such activities, students develop long-lasting friendships with peers and faculty members and contribute to the healthy atmosphere and environment of the school. Most students at Canterbury are involved in some co-curricular activity. Eighty percent participate in a sport, and more contribute through the School's many clubs and activities.

Because the School considers it a privilege to participate in co-curricular activities at Canterbury and academics to be a priority, a participation and preparation grade average of 3 is required for students to be involved in after-school co-curricular activities.

On the day of any co-curricular activity, including a performance or a practice, a student must be in school by 10:00 a.m. to be eligible to participate in the activity. Each student involved in a co-curricular activity is expected to live up to the school rules and is ineligible to participate for the moratorium period if he/she violates any of the major school rules.

The School supports a number of co-curricular and community programs for its students and families on two levels, serving either as sponsor or as host for the activity. For those events the school sponsors (such as school athletics or academic teams, fine arts productions, and student clubs promoted in the school literature), a faculty member or school representative is designated as supervisor, school facilities are made available on a priority basis, school resources may be provided as appropriate, and the School assumes full responsibility for the intended purpose of the program. For those activities the school hosts, a liaison with the school is required, school facilities are made available whenever possible, no school resources are provided, and the school cannot accept full responsibility for the conduct of the program.

Field Studies and Trips

Field studies are an important part of a student's educational experience at Canterbury. Trips vary considerably in their duration, destination, and design; consequently, expectations for students are typically outlined by the appropriate teachers or the school. In all instances, however, Canterbury Expectations apply to student conduct and responsibilities. Expectations also include the following:

- In representing Canterbury, students' behavior should be a credit to the School at all times: courteous, respectful, and considerate.
- Chaperones are responsible for students' physical and educational well-being. Student cooperation is essential.
- Students will abide by expectations and regulations of all establishments.
- Students should remain in assigned groups at all designated times.
- Students violating any of the expectations may be required to leave the trip. Parents will bring the child home at their own expense.

Parents may be asked to help chaperone trips and provide transportation. Volunteer driver forms are required and are available online. The school officials responsible for the trip communicate special needs or directions in preparation for the field study. A few general guidelines apply for parents driving their own vehicles:

- In case of an accident, a parent's insurance provides primary coverage, and the school insurance secondary coverage.
- The School requires all riders in parents' vehicles to wear seat belts in accordance with state law.
- The School requires volunteer drivers to register with the school by completing a Volunteer Vehicle Driving Form, available online.
- Parents should remain with a student they transport until a parent or supervising adult can take responsibility for the student.
- Parent drivers may not use cell phones or text while driving.

Athletics

Participation in athletics, while encouraged and accessible to all, is a privilege that carries with it certain responsibilities and expectations. The overall success of the programs is directly tied to the level of commitment given by all involved throughout the year. The guidelines and expectations provided below give direction to the Athletic Department throughout the year. The information provided below is also available in the *Athletics Handbook*, which is sent to all athletes in advance of each season of sports they participate in. The *Handbook* also includes specific forms and documents referenced below.

Philosophy of Athletics

Athletics are an integral part of the educational program at Canterbury School and athletic experiences are considered an extension of the educational environment. Athletics promotes a sense of school community and pride, as well as character traits important to personal development. These include maximizing one's talents to the highest level of performance; embracing the discipline needed to reach life's successes; learning to work with others as a team in pursuit of a common goal; and adhering to codes of honor and respect. The interscholastic sports program encourages individual participation and achievement by providing an opportunity to learn and play sports competitively to every student who possesses a sincere desire to do so.

Goals

Athletics complement and enrich the academic experience and school mission – teamwork / leadership / self-discipline / respect.

The goals of the Athletic Program are to:

- Define athletics as broader than just traditional team sports
- Provide the opportunity to participate
- Develop lifelong skills and abilities
- Strive for competitive excellence
 - In High School to compete for sectional, regional, and state championships
 - In Middle School to strive for successful records within the area while meeting our goals of inclusion
- Assist students with admission to targeted colleges

Every Student an Athlete

With a firm belief in the benefits of lifelong fitness and a commitment to a healthy lifestyle, the Athletics Department works in cooperation with the Physical Education/Health Department to encourage every student to be an active member of the school community. In addition to the formal athletic program offerings described below, alternative opportunities for fitness, as well as exposure to a wide range of information regarding nutrition and overall health are made available in various presentations throughout the school year.

Athletic Program Information

IHSAA

Canterbury High School is a member of the Indiana High School Athletic Association (IHSAA). All sports that are sanctioned by the IHSAA must be conducted according to the guidelines of that association. The following is a list of all sports offered at Canterbury High School. Student involvement dictates the number of teams and levels of play available within each sport.

Girls

Fall: Volleyball, Soccer, Cross Country, Golf

Winter: Basketball, Swimming, Cheer

Spring: Tennis, Softball, Track

Boys

Fall: Soccer, Cross Country, Tennis

Winter: Basketball, Swimming

Spring: Baseball, Golf, Track

Positive Coaching Alliance

Canterbury School is a partner school with the Positive Coaching Alliance (PCA). Based at Stanford University, the PCA is a national organization and has the intent of transforming youth sport in a positive way. The PCA “Vision Statement for Youth Sport” is a model of the youth sport environment. Canterbury furthermore has adopted the PCA models of the “Double Goals Coach” and the “Second Goal Parent”, with the goal of creating the best possible culture for our student athletes to train and compete. The expectation at Canterbury is for everyone involved in sport, whether participant, coach, or spectator, to “Honor the Game.”

Toward this end of promoting a positive environment once created, parents are encouraged to review these materials prior to each season. Upon completion of every season of competition in which a student participates, parents are asked to submit a completed coaches’ evaluation form. This direct input allows for maximum participation for all as Canterbury commits itself to the important goals set out in these documents.

Coaches

Canterbury strives at all times to employ the top coaches available. Among the qualities sought in coaches are a firm belief in and adherence to a positive coaching philosophy; a high level of knowledge both in general coaching methodology and sport-specific fundamentals and strategies; a desire for

continuing development; a strong ability to communicate among all necessary constituencies, including players, parents, and colleagues; and a willingness to be a positive and active member of the school community beyond the basic demands of a single sport season.

Policies and Practices for Athletics

Inclusion/Participation Policy

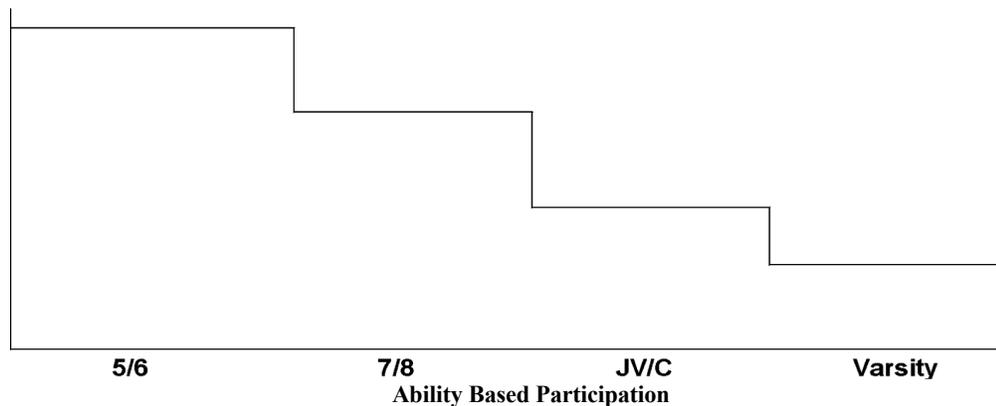
Canterbury differs from most schools in that we promote a “policy of Inclusion.” This policy is at the core of Canterbury athletics and confirms the school’s belief that involvement in athletics is a valuable experience – one that should be accessible to the vast majority of its students. In exchange for this commitment from the school to provide a roster spot, a student **EARNs** a roster spot through:

- **Effort** – give your best effort always
- **Attitude** – positive in every situation
- **Respect** – for coaches, teammates, officials, opponents, spectators
- **No Nonsense** – follow rules and guidelines
- **Sincerity** – genuine desire to be part of the team

Athletes who fail to live up to these expectations receive reduced playing time and, in extreme cases, may cause themselves to be excluded from team membership. Although every student earns a roster spot through adherence to these expectations, specific team placement is dependent upon factors outlined below under “Inclusion Further Defined” and is determined by team coaches in each sport.

Opportunity for All

Graduated scale of ability vs participation based on grade level / roster placement.



Inclusion further Defined

- 5/6 Effort and attendance = nearly equal playing time (game specific)
All players who demonstrate a genuine interest are afforded an opportunity to play
- 7/8 Effort + attendance + ability = playing time over the course of a season
- JV/C Ability determines roster placement

Effort + ability + attendance = playing time over the course of a season

V Ability + effort + desire to win = playing time

Definition of JV and C Teams

In Junior Varsity athletics, the emphasis is on the potential to develop and contribute at the Varsity Level. C Teams are created when the numbers of genuinely interested students exceed available JV slots.

Academic Expectations of the Student-Athlete

It is a privilege to compete in interscholastic athletics at Canterbury. If an individual student-athlete cannot perform up to expectations in the classroom, he/she loses eligibility to compete in a sport. In addition to following the basic eligibility guidelines of the IHSAA, Canterbury students are expected to maintain an average of 3 or higher in effort marks, and the student must be passing all classes at the midterm and end of quarter. A failing grade in the preceding quarter could impact athletic participation in the season that starts in a new quarter. If expectations are not being met at these critical points in the school year, the student-athlete, his/her parent(s) or guardian(s), coach, the Athletic Director, Advisor, and High School Director meet to determine the timelines the student is placed on to get himself/herself into good standing academically, and how much of the season he/she will miss in order to do so.

Any time a student falls below this minimum, a strategy involving the student-athlete, Division Director, teachers, parents, and coaches is created to enable the student to get back to an acceptable level of performance. Once the standard is met, eligibility may be regained.

Admission to Contests

It is the hope that students, parents, and friends of the school will support the various teams with their attendance at games. With that goal in mind, no Canterbury family is charged admission to any regular game hosted at Canterbury School throughout the year. Occasionally, the school hosts a special invitational or an IHSAA tournament that leads to additional expenses required for operation. These events are clearly publicized and, in the interest of covering those additional costs, there is a minimal admission charge for Canterbury families.

Drug/Alcohol Policy

While participation on an athletic team is an experience to which all students should have access, it is nonetheless one that brings with it responsibilities additional to those expected of other Canterbury students. With that statement in mind, the school has developed the following policy regarding drug and alcohol use:

As members of the High School student body, student-athletes acknowledge the importance of a healthy lifestyle that is drug- and alcohol-free. Furthermore, representing Canterbury on a team brings added responsibility to live up to high expectations in this area. Any incident involving a violation of drug and/or alcohol policies as outlined by the school while a student is under school jurisdiction will be dealt with by the High School administration according to the guidelines set out in the *High School Student/Parent Handbook*. The Athletic Department has the full discretion to impose direct consequences regarding athletic participation as outlined in the *Athletics Handbook* at any time during

an athletic season (whether under school jurisdiction or not). To this end, every member of a High School athletic team agrees to The Athlete's Pledge (available in the *Athletic Handbook*) during each season of participation. This pledge confirms a personal commitment not to use drugs, alcohol, or prescription medication in a manner not consistent with the prescription at any time during that season, including items when not under the direct jurisdiction of the school.

Drug/Alcohol Violation – Response

A student-athlete who uses or possesses alcohol will be suspended from participation on a team for a period of 30% of the total competitions for that season. Should the suspension occur with less than 30% of competitions remaining in a season, the portion left will carry into the next sports season in which the student participates. During the time of suspension, the student participates in all required practices and attends, but does not participate in, games under the direct supervision of coaching staff.

- Students who receive legal consequences for drug or alcohol use or possession off campus are subject to the same suspension guidelines outlined above.
- This suspension includes the student-athlete's being referred to the appropriate school personnel for counseling. A student-athlete will not be cleared for future competitions of any kind until the recommendations of the counselor have been satisfied and the High School Director has been notified by the counselor.
- Should a student-athlete elect to initiate a program with an outside, non-school counselor to seek help with an alcohol problem in the wake of an incident, they will recognize this positive step. Upon receipt of documentation that a program has begun, the athletic suspension outlined above may be reduced by 50%. Such a reduction will occur not more than once during a student's career.
- A violation of the Athlete's Code of Conduct during the course of a specific sports season renders an athlete ineligible for all team awards for that season. In addition, a violation may impact a student's opportunities for recognition and awards from outside organizations as well as end-of-year school awards.

Attendance

It is self-evident that school attendance is a prerequisite for athletic participation. Except for pre-approved absences, students must be in attendance at school by 10:00 am to be eligible to participate that day. It is also crucial for athletes to be in attendance at daily team practices. Any absence from a scheduled practice or contest should be for legitimate reasons only and needs to be cleared directly with the team coach or Athletic Director in person in advance of the absence. Failure to follow this procedure results in a loss of playing time.

Awards

The award system at Canterbury fundamentally is designed to encourage participation and develop pride in the athletic program. Every student-athlete who successfully participates in an athletic season is eligible for an athletic award. Upon completion of each season, coaches recommend for awards athletes who have finished that season in good athletic and academic standing. Satisfactory participation at any

level qualifies an athlete for a Certificate of Participation, whereas athletes who have made a varsity-level roster qualify for an additional award, as outlined below. The Athletic Director then distributes awards according to the following plan:

- First season of varsity participation: Year of graduation numerals
- Second season of varsity participation: Letter (Canterbury “C”)
- Second season of varsity participation in the same sport: a sport pin for that sport
- Third season of varsity participation and beyond: Chevron for each season completed

At the end of each season (fall, winter, spring), each team fathers to celebrate the season, recognize athletes, and distribute awards. Award winners are named for “Most Valuable,” “Most Improved,” “Most Valuable Teammate,” and “Leadership.” Winners from each team receive an individual award as well as receive a nameplate added to the long-term athletic award plaques.

In recognition of outstanding academic work, the Athletic Department awards a “Student-Athlete” certificate. Any junior or senior student-athlete who maintains a grade of “B” or higher in all courses for the duration of an athletic season is so recognized.

Any team that wins a section, regional, or state title has a team picture placed on the wall outside the gym. Further, students on that team are presented special recognition patches for display on letter jackets. Banners for each team are displayed in the gym and are updated to reflect tournament successes.

At the end of the year, an evening gathering is held to celebrate Canterbury Athletics as a whole.

In addition to presenting a Canterbury stadium blanket to the outstanding male and female athletes, and recognizing outstanding sportsmanship, students who have distinguished themselves in a number of areas of growth are recognized and given certificates of commendation.

Beyond these school awards, Canterbury athletes may be recognized or awarded various honors by coaches’ organizations, medial, or other outside entities. Canterbury coaches are as active as possible in seeking appropriate outside recognition for school athletes.

Early Dismissal

In general, athletes are not released early from school for athletic participation. In the event that a conflict in scheduling necessitates an early dismissal, Athletic Director will notify all faculty members in advance of the early dismissal. It is understood that each student is responsible for any work that may be missed during an absence.

Facilities/Equipment

Every attempt has been made to provide the finest athletic facilities and equipment at Canterbury. Students are expected to treat the facilities with respect and do their part to see that damage is not done to them. The intended use of the school’s facilities is primarily for school-sponsored teams. Students are welcome to use facilities at times other than regular team events when under the direct supervision of a qualified adult, and with prior approval of the Athletic Director.

Mandatory Meetings

In the interest of clarity in distribution of necessary information, mandatory meetings will be held at the beginning of each sport season. It is the responsibility of parents/guardians to be present for these meetings prior to participation for that season. Expectations regarding behavior, attitude, and overall representation of the team and school are covered at this meeting. It is understood that the first responsibility for guiding students in making good choices regarding behavior and attitude rests with parents. The school aims to support the role of parents in supervising the growth and development of student-athletes. At the mandatory meetings, and as part of the expectation of a student being a participant on a team, parents are asked to confirm their support of specific Athletic Department goals for student conduct through singing the Athlete's Pledge.

Parent Support

In addition to the direct support of their own child's participation, parents are encouraged to lend support to the overall success of a season by volunteering in a variety of ways. Each team at the High School has a parent representative who helps coordinate the efforts of team parents on behalf of the team. Opportunities to volunteer may include: working concessions/admissions, fire ups for lockers, and team meals/snacks. Families should be involved in these opportunities to the extent they are able, knowing that all their efforts are appreciated.

Physicals

The IHSAA mandates that all High School students participating in athletics have a physical exam during the course of each school year. The completed, timely physical must be on file in the athletic office prior to any participation. All necessary forms are available at any time in the athletic office.

School Vacation Periods

Canterbury acknowledges the need for time away for family travel and vacation. Therefore, with the exception of the necessary practices in the two weeks preceding fall classes, the Athletic Department does not expect mandatory participation during the regularly-scheduled vacation periods throughout the year. (Note: a three-day weekend does not necessarily fall under the category of "Vacation" and thus teams may have scheduled activities during those times.) Individual teams may offer practices during vacation times and those students not involved with family travel are highly encouraged to participate. Director communication with coaches regarding vacation plans is highly recommended.

Semester Exams

The Athletic Department recognizes the importance of exams to the overall academic success of students. Thus, the schedules for athletic teams during the High School exam period reflect a reduced level of commitment from the student-athlete. Practices may be shortened or canceled and travel is curtailed. However, there must be some consideration given to the need for a continuation of the season, as well as the commitment each individual has made to the team.

Sportsmanship

Canterbury has a Sportsmanship Statement that clearly defines the expectations of its student-athletes. It is the responsibility of each student, coach, parents, and spectator to uphold the tenets of that statement and to represent Canterbury School well at all times. In recognition of good sportsmanship at the end of a season, each coach selects one member of each class represented on that team as a sportsmanship nominee. At the end of school award program, a sportsmanship award is presented to a senior boy and a senior girl. This award is given in recognition of good sportsmanship over the course of an entire career.

at Canterbury, based on coaches' nominations throughout. In addition to the winners, students receiving multiple nominations by coaches receive a certificate of commendation.

Student Participation in Other Activities

Canterbury encourages students to become involved in a variety of activities throughout the year, both school-sponsored and external. While the Athletic Department supports students' ability to become involved in these various activities, it also realizes that schedule conflicts arise as a result. As it is impossible to create athletic schedules that are mutually exclusive of all other activities, individual students must bear the responsibility of resolving conflicts as they arise. Student-initiated communication among all affected parties is crucial. Excessive absence from team activities because of conflicts may adversely affect a student's position on that team.

Further, on rare occasions a student may be presented with an opportunity to participate in a special outside athletic event that necessitates time away during regular school hours. Although Canterbury and the IHSAA highly discourage missing classes for athletic events, should a student have such an athletic opportunity, permission and formal arrangement should be made, well in advance of the event, in direct conversation with the High School Director.

Travel

When a student-athlete represents a Canterbury team for an away contest, appropriate dress, language, and behavior are expected of team members throughout the entire course of the trip. Each team coach outlines expectations at the start of a season.

Students are expected to travel with the team to and from contests. Any exceptions to this policy must be requested in writing and approved in advance by the Athletic Director or the team coach.

Uniforms

Uniforms are at all times the property of the school and students are expected to treat them properly, washing and caring for them according to instructions. Team uniforms are exclusively for use during team contests or activities. Students are not to wear uniform items in other circumstances and are not allowed use by others. Students are responsible for returning any equipment and uniforms issued to them at the completion of a season and are responsible financially for any damage. Any equipment or uniform that has not been returned to the coach within one week of the completion of a season results in a charge, equal to the full replacement value of missing items, that will be billed directly to parents.

Concussion Protocol

1. While students are symptomatic and under the care of a physician, they shall be "academically frozen." This means that students will not complete assignments, do readings, turn in papers, or take assessments of any kind while they exhibit concussion-like symptoms (e.g., headaches, memory loss, etc.).
 - a. Advisors will be notified first and then they will notify the student's teachers with a shared "Thursday Report" to help keep track of assessments and plans.
2. Students will be expected to make-up content from the period in which they are "academically frozen," but will not be responsible for the assessments given during that time. Faculty will consult with the student, the parents, the advisor, and the office in order to put together a viable academic plan for the affected student.

3. Students who are academically frozen will not be permitted to participate in extra-curricular or athletic activities until cleared by a physician.

Section IV • Student Life

Character Development

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 young people, and that a deliberate plan for character education is an important part of the school program.

High School 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 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.

Advisor Program

Philosophy

The advisor program was developed to ensure that each student receives the individualized attention necessary to become a successful college preparatory student and to promote the shared values of the Canterbury community. Advisors serve as a resource for students, parents, and faculty; their primary goal is to serve as a facilitator in the total development of each student in his/her intellectual, physical, social, and moral growth. It is the advisor's responsibility to monitor, guide, and support the advisee in the entire educational process: academics, student life, and student conduct.

Selection

Ninth-grade and new students are assigned to an advisor by the High School Director. Upperclassmen indicate their first, second, and third choice of advisor in the spring for the following school year. The High School Director assigns each student an advisor based on his/her choices and availability.

Parent Contact

Advisors contact the parents of their advisees at the beginning of each semester. Parents are encouraged to contact advisors with questions or concerns regarding their student as well. Parents may schedule a meeting with an advisor on parent-teacher conference days. An advisor, with the High School Director, arranges for parents and advisee to meet with a group of teachers if needed.

Chapel

Chapel provides regular opportunities for the High School community to meet and share in a common experience. Chapels are most often presented by faculty, and on occasion they are student-led or feature presentations by guest speakers. Chapel programs may range from "words of wisdom" to musical performances to observations of contemporary society. On special occasions, all-school Chapels bring the entire Canterbury community together. Students are not allowed to bring food, drinks, backpacks, or books to Chapel. Phones remain off and should not be used. Attendance is mandatory.

House System / Student Government

The High School is organized into six “Houses” named for six of the seven founding families: Cast, Paflas, Parrott, Randall, Smith, and Spindler. The seventh family, Posther, gives its name to the House Cup, which is awarded to the House that earns the most house points during the school year.

Houses function at many levels of school life. They form the basis for student government and student leadership. Each House elects a senior to serve on the House Board, a six-member group that leads house meetings and plans multiple student activities. Each House also has students who serve on the school’s student finance, service, and social committees.

Each House has a faculty member who serves as the House Dean, as well as four additional faculty in support roles. Among other roles, Deans help develop leadership skills and review academic progress of students within their Houses. Deans will also work with the students in their House on matters related to school citizenship: tardies, detentions, behavior in class, etc.

Houses also provide a family within the larger High School community. Each House consists of roughly equal numbers of boys and girls, and students from all four grade levels. Older students are encouraged to model leadership for younger students. The leadership model that has been adopted encourages leaders to envision ideas and to enlist, encourage, and empower others to participate in school-wide and house activities and service opportunities. The House Board and committee coordinators meet weekly with the House Deans and the High School Division Director, and the student-led finance, service, and social committees meet regularly to plan their activities.

Community Service

The High School’s commitment to service is multifaceted and serves to promote the spiritual, ethical, and social development of students. The community service requirements encourage participation in and connection to the community. Furthermore, students serve in the School through daily work crew, participate in assorted house projects throughout the year, and, in many cases, assist teachers and organizations in other divisions.

Service hours can be accrued starting in Grade 9. Over the course Grades 9-11 at Canterbury High School, a total of 60 hours must be completed. Thirty (30) of those hours can be completed within our school community, but a minimum of 30 more hours must be completed in the greater community, around the state, the country, or internationally. Before the beginning of a student’s junior year, a minimum of 20 hours must be completed. This is an important benchmark to meet so students can pace themselves. The remaining 40 hours are due prior to the start of the senior year. Students not meeting these two important benchmarks beginning their junior or senior years are not permitted to participate in co-curricular activities or serve in leadership roles until the requirement is met. This stipulation includes not only the service project itself, but any paperwork associated with the project. All projects must be verified by the on-site supervisor and approved by the community service coordinator via the X2Vol website.

Students who do not complete their community service requirement are assigned a grade of F on their transcript for that requirement, and thus do not meet graduation requirements and are not awarded a

diploma.

Work Crew

All students have expectations and a responsibility to help maintain the school building and grounds as part of the daily work crew program. Assignments are determined over the summer. Individual faculty members oversee Work Crews.

Student Support

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.

College Counseling

The College Counseling department's mission is to support students' academic and personal development on the journey to college, leading to the selection of a best-fit postsecondary opportunity by spring of Grade 12. By working closely with a small number of students, the Counselors are well-acquainted with each student's strengths. The Counselors, together with students and parents, can then identify appropriate schools and support each student's candidacy for the application and selection process. An important part of the application process lies in helping students to know the right questions to ask and how to use the resources available to them as they approach their college choices. College Bound is a Canterbury signature program directed by the College Counseling office. It includes a multi-day college trip in November of Grade 11 and a weekly seminar which begins in Grade 11 and continues through the fall of Grade 12. At all points in the college process students will work with all members of the College Counseling office. Students are assigned to a particular counselor by the start of Grade 11. This assigned counselor serves as the primary contact for the family, holds individual meetings with the student, and drafts the counselor letter of recommendation.

College Visits

Canterbury recognizes the need for juniors and seniors to visit colleges that they are considering as possible places to further their education after graduation. The School also seeks to minimize the number of days that juniors and seniors are away from their classroom obligations. To balance these conflicting needs, the School has established the following policy regarding college visits:

- College visits which require students to miss school days are exclusively for juniors and seniors. Freshmen and sophomores who wish or need to visit colleges may do so only if they complete the general absence form as they would for any other pre-arranged absence.
- Juniors and seniors are encouraged to schedule college visits during those days in which there already is no student attendance, such as Fall Break, End of Terms, Winter Break, and Spring Break.
- Juniors and seniors who need to miss class in order to participate in a college visit must complete a College Visit Absence Form, available in the College Counseling Office.

- The College Visit Absence Form must be signed first by the parent, second by one of the College Counselors, third by each of the student’s teachers, and finally by the High School administrative assistant in the main office.
- Once all of the necessary signatures have been obtained, the student returns the College Visit Absence Form to the administrative assistant in the High School office.
- Before leaving the college campus, students are asked to request a note from the college’s admission office, verifying that they visited the college. This note is given to the College Counseling Office upon the student’s return to school, thus completing the process. Note: Asking for such a note is a routine procedure at ALL colleges, so do not feel shy or hesitant about asking.

Seniors may take up to three days for college visits. Seniors may request additional days for extenuating circumstances with approval from their College Counselor and the High School Director.

Student Conduct

Canterbury Student Expectations

The following expectations form the basis for all other rules and guidelines, and may be invoked in response to any situation not specifically covered in this handbook. Violations of these expectations may be deemed violations of major school rules. Any violation of a school rule that demonstrates a blatant lack of regard to the letter or spirit of school rules may be grounds for immediate dismissal.

This list 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 are expected to adhere to the following principles:

- Students treat others as they expect to be treated.
- Students demonstrate respect for peers, faculty, as well as responsiveness to faculty direction.
- Students contribute to the basic upkeep and cleanliness of the buildings and grounds.
- Students do not smoke or use alcohol or drugs on the school campus or on school trips. (Medication must be accompanied by a physician’s directive.)
- Students do not enter restricted portions of a school building – faculty rooms, custodial storage areas, school supply closets, school lockers, and teachers’ desks – without specific permission.
- Students do not engage in hazing; physical, verbal, and electronic harassment; or profanity.
- Students’ behavior inside and outside the classroom should be consistent with the general educational goals of the school community.
- Students should not engage in public displays of affection, nor in any type of sexual activity on campus.
- Students should not engage in any inappropriate or unwelcome verbal or physical sexual advances, nor should they possess or distribute any sexually explicit messages, photos, or videos.
- Students follow the dress code as outlined in the Student Handbook.
- Students actively contribute to the educational and spiritual goals of the school.
- Students have a responsibility to be good ambassadors of Canterbury School in the greater Fort Wayne community. Negative comments about the school or personal attacks of students or faculty members are not acceptable. Note that being a “good ambassador” includes behavior on field trips, athletic events, as well as the content of public postings on social media. Acting as a

“good ambassador” includes but is not limited to speaking and behaving in a manner that reflects positively on the School.

- Students adhere to the Technology Acceptable Use Policy.

Honorable Conduct

Canterbury considers integrity to be the most important quality in a person’s character. While a genuine sense of integrity cannot be imposed from without but develops from within, it is important that the School do all it can to create an environment in which integrity is expected, and that the faculty encourages integrity in all aspects of a student’s life.

The motto of Canterbury is *Integritas in Omnibus*, “Integrity in All Things.” Integrity is good for the individual, and it is good for the community. As individuals, we develop a sense of self-worth and pride in our work only through honesty with ourselves and with others. As a community, we develop a sense of trust and credibility through the support of values that promote lives of integrity. In turn, for our community to develop trusting relationships, each individual must be responsible for upholding his or her words and deeds with integrity.

Honor Code

In agreement with the school’s commitment to the principles of honor and integrity, each High School student is expected to sign the Honor Code:

As a member of the Canterbury School community, I commit myself to the principles of honor and integrity. I understand that honorable conduct extends to all areas of school life: academic, athletic, extracurricular and social.

To focus attention on the importance of the Honor Code to the Canterbury community, advisors and students read and discuss the Honor Code before students sign it. This includes clarifications and examples of what constitute honor violations.

The Honor Code, along with student signatures, is publicly displayed in the building. This document is viewed as a public covenant between each student and the School. Faculty members also participate in pledging their honor, being mindful of their particular responsibility to discourage dishonorable acts around them. House Deans and faculty members also sign the public document.

The Honor Committee

The Honor Committee regularly reviews the School’s Honor Code and its implementation with the goal of promoting integrity in school life.

The Honor Committee meets regularly (minimally once a quarter) to share ideas and discuss possible ways to promote and develop honesty among our students. On occasions the Honor Committee may be asked by the administration to provide input in situations involving a possible violation of the Honor Code. The Honor Committee is also available for students who want to make an appeal of the administration’s decision, or when administration would like a broader view on a particular issue.

The Honor Committee is composed of the Honor Committee advisor, three seniors, two juniors, two sophomores, and one other faculty member. The High School Director or designated faculty member

acts as a facilitator.

Honor Committee members are nominated by student vote and approved by faculty. Elections of one new senior, two new juniors, and two sophomores are held during the preceding spring for the upcoming academic year. With approval of the faculty, the two junior members are encouraged to continue as seniors to assure continuity in the work of the Honor Committee.

Academic Honesty

Cheating and Plagiarism

Cheating is defined as the giving or receiving of unauthorized information in schoolwork. Examples include the following:

- Giving aid to, or receiving aid from, another student without the consent of the teacher.
- The use of cheat sheets or other study aids without the consent of the teacher.
- The use of electronic devices such as phones to obtain or share information without the consent of the teacher.
- The deliberate presentation of altered, falsified, or nonexistent data as the outcome of a lab or research assignment.
- Sharing information about a quiz or test with other students who have not yet taken the quiz or test.

Consequences for Cheating and/or Plagiarism

A first offense of cheating results in an academic penalty, and is a major school rule violation. The student receives a grade of F for the piece of work concerned. This F is counted as a “0” in computing grades except in minor cases, when the teacher has the discretion to record a “55.” A repeated instance of cheating results in another major rule infraction and colleges are notified of the offense.

For students in their first year at Canterbury School, a first instance of plagiarism results in a meeting with the teacher to clarify the definition of plagiarism and to instruct the student on how to practice sound scholarship and documentation practices. The High School Director, Advisor, and faculty member involved receive a record of the offense. Furthermore, the plagiarized work cannot earn credit, and therefore must be redone in order to receive credit. If a first-year student commits a second act of plagiarism, he/she receives the penalties described in the next sections. See the section on Major School Rule Violations for more information about infractions for students who are not new to Canterbury High School and how the sequence of infractions is carried out.

International student issues are handled on a case-by-case basis, taking into account their level of English proficiency and understanding of cultural expectations.

Other Honor Issues

- Lying is the intentional falsification or denial of fact, the intentional creation of a false impression, or the breaking of a pledge.
- Stealing is the taking of anything without the permission of the owner.

Harassment Policy

Canterbury School is enriched by the diversity of its members. The school recognizes and respects individual differences in background in regard to culture, race, ethnic origin, religion, gender, sexual orientation, genetic information, disabilities, and any other characteristic.

To provide an environment of mutual respect, tolerance, and sensitivity, it is important that every member of the community recognizes certain guidelines for appropriate behavior. Inappropriate behavior, either verbal or physical, that disregards the self-esteem of others is unacceptable. It includes unwelcome physical advances, unwarranted verbal remarks, derogatory statements, or discriminatory comments and can occur between any two individuals or groups of individuals.

Some examples of inappropriate behavior:

- obscene or suggestive remarks or jokes, verbal abuse, or insults
- display of explicit, offensive, or demeaning materials
- hazing or threats
- comments that are demeaning with respect to race, religion, ethnic origin, gender, or sexual orientation
- pressure to use alcohol or drugs
- unwanted physical or verbal sexual advances, either in person or through texting or social media contact
- possession or distribution of sexually explicit messages, photos, or video

A procedure has been established for students who feel they have been harassed. The concern and response is treated with appropriate confidentiality.

- Tell the offending person or people you want the behavior to stop. Say, “No!,” firmly. Look directly at them to give a clear message about how you feel. Do not apologize.
- Promptly contact someone at school about the situation: an advisor, faculty member, administrator or the Head of School. The response includes an investigation into the concern and the facts of the situation, as well as appropriate formal remedial action if harassment is found to have occurred.

The School responds to the situation in consultation with the person making the complaint. Each person at Canterbury School has the right to participate fully in the life of the school without harassment.

Victimization of Others / Bullying

Cruelty or harassment toward others through word or deed may leave a student liable for suspension. While normal social interaction at times may include disagreement or conflict (such as name-calling, teasing, or horseplay), bullying is a form of victimization which is repeated, targeted, and intentional; involves the abuse of social power and/or physical strength; and is one-sided. Bullying in person or bullying through text or social media contact will be treated equally.

Minor Disciplinary Responses

Detention Process

A detention may be given to students for violation of a school rule such as those mentioned below. A copy of the detention notice that outlines the offense, the school response, the date the response is to be served, and the student's discipline record to date are sent home.

Detentions are served from 7:15 - 7:55 a.m. on designated days (Tuesday and Wednesday). Students late to detention or missing a detention are given a more significant penalty. Serving the detention takes priority over athletics, theatre programs, or any other co-curricular activity. The House Deans will be the point person for all detentions.

A detention may be assigned for the following:

- Attendance violations or tardiness for school commitments (see previous attendance section)
- Dress Code violations: 1 official warning and then a detention for every offense after
- Use of profanity within school or in any school-sponsored activity
- Food or drink outside the cafeteria, unless authorized by a faculty member
- Defacement of school property, including lockers, textbooks, and posted notices
- Playing ball games or being involved in horseplay in the halls, Chapel, locker area, or courtyard
- Poor conduct and decorum in Chapel or in school functions
- Possession of an e-smoking device, accessory, or paraphernalia
- Use of cell phones, personal electronic devices, gaming devices, etc., in the classroom except with express faculty permission.
- Removal from any academic class for disciplinary reasons
- Missed work crew

Major School Rules

Students need to be conscious of their behavior at school, at social and athletics events, and on school trips. In situations where specific rules do not seem to apply, politeness, courtesy, kindness, sportsmanship, and respect for all people and their property are required. Good judgment and common sense are essential criteria for all behavior. Conduct inconsistent with the school's expected standard of good judgment and common sense, including insubordination, disruptive classroom conduct, poor sportsmanship, disrespectful behavior, and the stated Canterbury School expectation to be good ambassadors for the school may be considered a violation of a major school rule. Major school rules include the following:

- Dishonesty – Complete integrity is expected from all students at all times. Cheating, plagiarism, stealing, lying, and other acts of dishonesty violate the Honor Code and constitute serious breaches of the school's rules. Dishonesty about an Honor Code violation is deemed a violation in addition to another offense and the penalty outlined in the Handbook. Lying about an Honor Code issue may result in further disciplinary actions.
- Alcohol – Because student alcohol use is illegal and interferes with both effective learning and

the healthy development of adolescents, Canterbury has a fundamental legal and ethical obligation to maintain an alcohol-free school environment; therefore, drinking or possession of alcoholic beverages is not permitted. This rule is in effect when a student is on campus, when attending school-sponsored events off campus, and when a student is off campus but returns to campus for a school-sponsored event. The possession or use of alcohol results in suspension or dismissal as described below. If a question exists as to whether a student has consumed or is under the influence of alcohol at school or at a school-related activity, a Breathalyzer or other means of analysis may be used. At certain school functions, a Breathalyzer is utilized.

- **Drugs** – The possession or use of illegal drugs, the possession of drug paraphernalia on campus or at any school-sponsored event, or the admission of being under the influence of an illegal drug may result in dismissal as described below. Prescription drugs used as prescribed do not constitute use of an illegal drug. Full information regarding any drugs prescribed by a physician for a student to take during school must be on file with the school office. Sharing medications, or using prescribed medication in a way that is not prescribed is forbidden and subject to disciplinary action, up to and including dismissal.
- **Smoking and Vaping** – The use of any form of tobacco or any form of e-cigarette (with or without nicotine) is prohibited on campus and during any school-sponsored function. This includes using any e-smoking device, accessory, or paraphernalia on school property at any time. This also includes any smokeless tobacco products.
- **Truancy** – Students are expected to be in school at all times unless they are ill or have an excused absence approved by the school. Being off-campus without permission is a major rule infraction and may result in a one-day suspension. Acts of truancy sometimes involve dishonesty (lying). Students should be aware that an act of truancy coupled with dishonesty is dealt with severely.
- **Possession of a Weapon** – Possession of a weapon, such as a firearm, knife, or other intentionally dangerous instrument, at school or at school-related activity is prohibited. Violation of this rule is grounds for expulsion.
- **Victimization/Harassment of Others** – Cruelty or harassment of others through word, electronic communication, or deed is a violation subject to suspension.
- **Repeated Infractions** – Continued violations of school rules can be accumulated to the point of being dealt with as an infraction of a major school rule. In addition, four detentions in a semester warrant a work detail, while six detentions in a semester requires an internal suspension. Being late for detention results in a second detention and being absent results in two detentions.
- Any incident that could result in felony criminal charges is grounds for immediate dismissal.
- **Acceptable Use** – Students are expected to follow the Acceptable Use Policy for technology.

Major Disciplinary Violations

Major school rule violations are addressed by the High School Director and House Deans. Responses to

disciplinary situations recognize differences in the age, maturity, and developmental needs of the student. In cases of dispute, the High School Honor Committee helps resolve the conflict and recommends action based upon their understanding of the facts of the case.

Violation of major school rules typically elicits the baseline responses listed below. The consequences may be increased depending on the severity of the infraction.

Violations Eliciting Multiple Detentions and Remediation (Level 0)

- Honor Code violation – cheating and/or plagiarism with academic penalty
- Honor Code violation – dishonesty
- Unexcused academic absence (one full class period or more)
- Dress Code violation - fourth offense

Consequences of a Multiple Detention

- Treated as an internal matter; does not become part of student’s permanent record; may influence overall character ratings on evaluations, recommendations, or applications
- Second violation becomes immediate Level 2
- One day of work crew to be arranged by the High School Director

Violations Eliciting a One-Day School Suspension (Level 1)

- Off campus without permission
- Any possession of obscene materials
- Tobacco use or smoking using an e-cigarette/vaping device on campus
- Possession of e-cigarette/vaping device
- Habitual dress code violations (more than four detentions in any given quarter)

Consequences of a One-Day In-School Suspension

- Treated as an internal matter; does not become part of student’s permanent record; may influence overall character ratings on evaluations, recommendations, or applications
- A work detail, 8:08 a.m. - 3:17 p.m., followed by a two-hour study hall in which all academic material, including tests and quizzes, must be made up that day
- One day of work crew to be arranged by the High School Director

Violations Eliciting a Two-Day School Suspension (Level 2)

- Habitual truancy – three unexcused absences in a semester
- Honor Code violation – cheating, plagiarism, dishonesty – second offense
- Fighting of any kind (punching, kicking, wrestling, etc.)
- Any second occurrence of violations eliciting a one-day suspension

Consequences of a Two-Day In-School Suspension

- A two-day work detail, 8:08 a.m. - 3:17 p.m., on each day, followed by a two-hour study hall in which all academic material, including tests and quizzes, must be made up that day
- Two-day work crew to be arranged by the High School Director
- Loss of leadership positions for remainder of school year

Violations Eliciting a Three-Day School Suspension

(Level 3 – highest tiered consequence level prior to dismissal)

- Sexual activity on school grounds
- Possession of drug paraphernalia
- Victimization or hazing / bullying (harassment in word or deed)
- Vandalism or significant defacement of or damage to school or personal property
- Honor Code violation – stealing, first offense
- Inappropriate or unwanted physical or verbal sexual advances, either in person or through texting or social media contact
- Possession or distribution of sexually explicit messages, photos or videos
- Alcohol use or possession / under the influence – first offense
- Any third occurrence of a violation eliciting a one-day suspension
- Any combination of a Level 1 and Level 2 offense

Consequences of a Three-Day In-School Suspension

- Officially treated as a school suspension and becomes a part of student’s permanent file; the School notifies colleges
- A three-day work detail, 8:10 a.m. - 3:10 p.m., followed by a two-hour study hall in which all academic material, including tests and quizzes, must be made up that day
- Three days of work assignments assigned by the High School Director
- Loss of leadership positions for remainder of school year

Violations Resulting in Dismissal from the School

- Accrual of Major Violations placing the student beyond Level 3
- Honor Code violation – cheating, plagiarism, dishonesty – third offense
- Drug use or possession on campus – first offense
- Alcohol use or possession / under the influence – second offense
- Selling of any controlled or illegal substance on school property
- Possession of a weapon (such as a firearm, knife or other intentionally dangerous instrument)
- Blatant disrespect for any member of the school community, for the School’s property, or for the expectations, rules, and guidelines outlined in this Handbook
- Threats made to any member of the school community
- Any repeat violation that would warrant a three-day suspension results in dismissal from the School.
- Any incident that could result in felony criminal charges is grounds for dismissal.
- Honor Code Violation for a second offense of stealing

Any dismissal is at the discretion of the Head of School.

Dress Code and Appearance

The aim of the Dress Code is to create an appropriate academic climate. The School believes that standards of neatness in clothing encourages an atmosphere conducive to learning, work, and discipline. Furthermore, it is felt that pride in one’s school and oneself is, in part, influenced by appearance. All clothing worn to school must be in good repair.

The School reserves the right to make decisions about the appropriateness of clothing and appearance not covered below. The cooperation of parents and students in adhering to the letter and the spirit of the code is both expected and appreciated. Students not in dress code are subject to the following processes:

- First offense - an email from the High School Director to the student and advisor
- Second offense - an email from the High School Director to the student, advisor, and parent
- Third offense - a morning detention

*Fourth offense is addressed in the violations above.

Minimum Safe Attire

★ Collared shirt with pants (*any colors*)

- Shirt length long enough to tuck in (**tuck in is not required*)
- Shirts can be a fold over collar, turtleneck, or mock neck
- Pants: no denim, cargo pants, yoga pants, or activewear pants

★ Collared shirt with skirt (*any colors*)

- Shirt length long enough to stay tucked in
 - Shirts can be a fold over collar, turtleneck, or mock neck
- Skirt length no shorter than 4" above the knee; no denim skirts
 - ***Note: tights/leggings may be worn underneath a skirt, but the length requirement still applies.*

★ Collared shirt with shorts (*any colors*)

- Shirt length long enough to stay tucked in
 - Shirts can be a fold over collar, turtleneck, or mock neck
- Shorts length no shorter than 4" above the knee; no denim shorts or cargo shorts

★ Dress (*any color*)

- No strapless or spaghetti straps
- Dress length no shorter than 4" above the knee
 - ***Note: tights/leggings may be worn underneath a dress, but the length requirement still applies.*

★ Footwear

- Dress shoes, athletic shoes, sandals with backs
- No pool slides, flip-flops, or slippers

Additional layers

★ Sweater (*any color*)

★ Sweatshirts, quarter-zips, and other outer outerwear should be in the colors: blue, gray, and black

Spirit Fridays

★ Students may wear jeans and Canterbury spirit wear.

- Students may opt to wear normal school dress code pants, shorts, or skirts in lieu of jeans.
- *Jeans may be slightly distressed, but should be appropriate for school*

The following attire is prohibited from wear during the school day

- Denim pants, shorts, skirts, or jackets
- Cargo pants or cargo shorts
- Pants, shorts, dresses, or skirts shorter than 4” above the knee
- Yoga pants, leggings, or activewear *worn as pants*
- Tank tops, T-shirts, athletic tops (even when worn over collared shirts)
- Exposed undergarments
- 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
- Pool slides, flip-flops, or slippers
- Any clothing with an offensive message/graphic (at the discretion of the High School office)
- Additional items as determined by the High School office, as needed.

Dress-Down Days

- As announced by the High School Office

Not Permitted On Any Days

- Pants, shorts, dresses, or skirts shorter than 4” above the knee
- No hats or headwear of any kind, except in the case of approved exceptions based on religious practices
- Cropped shirts
- Strapless or spaghetti straps
- Exposed undergarments
- Pool slides, flip-flops, or slippers
- Any clothing with an offensive message/graphic (at the discretion of the High School office)
- Additional items as determined by the High School office, as needed.

PE Clothing

Students should wear appropriate clothing to class. Athletic shorts and shirts.

Piercings

No visible piercings, with the exception of the ear, are allowed. Septum, lip, or other facial piercings are not allowed. Ear gauges and plugs or tunnels are not permitted.

Other Information

Cell Phones and Digital Devices

Students are reminded that improper use of electronic equipment, cell phones, or digital media, may be considered a violation of a major school rule. Additionally, students are reminded that all student-owned devices brought to school are at the owner's risk. Please take care to keep them stored safely and securely.

Unless a student has been given specific permission from a teacher to use a cell phone for educational purposes, student cell phones should not be seen or used in class. Teachers may create their own individual policy for collection of phones or policy that keeps them hidden at all times. There are no cell phones during Advisory, House, Chapel, or when in any form of supervised prep. Inappropriate use of cell phones results in a five-day confiscation period. Parents are asked to avoid calling or texting students during the school day on student cell phones. In an emergency, students may come to the office to make a call. They should ask permission from the administrative assistant in the office.

The school reserves the right to restrict the use of any technological devices should their use impact the learning environment in a negative way.

Extra Help

Teachers are available for extra help during their free periods. Additionally, following Work Crew, teachers are available for extra help, 3:23 - 3:45 p.m. Students may seek clarification of their homework, seek further understanding of the material, or help honing their skills. If a teacher determines that it may be helpful, he/she may ask a student to come in for extra help during this time.

Fundraising

Student fundraising projects can be extremely worthwhile, promoting class unity, student life, and school spirit, as well as providing excellent leadership opportunities for students.

- Whatever the official status of the fundraising group, their attempts to raise money are *de facto* school activities. Such fundraising either directly or indirectly uses the School's name and authority, and the School is the base from which such activities are organized and supported.
- Student fundraising may damage the image of the School with parents and the community if the product, methods, or purposes are seen as inappropriate.
- Given the significant contributions of Canterbury parents to the School, and the fact that these same people are often the first ones approached by student fundraisers, student fundraising projects must be sensitive to the School's overall fundraising goals.

Guidelines

Given the above, the School requires adherence to these guidelines in developing student fundraising plans:

- Those activities designed to raise money in which one or more students use the school name (in any manner, including nickname, emblem, or initials), organize the activity at school, or approach other Canterbury students and/or parents for support, constitutes a school-related

activity and are subject to fundraising guidelines.

- Funds are raised only by officially recognized groups within the school (e.g., House Board, sports teams, classes) and are under the direct supervision of that group's faculty advisor. Individual students may not engage in fundraising for their own personal profit.
- All fundraising plans must be submitted in writing to the High School Director by the faculty advisor in charge.

Lockers

A school locker is assigned to each student. Canterbury lockers are not equipped with locks, but students may request a lock from the office. Students may also supply a lock, provided the office has the combination. Valuables may be safely stored in a locked athletics locker or the main office. Canterbury reserves the right to access students' lockers, if circumstances warrant such action.

Lost and Found

Belongings such as clothing and books are turned in to the Student Commons and may be claimed there. Valuables are turned in to the office.

Lunchroom Expectations

- Politeness, courtesy, and cooperation toward faculty, lunch workers, and fellow students are expected at all times. Cutting in line is prohibited.
- Students are responsible for cleaning their own places, the table at which they are seated, and the area around it.
- Those students who are assigned lunch duty should report to the student leader or faculty member in charge at the beginning of the period and leave only when the faculty member has dismissed the crew.
- Students are expected to exhibit good table manners and courtesy at all times in the lunchroom.
- Except under direct supervision of a faculty member, students are not permitted to have food or drink outside of designated eating areas during lunch or at any other time during the day.
- Students are not permitted to order-in food. Parents are asked to refrain from ordering-in food for their students, as well.

Senior Privileges and Responsibilities

In addition to the House Board, the administration looks to the senior class for leadership in developing a positive and productive tone for the school community. By being good role models, maintaining enthusiasm for school activities, and promoting school spirit, the senior class significantly determines the success of a school year. Consequently, seniors are accorded certain privileges and responsibilities that promote class unity and effective leadership. In order to qualify for these privileges, seniors must have P&Ps of 3 or higher in all classes; have C- or above in all classes at any given time; and be consistently working within a Senior Duty.

Special Programs

Special events complement our academic program, providing a class or the entire student body an opportunity to come together as a community and learn from each other. Enthusiastic support for these events by faculty and parents, as well as students, enhances the distinctive quality of Canterbury and promotes pride in our school.

Section V • Technology Acceptable Use Policy

As a member of the Canterbury School community, each student must adhere to the School's Technology Acceptable Use Policy at all times. The digital world is one aspect of each student's experience, and conduct in this domain should mirror these same expectations.

General Policies

The primary purpose of the School's technology resources is to enhance teaching and learning and to support the business operations of the School. Technology resources at Canterbury are intended for educational and school-related use.

- Students should be mindful that they are representatives of Canterbury School at all times, and may be held responsible for any harmful or damaging online behavior or content.
- Students must use all authorized systems, digital devices, software, applications, and email accounts in a manner that is productive for student learning, and consistent with the School's disciplinary guidelines.
- Students must use respectful language and appropriate judgment in public or private posts at all times and in all interactions in the digital world, and must be mindful of the consequences – for others and for themselves – of not doing so.
- Students must respect the privacy of other students, faculty, and administrators of the School in all online activities. Posting information that uses names, images, or recordings of these individuals without their permission violates the intent of this policy.

Security, Privacy, and Copyright

- Email and network passwords are for the use of individual students, and should not be shared with peers at Canterbury, or with anyone outside the school community.
- Students should immediately notify a member of the technology faculty and change their password immediately if they discover their password has been compromised.
- Students must not create, install, or knowingly distribute a virus or other potentially destructive program on any school network system, regardless of whether any negative consequences result.
- If a student unwittingly releases a virus in the school network, he/she should notify a member of the technology faculty immediately.
- Students must not use any device, software, or website that masks their identity as they use school resources.
- Students must not read, alter, or delete any other person's digital files or email without that person's knowledge.
- No one shall copy, install, or use any software or data files in violation of applicable copyrights or license agreements, including but not limited to downloading and/or distribution of music, movies, or any other electronic media via the internet.

Social Networking

- Students may not “friend,” “follow,” or otherwise link to adults employed by the School via the adults’ personal social networking outlets. Faculty and administrators are required not to engage with students in this way – it is not appropriate to place them in the position of declining a student’s request.
 - Canterbury may establish from time to time a school-run social networking site for a school-sponsored activity or group that is intended for educational purposes only. In these instances, students may link with school employees because of the educational intent of the site.
- Possessing, posting, or distributing 1) sexually explicit messages, photos, or videos, or 2) any harassing or disparaging content electronically via cell phones, email, or other devices is a very serious offense. Such material can be distributed rapidly across the Internet. Not only can such activity result in profound emotional damage, but, at the extreme, it can be prosecuted as a felony under federal law.

Ownership Disclosure

- While Canterbury School strives to create a safe digital environment for students by filtering and monitoring much of the content available on the School’s network, the school cannot control all information that is available on the Internet or through incoming email, as this information is not owned by the School. Students should check the privacy and security policies or internet sites and email carriers carefully before posting or adding content they may not wish to be viewed by others presently or in the future.
- Students should have no expectation of privacy in any communication that uses school systems in whole or in part.
- Canterbury School owns all systems, software, and school email addresses, and reserves the right – in extreme circumstances – to exercise its ownership privileges to investigate any disruptive or damaging behaviors that are reported or discovered. The School reserves the same right regarding the school-owned devices that are issued to students.
- School logos, official documents and images, and the name of the school are the property of the School, and may only be used on non-Canterbury websites with the permission of the School. Students should be mindful that use of such school property in this way may be construed by others as representing the views and policies of the School, which is inappropriate. The School reserves the right to address such issues when it becomes aware of them.

Violations of Policy

Violations of the Technology Acceptable Use Policy are subject to the disciplinary policies of the School, depending on the nature and severity of the infraction.

Section VI • 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 accepted 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 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 by October 1. 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.