



SALISBURY
CHRISTIAN SCHOOL

Board of Governors Policy Manual

*Revised and Approved by the
Board of Governors
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Commit your work to the Lord and your plans will be established. -Proverbs 16:3
Without counsel, plans fail, but with many advisors they succeed. -Proverbs 15:22
May He grant you your heart's desire and fulfill all your plans. -Proverbs 20:4

1.0 Key Area #1: Christian Community & Culture

1.1 Mission Statement

To honor Jesus Christ by offering a comprehensive educational program founded upon biblical truth and academic excellence.

Revised 3/31/2003

1.2 Vision Statement

Salisbury Christian School leads students to spiritual, intellectual, social and physical maturity, in partnership with parents and the church, so that students become disciples of Jesus Christ, walking in wisdom, obeying His Word and living their faith.

Adopted 11/28/2005

1.3 Core Values

Reverence

At SCS we value reverence for Christ as we keep Him preeminent in all we do spiritually, academically, socially, and physically. “One day every knee will bow and every tongue will confess that He is Lord” (Romans 14:11). Until that day, we desire to see all students submit their lives to the Lordship of Christ and join us in giving their lives to help build His Kingdom, serving Him with reverence and Godly fear (Hebrews 12:28).

Respect

At SCS we value respect as we honor each other who have been made in the image of God (Genesis 1:26). Looking not only for our own interests but also for the interests of others (Philippians 2:4), we desire to build a culture that demonstrates respect for authority, shows humility and integrity, and expresses honest, grace-filled communication (Micah 6:8). SCS is also committed to Biblically-based stewardship, respecting the various resources entrusted to us by the Lord (1 Corinthians 4:2).

Relationships

At SCS we value relationships by intentionally creating community as a Christ-centered family bound together by the major tenets of the faith (see Statement of Faith). We make “every effort to keep the unity of the Spirit through the bond of peace, striving to be completely humble and gentle; patient, and bearing with one another in love” (Ephesians 4:1). Jesus is our example when He said that He came “not to be served, but to serve” (Mark 10:45). SCS recognizes that purpose and meaning is found through being a part of the body of Christ (1 Corinthians 12:12-14).

Responsibility

At SCS we value responsibility as a shared endeavor by the family, the school, and the student. We recognize that it is primarily the family’s responsibility to “train up a child in the way he should go” (Proverbs 22:6). SCS partners with the family by providing an excellent, Christ-centered, comprehensive educational experience. Nothing less than excellence is worthy of a school named for our Lord Jesus Christ. This environment encourages the student to give his/her personal best and take ownership of his/her learning and spiritual growth (Colossians 3:23).

Adopted 11/28/2005; Revised 11/2022

1.4 Philosophy of Education

The purpose of Christian education is to impart Christ-centered, Biblical knowledge in order to prepare students for life. We believe that the Bible is the only rule of faith and practice for the believers; therefore, a Bible-based philosophy of Christian education presents the Bible as the foundation of all knowledge. It is imperative that every aspect of education is wholly integrated into God’s truth, regardless of the course, so that a Biblical worldview can be taught and all students can know and understand the truths of the Christian faith, incorporating that faith into their personal lives and

worldview.

In order for Christian education to be most effective, the home, the church, and the school must establish their precepts upon the Bible and be able to establish practices that can last throughout the child's life. Christian education recognizes Christ as the authority and Lord of truth (John 14:6) and as the only sure foundation on which truth can be built (1 Corinthians 3:11). Above all, it is essential that we recognize the preeminence of Christ in all things (Colossians 1:18).

In Christian education, we hold *three components* to be essential: the student, the teacher, and the curriculum. Each **student** has been created in the image of God and therefore possesses invaluable worth and potential. As such, each student is not to be compared with other students but viewed as an individual with unique abilities and intellect. In order for the students to maximize their education, they must be actively engaged in the learning process. Each student will be regularly introduced to the gospel, through Biblically integrated course work, chapel, and special Spiritual Emphasis events. Students at Salisbury Christian School will never be able to articulate that they never heard of Christ, of His sacrificial death, or of His resurrection.

Each **teacher** at SCS has a personal relationship with Jesus Christ, as well as a passion for the education of children. The teacher will be educated in his/her respective field and will be skilled in Biblical integration. It is crucial that each teacher knows his/her students and can provide an interactive learning environment in which a Biblical worldview can be expressed clearly and effectively. In addition to providing academic training, the teacher must be able to guide students towards spiritual maturity, as they are conformed to the image of Christ.

The **curriculum** must be based upon an excellent academic foundation that incorporates a Christian worldview throughout its content. Because we want each child to experience balanced growth, our curriculum choices provide opportunities for the social, mental, physical, and spiritual development of each individual. The curriculum exists to help us partner with parents to fulfill their divine responsibility of training up their children (Proverbs 22:6).

Adopted 3/29/1999; Revised 9/26/2005; Revised 11/30/2015

1.5 Statement of Faith

We believe:

1. In the divine inspiration, infallibility and final authority of the Bible as the Word of God,
2. In one God, the Creator and sustainer of the universe, eternally existent in three persons: Father, Son and Holy Spirit,
3. In the uniqueness of man, by virtue of his special creation in God's image and his responsibility to understand and master the world to the glory of God,
4. The unique deity of the Lord Jesus Christ, the incarnate, virgin-born Son of God,
5. In the representative and substitutionary death of our Lord Jesus Christ as the necessary atonement for our sins,
6. In the power of the Holy Spirit in the work of regeneration and His continuing work in the heart of the believer,
7. In the resurrection of the crucified body of our Lord and that blessed hope, His personal return,
8. In the bodily resurrection of the just and the unjust, the everlasting blessedness of the saved and the everlasting punishment of the lost,
9. In the spiritual unity of believers in our Lord Jesus Christ,
10. In the covenant of marriage, between one man and one woman only, as an important and critical part of God's created order,
11. In God's immutable creation of each person as male or female, two distinct, complimentary genders that together reflect the image and nature of God.

Revised 7/26/2021

2.0 Key Area #2: Student Enrollment, Programs, and Achievement

2.1 Parent / Student Handbook

The Parent / Student Handbook contains policies and procedures that relate to the daily operations of SCS. Suggested revisions will be made annually by the administration for review and approval by the Board of Governors.

Adopted 7/26/2021

2.2 Requirements for Admissions

Having at least one parent who recognizes that he/she is a sinner, repents, and puts his/her faith in Jesus Christ, who died and rose again.

A pastoral reference form indicating attendance at a church that agrees and adheres to the school's statement of faith.

A home that is supportive of the educational process.

Adopted 05/27/1997

2.3 Admissions Policy

Assuming that all financial obligations are met and that the family and student is complying with all school policies and regulations stated in the Parent / Student Handbook and Parent Covenant, existing students would be automatically guaranteed placement in the next grade.

If openings become available, eligible students will be accepted as follows:

1. Staff members' children
2. Siblings of students already enrolled
3. New students / families

Adopted 02/04/1997; Revised 7/26/2021

2.4 Re-admission Requirements

If a family chooses to transfer their child(ren) from SCS to another school and then desires to return to SCS, the following are the requirements for re-admission:

1. If a student has not been enrolled at SCS for less than one school year, the following is required when requesting re-entry: (1) student application, (2) release of student records form, (3) school reference form, and (4) payment of the Annual Family Enrollment Fee at the rate billed to current families. The returning student may be required to take an SCS placement test, and the parents may be asked to come for a meeting with the Principal.
2. If a student has not been enrolled at SCS for more than one school year, the family will be asked to repeat the entire application process. This includes payment of the Annual Family Enrollment Fee at the rate billed to new families.

Adopted 10/29/2001; Revised July 26, 2021

2.5 Release of Records

No records will be released to any institution or person without a subpoena unless the student's tuition and fees are paid in full at the time of the request. If the responsible parties are unable to pay the full amount of any bill and desire a release of the student's record, then all responsible parties shall be required to sign a Promissory Note for the amount due. No record will be released without full payment or a Promissory Note signed by all responsible parties.

Adopted 11/26/2001

2.6 Records Retention

Salisbury Christian School administration will utilize the Code of Maryland Regulations (COMAR) and the National Association of Independent Schools (NAIS) schedule for records retention.

Adopted 09/28/2009

2.7 Class Size

Class size in Pre-Kindergarten is dictated by the Maryland Office of Child Care requirements. In grades K-5, the ideal class size is 24 students; however the administration is authorized to enroll up to 26 students per classroom. In grades 6-12, 48 students per grade level is ideal; however the administration is authorized to make adjustments to that number based on scheduling needs.

Adopted 04/17/2000; Revised 7/26/2021

2.8 Uniforms

SCS will adopt a uniform policy. The specifics will be determined by the administration with advice and consent of a selected committee.

Adopted 10/16/2000

2.9 Senior Trip

All SCS-sponsored programs should be Christ-honoring and in keeping with the mission of the school. In particular, the annual senior trip is one of the final opportunities for SCS to impact the student for Christ (see Colossians 1:18, Romans 12:2 and Hebrews 6:1). Accordingly, it shall be the policy of SCS that all school-sponsored senior trips shall include activities that encourage the spiritual growth [and/or Christian service] of the student as a significant component of the trip. Additionally, in order to make it affordable for all SCS students, efforts should be made to enable students to earn sufficient funds to pay for the costs of the senior trip by participation in school-sponsored fundraisers.

Adopted 11/28/2005

2.10 Bullying, Harassment, and Intimidation

2.10.1 Prohibition of Bullying

It is the policy of Salisbury Christian School to prohibit bullying, harassment, or intimidation of any person on school property, or at school-sponsored functions or by the use of electronic technology at a school. It is the policy of Salisbury Christian School to prohibit reprisal or retaliation against individuals who report acts of bullying, harassment, or intimidation or who are victims, witnesses, bystanders, or others with reliable information about an act of bullying, harassment, or intimidation.

2.11.2 Definition of Bullying, Harassment, or Intimidation

As used in this policy, “bullying, harassment, or intimidation” means intentional conduct, including verbal, physical, or written conduct or an intentional electronic communication that creates a hostile educational environment by substantially interfering with a student’s educational benefits, opportunities, or performance, or with a student’s physical or psychological well-being and is:

- motivated by an actual or a perceived personal characteristic; or,
- threatening or seriously intimidating; and,
- occurs on school property, at a school activity or event, or on a school bus; or,
- substantially disrupts the orderly operation of a school.

“Electronic communication” means a communication transmitted by means of an electronic device, including a telephone, cellular phone, computer, or pager.

2.11.3 Prevention, Intervention, Remediation, and Consequences

This policy recognizes that the prohibition of bullying in schools and reprisal and retaliation against individuals who report acts of bullying, as well as subsequent and

standard consequences and remedial actions, cannot be effective as prevention and intervention methods unless they are included as a part of a whole-school prevention/intervention program. The whole-school program shall include the following elements: prevention, intervention/remediation, and consequences.

Prevention will include:

- At least annual professional development for administrators and all staff to increase awareness of the prevalence, causes, and consequences of bullying and to increase the use of evidence-based strategies for preventing bullying. Additional professional development may be provided for new employees who are hired after the start of school during the school year.
- School-wide anti-bullying programs implemented as a part of a system of positive behavioral supports and school improvement efforts at all grade levels.
- School climate improvement efforts in order to promote student involvement in the anti-bullying efforts, peer support, mutual respect, and a culture which encourages students to report incidents of bullying to adults.
- Collaboration with families and the community to inform parents about the prevalence, causes, and consequences of bullying, including its central role as a public health hazard, and the means of preventing it.
- Biennial school/building-specific data collection on the prevalence and characteristics of bullying which is used to guide local decision-making related to surveillance, prevention, intervention, and professional development.

Intervention/Remediation will include:

- Professional development for school staff on how to respond appropriately to students who bully, are bullied, and are bystanders who report bullying.
- Education/intervention for the students exhibiting bullying behaviors will include teaching replacement behaviors, empathy, tolerance and sensitivity to diversity.
- Remedial measures designed to correct the bullying behavior, prevent another occurrence, and protect the victim.
- Support/counseling for the victim with protection from retaliation and further episodes of bullying.
- A continuum of interventions developed to prevent bullying by addressing the social-emotional, behavioral, and academic needs of students who bully in order to prevent further incidents, while taking great care to ensure the safety of the victim.
- Utilizing community health and mental health resources for those students who are unable to stop bullying behaviors in spite of school intervention and for those students involved in bullying behaviors as perpetrators, victims, or witnesses whose mental or physical health, safety, or academic performance has been impacted.

Consequences:

- Consequences such as suspensions, expulsions, or protective orders should not be viewed as punishments designed to prevent bullying. Instead these are means of protecting the victims by providing community containment, while positive behavioral discipline is implemented.
- Consequences should also include recognition for positive behavior exhibited by the student who has previously exhibited bullying behavior, the bullied student who is implementing strategies to offset past problems, and the bystander who has taken an active role in addressing bullying behaviors.

2.11.4 Standard Consequences and Remedial Actions for persons committing acts of bullying, harassment, or intimidation and for persons engaged in reprisal or retaliation and for persons found to have made false accusations

Consequences and remedial actions for persons committing acts of bullying, harassment, or intimidation and for persons engaged in reprisal or retaliation and for persons found to have made false accusations should be consistently and fairly applied after appropriate investigation has determined that such an offense has occurred. The following list of consequences and remedial actions is presented in no particular order and is provided as a guide that by no means limits school administrator from implementing other additional consequences and remedial actions.

Potential Consequences

- Loss of a privilege
- Verbal reprimand
- Parental notification
- Reassignment of seats in class, cafeteria, or bus
- Reassignment of classes (if possible)
- Completion of letter of acknowledgement of action, with apology, to victim (after review by staff and not in a case of sexual harassment or intimidation)
- Reparation to victim in the form of payment for or repair of damage to possession
- In-school suspension
- Out-of-school suspension
- Immediate and Indefinite suspension
- Referral to law enforcement
- Expulsion

Potential Remedial Actions

- Parent/Student Conference
- Counseling with school counselor
- Education about the effects of bullying, harassment, or intimidation
- Behavioral contract
- Positive behavioral supports – e.g. functional behavioral assessment; behavioral intervention plan; remediation of problem behaviors that takes into account the nature of the offense, the developmental level of the student, and the student’s behavioral history
- Referral to an external agency
- Participation in counseling (delivered by a school or community mental health provider)
- Cooperation with a behavioral management program developed in consultation with a mental health professional
- Satisfactory completion of community service

2.11.5 Procedures for Reporting Acts of Bullying, Harassment, or Intimidation

The following model procedures for reporting acts of bullying, harassment, or intimidation are presented as a guide that by no means limits school administrators from implementing other additional procedures for reporting acts of bullying, harassment or intimidation.

1. If a student complains that he/she is currently the victim of bullying, harassment, or intimidation, the staff member will respond quickly and appropriately to investigate and intervene, as safety permits.
2. If a student expresses a desire to discuss an incident of bullying, harassment, or intimidation with a staff member, the staff member will make an effort to provide the student with a practical, safe, private, and age-appropriate way of doing so.
3. *Bullying, Harassment, or Intimidation Reporting Forms* may be obtained in the school's main (front) office, or guidance counselor's office. The forms may be submitted by a student, parent, close adult relative, or staff member to school administration. A student may request assistance from a staff member to complete the form if the student wishes.
4. *Bullying, Harassment, or Intimidation Reporting Forms* may also be obtained electronically from the school's website or from RenWeb and may be submitted by a student, parent or guardian, close relative, or staff member to school administration.
5. *Bullying, Harassment, or Intimidation Reporting Forms* will be included in the beginning of the year packets for students and their parents.

2.11.6 Procedures for the Prompt Investigation of Acts of Bullying, Harassment, or Intimidation.

The following procedures for investigating acts of bullying, harassment, or intimidation are presented as a guide that by no means limits school administrators from implementing other additional investigating procedures.

1. All reports must be written using the *Bullying, Harassment, or Intimidation Reporting Form*. They must then be promptly and appropriately investigated by school administrators or the administrative designee, within 2 school days after receipt of a reporting form or as timely as possible for school administration.
2. School administrators or the administrative designee will determine whether bullying, harassment, or intimidation actually occurred by taking steps to verify who committed the act of bullying, harassment, or intimidation and whether others played a role in perpetuating this act. Other related complaints, if any, will be reviewed in making this determination.
3. Neither victim nor witnesses will be promised confidentiality at the onset of an investigation. It cannot be predicted what will be discovered or if a hearing may result from the ultimate outcome of the investigation. Efforts will be made to increase the confidence and trust of the victim and any witnesses. They will be informed that any information discussed and recorded will be confined to "need to know" status.
4. School administrators or the administrative designee will immediately notify parents of the victim and offender of the incident.
5. School administrators or the administrative designee will apply consequences and/or remedial actions using the range of listed consequences as a guide. The offender will be informed that retaliation against a victim or bystander is strictly prohibited and that progressive consequences will occur if the activity continues.
6. The administrator/designee will create a written record of the bullying, harassment, or intimidation incident and any disciplinary actions taken, as well as the statements of the victim, witnesses, and offender. Discussions with all parties should be documented as soon as possible after the event. Any material records or evidence will not be discarded while a criminal investigation or prosecution resulting from the incident is ongoing.
7. Separate conferences with the victim and offender will occur within two weeks after the investigation to determine whether the bullying, harassment, or

intimidation has continued and whether additional consequences need to be implemented. These conferences may occur as part of the counseling intervention. Another follow-up conference or conversation will be held with the victim four weeks after the initial follow-up conference to determine if the bullying, harassment, or intimidation has ceased.

8. Some acts of bullying, harassment, or intimidation could also be delinquent acts. If they are delinquent acts, they shall be promptly reported to a law enforcement agency.

2.11.7 Types of support services to consider for the student bully, victim, witnesses, and any bystanders.

The following list of the types of support services available to the student bully, victim, witnesses, and any bystanders is presented as a guide that by no means limits school administrators from including other additional support services. Interventions and programs should be implemented as appropriate based on context, situation, age, and severity.

- School Guidance Counseling
- Conflict resolution
- Problem solving skills training (proactive, constructive, relationship-building)
- Social skills/competency training
- Anger management training
- Educational programming
- Parental involvement
- Peer support groups
- Schedule modifications
- Targeted use of monitors (e.g. hallways, cafeteria, buses)
- Public or private community-based mental health services
- Faith-based services
- Health Department Programs
- Youth Development Organizations
- Community Mediations
- Department of Juvenile Services
- Department of Social Services
- Law enforcement agencies

2.11.8 Information regarding the availability and use of the bullying, harassment, or intimidation reporting form.

The following information regarding the availability and use of the *Bullying, Harassment, or Intimidation Reporting Form* is presented as a guide that by no means limits school administrators from providing other additional information regarding the availability and use of this form.

1. Schools will inform staff about the availability of the form for their use during opening-of-school meetings and then periodically throughout the school year.
2. Schools will inform students about the availability of the form and its use during orientation sessions in classes during the first week of school.
3. Forms will be included in the beginning of the year packet for students and their parents.
4. A description about the availability of the form and its use should be published in a school's student/parent handbook and in its Code of Conduct.

5. A description about the availability of the form and its use should be published on the local school system's main website which should include the capability for downloading the form.
6. Forms should be available in the main (front) office, and guidance counselor's office.
7. A student may request assistance from a staff member to complete the form at school if the student wishes.

Adopted 4/30/2012

2.11 Board of Governors Scholarship

2.11.1 General

The Board of Governors at Salisbury Christian School shall award a minimum of two scholarships annually to two graduating seniors. The awards shall be made at the end of each academic year.

2.11.2 Eligibility

Any graduating senior meeting the criteria as stated below will be invited by the Administrative Subcommittee to apply. The applicant must be enrolled or working towards enrollment in a two or four year collegiate program or trade school. Application Forms shall be mailed to the eligible recipient by the Administrative Subcommittee.

2.13.3 Criteria

The applicant must have a cumulative high school GPA of 3.4 or above. He/she shall have epitomized excellence through the demonstration of a Christ-like attitude, displayed leadership skills, and have a heart for service. The candidate must have been active in at least three different school related extra-curricular activities (sports, clubs, band, chorus, drama, class officer, student government, mission projects, etc.).

2.13.4 Application

The applicant must submit a completed application to the Board of Governors no later than May 15th of his/her graduating year. The applicant shall adhere to the following guidelines:

- Address application to:
Board of Governors Scholarship Committee
c/o Head of School
Salisbury Christian School
807 Parker Road
Salisbury, MD 21804
- Submit a brief description of post high school plans and goals, and a list of high school extra-curricular activities/achievements/awards;
- Submit with the application letters of recommendation from his/her pastor and a non-relative adult;
- Submit with the application a copy of his/her academic record (transcript) obtained from the Guidance office at SCS.

2.13.5 Selection Process

The Administrative Subcommittee shall select no more than five (5) applicants from the pool of candidates. These five (5) finalists shall be interviewed by the Board of Governor's Scholarship Committee, who shall select two students to receive scholarships. Preference shall be given to a Timothy Award recipient provided that he or she applies for the scholarship and meets the stated criteria.

The Administrative Subcommittee shall consist of:

- Head of School
- Upper School Principal
- Guidance Counselor
- Two (2) senior high teachers

2.13.6 Intent

The Board of Governors shall award a minimum of two scholarships annually with a minimum amount of \$1000 each. The scholarship fund shall be managed by the Board of Governor's Finance Committee. It is the Board's intent to grow the principal of the scholarship fund to a level where it will earn sufficient interest such that the scholarships can be funded without invading the principal and by using not more than 90% of the annual interest thereon. However, until such time as the principal and interest thereon grow to an amount that will earn interest sufficient to fund the scholarships, the principal and interest may be used to fund the two annual scholarships. If, over time, the fund grows at a sufficient rate, the Board may choose to increase the amount of the award and/or the number of recipients.

The award shall be made directly to the college or university where the graduating student is enrolled for the fall semester of his/her graduating year. In the event that the student fails to attend the institution as planned, the Board may choose to leave the money in the scholarship fund or award it to another finalist.

The Board of Governors Scholarship Selection Committee shall consist of:

- Head of School
- Chairman of the Board or his/her designee
- Up to five (5) past or present Board members

2.13.7 Changes

The Board of Governors by a 2/3 vote of the membership to the affirmative may make changes and amendments to the criteria, management and processes for the award, maintenance, and upkeep of the scholarship fund.

Adopted 1/29/2007; Amended 3/3/2009; Revised 7/26/2021

2.12 Non-SCS Assembly Speakers

Recognizing our obligation to the Lord as stewards of the rich non-denominational Christian heritage of SCS, the Board has a responsibility to maintain the integrity of the Christian message presented to our students (Matthew 18:5-6; Galatians 1:6-9). In order to fulfill our duty to guard the hearts of the children entrusted to us (Mark 13:22-23), SCS shall require that, prior to the presentation, all persons who are given the privilege of addressing our students regarding spiritual matters shall (1) sign a statement acknowledging that they have read and are in agreement with the SCS Statement of Faith and foundational principles and (2) provide an outline or other brief documentation of the intended content of the presentation. The administration shall determine the appropriateness of the presentation and shall have the right to decline to permit a speaker to address the students if the proposed message is not in keeping with SCS spiritual traditions (Proverbs 22:5-6). Nothing herein shall be construed to limit the presentation of information to students for purely academic and/or educational purposes.

Adopted 10/30/2006

2.13 Student Pregnancy

Student pregnancy and the surrounding issues and circumstances are very unique and difficult for the student involved, the family of the student, and the school administration. Should a student pregnancy occur, immediate emotional support, conversation, and information gathering is in order with all the aforementioned parties involved. It is deemed to be in the best interest of the student mother and the

student father, as applicable to Salisbury Christian School, to refrain from attending school for the period of time while a suitable and appropriate plan is constructed. These days of absence for the student mother and/or father are considered excused and work can be made up according to the Make-Up Work Policy in the SCS Parent / Student Handbook.

For a student father and/or student mother who wishes to be considered for continued attendance and enrollment at SCS, the following process will be followed:

1. The female student must identify paternity of the child so that the father may be addressed in a similar manner as the mother, if a student at SCS.
2. A committee will be formed of wise, discerning, and prayerful members to include, at minimum, two school administrators, a faculty member, and a member of the Board of Governors. The committee will be made up of both male and female members.
3. Meeting(s) will be held with committee members, each student(s) involved, and their legal guardians to gather information and to ascertain the following:
 - The mindset and attitude of the student(s) and family members in regard to Biblical principles of premarital sexual activity and parenthood
 - The goals and desired outcomes of the student(s) and family members
4. The committee will review, discuss, and make a prayerful recommendation to the Board of Governors for a decision regarding the future attendance and enrollment of the student father and/or mother at SCS, including the following specific areas:
 - Academic parameters related to continued curricular progress up to and including requirements for graduation
 - Student participation in extra-curricular and other school activities
 - Requirements for counseling with the student's pastor or another agreed upon Christian counseling provider

Each decision will be made prayerfully, on a case-by-case basis, with full consideration of extenuating circumstances. The best interest of all involved will be considered, including the student mother and her family, the student father and his family (if applicable), the student body and their parents, and the school staff.

Furthermore, regardless of the decision made concerning future attendance and enrollment, the new child will not be permitted to attend any school activity or function while the student mother and/or student father is under 18 years of age. Exceptions may only be considered by the administration with prior approval. This principle is to ensure that the school does not convey to the student body that student parenting is a desirable student choice.

Adopted 2/24/2020

2.14 Bridge Council

The purpose of the SCS Bridge Council to the Board of Governors is to provide a specific forum for representatives from the various grade levels of the school to:

- Enhance visibility and communication between the Board and the families, staff, and students;
- Provide the Board with positive highlights regarding all aspects of SCS;
- Act as a liaison by presenting any vetted ideas or concerns voiced by the SCS stakeholders (provided that the idea or concern has previously been presented to the Head of School for consideration).

SCS Bridge Council meetings will take place two times each year at the school from 5:30-6:30 pm prior to the regularly scheduled Board meeting in October and March or on other months at the discretion of the Board of Governors.

2.15.1 Composition

The SCS Bridge Council will be comprised of the following nine individuals:

- Parents: PTF VP for Early Learning
 PTF VP for Lower School
 PTF VP for Middle School
 PTF VP for Upper School
- Staff: Teacher representative for Early Learning
 Teacher representative for Lower School
 Teacher representative for Middle School
 Teacher representative for Upper School
- Students: SGA President

2.15.2 Guidelines

1. Elected officers of the PTF will serve as members of the Bridge council. Should an elected officer of the PTF be unable to attend a meeting, a report may be sent to the Bridge Council through the PTF President.
2. The elected SGA President will serve on the Bridge Council. Should the SGA President be unable to attend a meeting, the SGA Vice President may substitute.
3. Teacher representatives will be chosen according to the following process:
 - The Head of School will share with the staff the purpose, meeting schedule, composition, and guidelines of the Bridge Council and ask for teacher volunteers.
 - If more than one teacher volunteer emerges, the Head of School will select one representative from the grade level pool of volunteers.
 - If no teacher volunteer emerges from a specific grade level, the Head of School will recruit a teacher volunteer from that particular grade level to serve.
4. Highlights from representatives might include: upcoming events, summary of previous events, progress on goals, achievement data, athletics updates, facilities reports, grade level needs/requests, staff/student accomplishments, etc.
5. The Head of School should hold a meeting with the Bridge Council prior to the presentation to the Board, to review and provide input on the presentation.
6. Chain of command at SCS is essential, and comments that may be considered negative should have previously been vetted through administration prior to sharing at the Bridge Council. (See Parent/Student Handbook, Parent Covenant, Employee Manual, Employee Covenant)
7. ALL comments whether positive or concerns must be constructive in nature and should not be derogatory toward any person or group. It is recommended that concerns be shared in conjunction with possible resolutions.

3.0 Key Area #3: Administration, Staff, and Governance

3.1 Employee Manual

The Employee Manual contains policies and procedures that relate to the daily operations of SCS. Suggested revisions will be made annually by the administration for review and approval by the Board of Governors.

Adopted 7/26/2021

3.2 Head of School Salary and Benefits

Each year during the budget process the executive committee of the Board of Governors will perform a prayerful review of the Head of School's salary and benefit package. The review will include the examining of job performance, ACSI Northeast region averages for comparable schools, personal need and special circumstances that might apply. The executive committee will then make recommendations to the board for final disposition.

Adopted 02/28/2000

3.3 Administration, Faculty, and Staff Salary and Benefits

Each year during the budget process the Head of School will perform a prayerful review of the administration, faculty, and staff salary and benefit package. The review will include the examining of job performance, ACSI Northeast region averages for comparable schools, personal need and special circumstances that might apply. The Head of School will then make recommendations to the board for final disposition.

The Board of Governors recognizes the enormous contribution that the teachers, administrators and staff make to the quality of the education offered at Salisbury Christian School. The Board also acknowledges that compensation must increase not only to fairly and adequately pay our current employees, but also to attract and retain quality staff in the future. Accordingly, the Board remains determined to increase teacher, administrator and staff compensation in accordance with the Board resolution dated January 31, 2000. In reaffirmation and furtherance thereof, the Board shall endeavor to continue to increase such compensation on an annual basis as the school's financial status permits. Additionally, the Board commits to accomplish the goal of said Resolution upon retirement of the existing debt encumbering the school's buildings and real property if the goal has not been accomplished sooner.

Adopted 03/27/2000; Amended 01/31/2005; Revised 7/26/2021

3.4 Non-renewal of Contracts

The administration has the authority in staffing issues to not renew contracts.

Adopted 05/20/2002

3.5 SCS Enrollment of Children of SCS Employees and Board

The Bible places the primary responsibility for the education of the child with the parents (Deuteronomy 6:4-9 and Ephesians 6:4). As such, all parents must evaluate the various options available for educating their child. The options may be summarized as follows: homeschooling, SCS, or another public or private educational institution. Generally speaking, SCS employees and Board members who enroll their children at SCS are communicating their support of and commitment to the excellent, Christ-

centered education provided at SCS. While SCS enrollment is preferred for school-aged children of SCS employees and Board members, it is true that SCS is unable to adequately serve every student and that other unique circumstances may necessitate alternative educational choices for some families. In these cases, a “Request for Alternative Educational Enrollment” (Appendix D) form should be completed and submitted annually. SCS employees should submit this form to the Head of School and Board members should submit this form to the Chairman of the Board no later than May 1 for the following school year. *Adopted 01/30/2006; Revised 03/28/2022*

3.6 Staff Discount Policy

Employees of SCS are offered a tuition discount according to the following chart. This policy applies to one employee per family. This policy also includes part-time students (less than 4 classes) and employee stepchildren.

Employee Status:	Yearly Discount % (Infant – 2 Year Olds)	Yearly Discount % (PreK-3 and older)
Full-time Faculty/Administration/Nurse	10%	50%
Part-time Faculty/Administration/Nurse	N/A	25%
Full-time Staff	10%	25%
Part-time Staff (> 500 hours per year)	N/A	10%

Adopted 11/25/1996; Revised 7/26/2021; Revised 7/25/2022

4.0 Key Area #4: Facilities and Support Services

4.1 Facility Use

The *Facility Use Policy* has been established to provide a clear understanding of the guidelines in use at Salisbury Christian School for the reservation and use of its facilities. Our intention is to make our facilities especially available to groups or events that would support our mission and statement of faith for the advancement of the kingdom of God in our community.

Adopted 03/26/1998

4.2 Facility Naming

4.2.1 Purpose

The purpose of this policy is to establish the parameters by which the Salisbury Christian School (SCS) educational facilities or component portions thereof are named.

4.2.2 General Statement of Policy

The SCS Board of Governors believes that naming school facilities deserves thoughtful consideration and recognizes that the official names of its facilities are vital to its public image and honoring Jesus Christ. Therefore, when considering names for facilities, SCS will consider the honor, integrity, dignity, and status that the proposed name will reflect upon the facility, the school, and God. Further, SCS may seek to honor, recognize, or memorialize outstanding individuals or private corporations that have made substantial contributions to the school in a long-lasting, meaningful way. This recognition is accomplished by providing opportunities for the naming of facilities and/or components of facilities. Therefore, the SCS Board of Governors authorizes this policy for administering the naming and/or re-naming of new facilities, existing facilities, or component portions of facilities.

4.2.3 Definitions

The term “Facility” or “Facilities” shall herein refer to all buildings and the building components thereof, which are owned and/or operated by Salisbury Christian School. SCS educational facilities that are eligible for naming designation are of two (2) types:

- A. “Building(s)” - Any SCS building, building complex, or physical plant that serves a specific function. Examples include but are not exclusively limited to:
 - a. School;
 - b. Annex buildings;
 - c. Stadiums;
 - d. Field houses;
 - e. Warehouses/shops.
- B. “Building Component(s)” - Any SCS interior and/or exterior spaces, rooms, or areas that are part of a building or building complex that serve a specific function. Examples include but are not exclusively limited to:
 - a. Athletic fields;
 - b. Gymnasiums;
 - c. Auditoriums;

- d. Media centers/libraries;
- e. Cafeterias;
- f. Classrooms, studios, labs;
- g. Outdoor areas.

4.2.4 General Parameters for the Naming of Facilities

- SCS reserves the right to name and/or re-name all buildings that it owns and/or operates.
- SCS delegates to the Head of School the naming of building components.
- The Head of School will create a Facility Naming Committee (FNC) at such time as necessary to review and consider naming proposals whereby the naming wishes of the community, students, parents, and/or staff may be made known and considered. All name recommendations of the FNC will be discussed with the SCS Board of Governors and handled as follows:
 1. Those of building name designations will be brought forward to the SCS Board of Governors for final consideration and must be approved by a majority vote.
 2. Those of building component name designations will be handled by the Head of School.
- Financial contributions to the school system shall not impact, restrict, or limit SCS’s ability to purchase, discard, or trade property, and/or award contracts in the best interest of the school.
- When naming a facility in recognition of a person or place, the name will have significant social, historical, Christian, and/or geographical relevancy so that it will enhance the educational experience.
- SCS reserves the right, in its sole discretion, to change the name of any facility named for an individual if deemed in the best interest of the school.

4.2.5 Specific Parameters for Naming of Facilities after Benefactors

- The SCS Board of Governors may grant naming rights for a facility that is donated or funded in part or whole with private donations.
- Prior written approval of the SCS Board of Governors is required before proceeding with any fundraising activities pursuant to the granting of naming rights for a facility.

4.2.6 Specific Parameters for Naming of Facilities after Individuals

- Generally, facilities will not be named for persons who are:
 1. Currently employed by SCS and are active in its current operations;
 2. Currently holding public office;
 3. Previous employees still living unless separated by an amount of time deemed appropriate by the FNC.
- Special requests to name facilities in honor of recently deceased individuals who have made a significant contribution to SCS or the community will not be considered until the deceased individual has been separated from employment or active involvement with SCS for an amount of time deemed appropriate by the FNC.
 1. Consideration for individual nominations must be limited to candidates that can be shown to have demonstrated any of the following attributes:
 - Exemplary Christian moral character
 - Outstanding community contributions
 - Historical significance
 - Exemplary public service to the community or humanity in general
 - Outstanding leadership

- The SCS Board of Governors shall not name or re-name a facility for any person without the informed consent of the named party or the named party's legal representative, as appropriate.
- Existing facilities named for persons of honor in SCS shall remain perpetual unless changed in accordance with this policy.

4.2.7 Signage Standards

- Unless approved by the SCS Board of Governors, no school funds are to be allocated for the purchase of memorial plaques or similar name recognitions. Installation of any kind of memorabilia or naming designation or signage must be approved by Head of School.
- Proposed name signage text and location placement information must be submitted as part of the application form for approval by the Head of School.
- A name display designation or plaque may be located at the facility, giving the full name of the person or benefactor. A brief explanation and/or a brief biography of the person or description of the benefactor may be included. This information must be submitted as part of the application form for approval by the Head of School.
- The location of the name designation shall be approved by the Head of School. Ideally, the placement should be made within the interior of the named facility and in close proximity to the named component.

Adopted 1/25/2021

5.0 Key Area #5: Financial Stewardship and Resource Development

5.1 Philosophy of Tuition

The SCS Board of Governors prayerfully sets tuition annually in order to balance its budget using historical data, realistic projections and other relevant factors. The goal is to fully fund an excellent academic program at the lowest possible cost consistent with biblical concepts of good stewardship and responsibility to students, parents, staff and administration (Philippians 1:9-11). All tuition and fees will be approved annually by the Board of Governors.

Adopted 02/03/2000

Revised 7/26/2021

5.2 Tuition Assistance

The philosophy of Salisbury Christian School is to have no family withdraw because of financial hardship. All potential new families and all current families at Salisbury Christian School are eligible to apply for Tuition Assistance.

After prayerful consideration and the review of all relevant financial information, including tax returns, the ranking of need by an outside independent source and all special circumstances, the Board Finance Committee will make the final decision on the awarding of Tuition Assistance.

The funding of the SCS Tuition Assistance program is the responsibility of the Director of Development. The goal is to fund 100% of all financial aid from funds raised by the Director of Development.

Adopted 03/27/2000

Revised 7/26/2021

5.3 Tuition Assistance Expanded

The philosophy and practice of tuition assistance is expanded allowing latitude to approve tuition assistance to fill student seats up to the ideal enrollment without constraint of a tuition assistance “budget”. The former tuition assistance policy remains in its entirety including 3rd party analysis for independent ranking of need. Tuition assistance requiring expanded consideration should be recommended after the primary tuition assistance awards for a beginning school year are complete and after enrollment is reasonably projected for the start of a school year.

Adopted 6/29/2015

5.4 Family Referral Program

A \$200 tuition credit incentive per new student will be offered to the family whose name appears on the application as “referred by.”

Adopted 1/28/2002

Revised 7/26/2021

5.5 Severely Delinquent Accounts

A sound and compassionate accounts receivable program is vital to the continual existence of Salisbury Christian School and is in alignment with biblical principles (Psalm 37:21, Proverbs 3:28, Romans 13:7, I Corinthians 4:1-2). Therefore, the administration shall establish a clear plan to facilitate collection of what is owed to SCS. This plan shall not violate biblical principles, governmental laws, nor any generally accepted accounting principles. The plan may include a third-party collection service up to but not

including filing a civil case against a delinquent account owner. The administration shall establish a clear rationale and must gain approval from the SCS Finance Committee to utilize a collection agency. If all reasonable attempts to collect fail, the finance committee shall approve a write off of the debt.

Adopted 12/12/2011

5.6 Fundraising Policy

5.6.1 Purpose: In an attempt to keep a quality Christian education accessible for families, Salisbury Christian School must seek revenues beyond what is raised via tuition payments. Fundraising is a vital source of revenue to our school for the sustainability, growth, and expansion of school programs. Fundraising events are one way that students and families can serve the school community in assuring that a Salisbury Christian experience is both valuable and affordable.

5.6.2 Philosophy: Matthew 6:21 says, “For where your treasure is, there your heart will be also.” Honoring Christ and building His Kingdom through Salisbury Christian School should be the foundation upon which all fundraising efforts are established. Christians may differ in their interpretation of the biblical admonition to keep the Sabbath day holy (Exodus 20:11) and in their perceptions of what is considered gambling (Proverbs 13:11). Since Christians are called to avoid knowingly causing their brothers to stumble (1 Corinthians 8:13 and Romans 14:20-21), SCS shall not sponsor or support fundraising events on Sundays if the primary purpose of the activity is to raise money. This policy shall not prohibit school-sponsored athletic, musical, dramatic or other such events, activities, or performances on Sundays, provided that the primary purpose for which they are undertaken is not fundraising. Additionally, any fundraising activity that would require a State gaming permit will not be approved.

5.6.3 Coordination: The coordination of fundraising must exist to avoid requesting too much of any constituency group, to ensure the quality of all fundraising efforts, to ensure effective timing of those efforts, and to ensure the priorities of Salisbury Christian School are being met.

The most notable groups involved in fundraising are the Athletic Boosters Club, Parent-Teacher Fellowship, and the High School classes. These groups engage in fundraising activities to fund projects and programs not funded in the annual operating budget. These activities have included concessions, memberships, advertising, sponsorships, and special events. All fundraisers must be approved by the Head of School and Office of Development with a minimum of one month advance request. All organizations and groups are expected to adhere to the procedures and guidelines outlined in the SCS Employee Manual.

The fundraising priorities of the Office of Development are those that support general operating expenses, tuition assistance funds, capital expenditures, and other large donations. The Office of Development solicits from multiple constituencies throughout the community, predominantly current parents and alumni, but also grandparents, faculty, staff, foundations, corporations, and board members. The Office of Development is in a position to know of efforts that may be in progress with any given donor. This coordinating function prevents “nickel and diming” constituents, duplicated requests by school groups, and increases the possibility of success in discussions with donors. This policy has been adopted to ensure a coordinated approach to fundraising.

5.6.4 Gift Acknowledgement: The Office of Development is responsible for the official recording and acknowledgment of all gifts made to Salisbury Christian School. Gifts to SCS will be handled in accordance with all State and Federal policies and procedures. Gift donor information must be provided to the Office of Development for purposes of recording and acknowledgment.

5.7 Acceptance of Public/Private Funding

Salisbury Christian School shall accept public and/or private funds only after a careful case-by-case investigation and evaluation by the Board of Governors or its designee of any and all conditions established by the donor for the use of such funds and a finding by the Board of Governors that the conditions set for the use of the accepted funds shall not compromise the Salisbury Christian School Mission Statement, Statement of Faith, or Philosophy of Education.

Adopted 10/16/2000

5.8 Indebtedness

All new indebtedness must be approved by the Board. Amended to include all new equipment bought on time, exceeding budget expenses, or not a budget item, in amounts over \$10,000 shall require 2/3 majority of all voting members, present or not.

Adopted 06/01/1996; Revised 7/26/2021

5.9 Investments - Restricted Funds

The Salisbury Christian School Endowment Fund (hereinafter referred to as the “Fund”) was created to provide perpetual financial support to Salisbury Christian School (SCS). The purpose of this Investment Policy Statement is to establish guidelines for the Fund’s investment portfolio (the “Portfolio”). The statement also incorporates accountability standards that will be used for monitoring the progress of the Portfolio’s investment program and for evaluating the contributions of the manager(s) hired on behalf of the Fund and its beneficiaries.

The Salisbury Christian School Endowment Fund refers to the following:

- *SCS Board of Governors Scholarship Endowment Fund*
- *SCS Tuition Assistance Endowment Fund*
- *SCS Matthew 6:3 Endowment Fund*

5.9.1 Role of the Investment Committee

The Investment Committee (the “Committee”) is acting in a fiduciary capacity with respect to the Portfolio, and is accountable to the SCS Board of Governors, for overseeing the investment of all assets owned by, or held in trust for, the Portfolio. The Investment Committee will be the Finance Committee of the SCS Board of Governors.

- This Investment Policy Statement sets forth the investment objectives, distribution policies, and investment guidelines that govern the activities of the Committee and any other parties to whom the Committee has delegated investment management responsibility for Portfolio assets.
- The investment policies for the Fund contained herein have been formulated consistent with SCS’s anticipated financial needs and in consideration of SCS’s tolerance for assuming investment and financial risk, as reflected in the majority opinion of the Committee.
- Policies contained in this statement are intended to provide guidelines, where necessary, for ensuring that the Portfolio’s investments are managed consistent with the short-term and long-term financial goals of the Fund. At the same time, they are intended to provide for sufficient investment

flexibility in the face of changes in capital market conditions and in the financial circumstances of SCS.

- The Committee will review this Investment Policy Statement at least once per year. Changes to this Investment Policy Statement can be made only by affirmation of a majority of the Committee and approval of the SCS Board of Governors. Written confirmation of the changes will be provided to all Committee members, all SCS Board of Governors members, and to any other parties hired on behalf of the Portfolio as soon thereafter as is practical.

5.9.2 Investment Objective and Spending Policy

- The Fund is to be invested with the objective of preserving the long-term, real purchasing power of assets while providing a relatively predictable and growing stream of annual distributions in support of SCS.
- For the purpose of making distributions, the Committee will determine the amount of funds available for annual distribution from each endowment fund in keeping with the investment objectives. Gift principal (typically understood to be the total initial value of all gifts in an endowment) shall not be expended.
- A prudent portion of the annual earnings and/or accumulated appreciation of each fund may be expended each year. In the first few years following creation of an endowment, the availability of distributions is entirely dependent on the short-term actual investment returns. Therefore, it is recommended that a new endowment be given some time to accumulate additional value (appreciation) before starting distributions. If funds must be used immediately, distributions should be limited to actual dividend and interest income. Once an endowment has grown to at least 120% of its initial gift value, then a spending policy such as the following is appropriate. This calculation is done at the beginning of the year to determine the amount that will be used that year:
 - a. Calculate the average fund value over a period of three to five years.
 - b. Calculate a percentage of that value – for example (5%).
 - c. The resulting dollar amount can be distributed at the beginning of the year or in installments throughout the year as needed.
 - d. See example calculation at the end of the Policy.
- The Committee will review its spending assumptions annually for the purpose of deciding whether any changes therein necessitate amending the Fund’s spending policy, its target asset allocation, or both. In the annual review, the Committee should strive to ensure that earnings and accumulated appreciation are adequate to sustain the distribution.
- Periodic cash flow, either into or out of the Portfolio, will be used to better align the investment portfolio to the target asset allocation outlined in the asset allocation policy in Section 5.8.3. herein.

5.9.3 Portfolio Investment Policies

5.9.3.1 Asset Allocation Policy

- The Committee recognizes that the strategic allocation of Portfolio assets across broadly defined financial asset and sub-asset categories with varying degrees of risk, return, and return correlation will be the most significant determinant of long-term investment returns and Portfolio asset value stability.
- The Committee expects that actual returns and return volatility may vary from expectations and return objectives across short periods of time. While

the Committee wishes to retain flexibility with respect to making periodic changes to the Portfolio’s asset allocation, it expects to do so only in the event of material changes to the Fund, to the assumptions underlying Fund spending policies, and/or to the capital markets and asset classes in which the Portfolio invests.

- Fund assets will be managed as a balanced portfolio composed of two major components: an equity portion and a fixed income portion. The expected role of equity investments will be to maximize the long-term growth of Portfolio assets, while the role of fixed income investments will be to generate current income, provide for more stable periodic returns, and provide some protection against a prolonged decline in the market value of equity investments.
- Cash investments will, under normal circumstances, only be considered as temporary Portfolio holdings and will be used for Fund liquidity needs or to facilitate a planned program of dollar-cost averaging into investments in either or both of the equity and fixed income asset classes.
- Outlined below are the long-term strategic asset allocation guidelines determined by the Committee to be the most appropriate, given the Fund’s long-term objectives and short-term constraints. Portfolio assets will, under normal circumstances, be allocated across broad asset and sub-asset classes in accordance with the following guidelines:

Asset Class	Sub-asset Class	Target allocation
Equity	(60%, with a range of 50-70%)	
	Large Cap Growth and Value Equities	30%
	Mid Cap/Small Cap Equities	10%
	International/Foreign Equities	20%
Fixed Income	(40%, with a range of 30-50%)	
	Intermediate Term Investment Grade Bonds	30%
	High Yield Bonds	5%
	International/Foreign Bonds	5%
Cash	(0%, with a range of up to 5%)	

- The Portfolio will not hold investments in nontraditional, illiquid, and/or nonmarketable securities including (but not limited to) venture capital, hedge funds, and real estate investments (not including public real estate investment trusts that are traded on a major exchange).
- The above target allocation is to serve as a guideline for monitoring our investments. With the frequent market changes based on the state of the economy, some fluctuation is permitted. The Committee expects the brokers to monitor the investments and use their expertise to invest in the school’s best interest, according to our long-term goals set forth in this document.

5.9.3.2 Diversification Policy

- Diversification across and within asset classes is the primary means by which the Committee expects the Portfolio to avoid undue risk of large losses over long time periods. To protect the Portfolio against unfavorable outcomes within an asset class due to the assumption of large risks, the Committee will

take reasonable precautions to avoid excessive investment concentrations. Specifically, the following guidelines will be in place:

- a. With the exception of fixed income investments explicitly guaranteed by the U.S. Government, no single investment security shall represent more than 5% of total portfolio assets.
- b. No single investment pool, investment company (mutual fund), or passively managed investment vehicle seeking to match the returns on a broadly diversified market index shall comprise more than 20% of total Portfolio assets.
- c. With respect to fixed income investments, the Portfolio may not allocate more than 10% to investments that are below investment grade (Standard & Poor's BBB or Moody's Baa).

5.9.4 Rebalancing

It is expected that the Portfolio's actual asset allocation will vary from its target asset allocation as a result of the varying periodic returns earned on its investments in different asset and sub-asset classes. The Portfolio will be rebalanced to its target normal asset allocation under the following procedures:

- The investment manager will use incoming cash flow (contributions) or outgoing money movements (disbursements) of the Portfolio to realign the current weightings closer to the target weightings of the Portfolio.
- The investment manager will review the Portfolio quarterly to determine the deviation from target weightings. During each quarterly review, the following parameter will be applied:
 - a. If any asset class (equity or fixed income) within the Portfolio is +/-5 percentage points from its target weighting, the Portfolio will be rebalanced.
- The investment manager may provide a rebalancing recommendation at any time.
- The investment manager shall act within a reasonable period of time to evaluate deviation from these ranges.

5.9.5 Other Investment Policies

Unless expressly authorized by the Committee, the Portfolio and its investment managers are prohibited from:

- Purchasing securities on margin or executing short sales.
- Pledging or hypothecating securities.
- Purchasing or selling derivative securities for speculation or leverage.
- Engaging in investment strategies that have the potential to amplify or distort the risk of loss beyond a level that is reasonably expected, given the objectives of their Portfolio.

5.9.6 Monitoring Portfolio Investments and Performance

The Committee will monitor the Portfolio's investment performance against the Portfolio's stated investment objectives. At a frequency to be decided by the Committee, it will formally assess the Portfolio and the performance of its underlying investments as follows:

- The Portfolio's composite investment performance (net of fees) will be judged against the following standards:
 - a. The Portfolio's absolute long-term real return objective

- b. A composite benchmark consisting of the following unmanaged market indexes weighted according to the expected target asset allocations stipulated by the Portfolio's investment guidelines:
 - i. U.S. Equity: S&P 500
 - ii. Non-U.S. Equity: MSCI EAFE Index
 - iii. Investment Grade Taxable Fixed Income: Barclays Capital U.S. Aggregate Bond Index
 - iv. Investment Grade Non-Taxable Fixed Income: Barclays Municipal Bond Index
 - v. Non-Investment Grade Fixed Income: Barclays U.S. Corporate High Yield Index
 - vi. Cash: Citigroup 3-Month U.S. Treasury Bill Index
- The performance of professional investment managers hired on behalf of the Portfolio will be judged against the following standards:
 - a. A market-based index appropriately selected or tailored to the manager's agreed-upon investment objective and the normal investment characteristics of the manager's portfolio.
 - b. The performance of other investment managers having similar investment objectives.
- In keeping with the Portfolio's overall long-term financial objective, the Committee will evaluate Portfolio and manager performance over a suitable long-term investment horizon, generally across full market cycles or, at a minimum, on a rolling five-year basis.
- Investment reports shall be provided by the investment manager(s) on a (calendar) quarterly basis or as more frequently requested by the Committee. Each investment manager is expected to be available to meet with the Investment Committee once per year to review portfolio structure, strategy, and investment performance.

EXAMPLE:

The fund principal is \$50,000

Fund Values 12/31:

2014 = \$61,000

2015 = \$59,000

2016 = \$63,500

Average = $\$61,167 \times 5\% = \$3,058$

Adopted 1/25/2021; Revised 11/22/2021

5.10 Investments – Nonrestricted Funds

This policy establishes investment objectives, policies, guidelines, and eligible securities related to all assets held by Salisbury Christian School, primarily for investment purposes. ("institutional funds") In doing so the policy:

- clarifies the delegation of duties and responsibilities concerning the management of institutional funds.
- identifies the criteria against which the investment performance of the organization's investments will be measured.
- communicates the objectives to the Board, investment managers, brokers, donors, and funding sources that may have involvement.
- serves as a review document to guide the ongoing oversight of the management of the organizations' investments.

5.9.1 Delegation of Responsibilities

The Board of Governors has a direct oversight role regarding all decisions that impact Salisbury Christian School's institutional funds. The Board has delegated supervisory responsibility for the management of our institutional funds to the Finance Committee. Specific responsibilities of the various bodies and individuals responsible for the management of our institutional funds are set forth below:

5.9.2 Responsibilities of the Board

The Board shall ensure that its fiduciary responsibilities concerning the proper management of Salisbury Christian School's institutional funds are fulfilled through appropriate investment structure, internal and external management, and portfolio performance consistent with all policies and procedures. Based on the advice and recommendations of the Finance Committee, the Board shall:

- select, appoint, and remove members of the Committee.
- approve investment policies and objectives that reflect the long-term investment-risk orientation of the funds.

5.9.3 Responsibilities of the Finance Committee

Members of the Finance Committee are not held accountable for less than desirable outcomes, rather for adherence to procedural prudence, or the process by which decisions are made in respect to institutional funds. In consideration of the foregoing, the Committee is responsible for the development, recommendation, implementation, and maintenance of all policies relative to Salisbury Christian School's institutional funds and shall:

- develop and/or propose policy recommendations to the Board with regard to the management of all institutional funds.
- recommend long-term and short-term investment policies and objectives for our institutional funds, including the study and selection of asset classes, determining asset allocation ranges, and setting performance objectives.
- determine that institutional funds are prudently and effectively managed with the assistance of management and any necessary investment consultants and/or other outside professionals, if any.
- monitor and evaluate the performance of all those responsible for the management of institutional funds.
- recommend the retention and/or dismissal of investment consultants and/or other outside professionals.
- receive and review reports from management, investment consultants and/or other outside professionals, if any.
- periodically meet with management, investment consultants and/or other outside professionals management, investment consultants and/or other outside professionals.
- convene regularly to evaluate whether this policy, investment activities, risk management controls and processes continue to be consistent with meeting the goals and objectives set for the management of institutional funds.

5.9.4 Responsibilities of Management/Administration

Management shall be responsible for the day-to-day administration and implementation of policies established by the Board and/or the Finance Committee concerning the management of institutional funds. Management shall also be the primary liaison between any investment consultants and/or other outside professionals that may be retained to assist in the management of such funds. Specifically, management shall:

- oversee the day-to-day operational investment activities of all institutional funds subject to policies established by the Board and/or the (Oversight Committee Name).
- contract with any necessary outside service providers, such as: investment consultants, investment managers, banks, and/or trust companies and/or any other necessary outside professionals.
- ensure that the service providers adhere to the terms and conditions of their contracts; have no material conflicts of interests with the interests of Salisbury Christian School; and performance monitoring systems are sufficient to provide the Finance Committee with timely, accurate, and useful information.
- regularly meet with any outside service providers to evaluate and assess compliance with investment guidelines, performance, outlook and investment strategies; monitor asset allocation and rebalance assets, as directed by the Finance Committee and in accordance with approved asset allocation policies, among asset classes and investment styles; and, tend to all other matters deemed to be consistent with due diligence with respect to prudent management of institutional funds.
- comply with official accounting and auditing guidelines regarding due diligence and ongoing monitoring of investments, especially alternative investments. Prepare and issue periodic status reports to the Board and the Finance Committee.

5.9.5 Asset Allocation Policy

- The Committee recognizes that the strategic allocation of Portfolio assets across broadly defined financial asset and sub-asset categories with varying degrees of risk, return, and return correlation will be the most significant determinant of long-term investment returns and Portfolio asset value stability.
- The Committee expects that actual returns and return volatility may vary from expectations and return objectives across short periods of time. While the Committee wishes to retain flexibility with respect to making periodic changes to the Portfolio's asset allocation, it expects to do so only in the event of material changes to the Fund, to the assumptions underlying Fund spending policies, and/or to the capital markets and asset classes in which the Portfolio invests.
- Fund assets will be managed as a balanced portfolio composed of two major components: an equity portion and a fixed income portion. The expected role of equity investments will be to maximize the long-term growth of Portfolio assets, while the role of fixed income investments will be to generate current income, provide for more stable periodic returns, and provide some protection against a prolonged decline in the market value of equity investments.
- Cash investments will, under normal circumstances, only be considered as temporary Portfolio holdings and will be used for Fund liquidity needs or to facilitate a planned program of dollar-cost averaging into investments in either or both of the equity and fixed income asset classes.
- Outlined below are the long-term strategic asset allocation guidelines determined by the Committee to be the most appropriate, given the Fund's long-term objectives and short-term constraints. Portfolio assets will, under normal circumstances, be allocated across broad asset and sub-asset classes in accordance with the following guidelines:
 - Note: This target allocation is to serve as a guideline for monitoring our investments. With the frequent market changes based on the state of the economy, some fluctuation is permitted. The Committee expects the

brokers to monitor the investments and use their expertise to invest in the school's best interest, according to our long-term goals set forth in this document.

5.9.6 Guidelines for Investing

Asset Class	Sub-asset Class	Target allocation
Equity	(60%, with a range of 50-70%)	
	Large Cap Growth and Value Equities	30%
	Mid Cap/Small Cap Equities	10%
	International/Foreign Equities	20%
Fixed Income	(35%, with a range of 25-45%)	
	Intermediate Term Investment Grade Bonds	25%
	High Yield Bonds	5%
	International/Foreign Bonds	5%
Cash/Money Market Funds	(5%, with a range of up to 0-10%)	

Adopted 11/22/2021

Appendix A: Statement on Marriage & Sexuality

Salisbury Christian School (SCS) foundational beliefs and teachings are based on Biblical truth. The Bible is God's Word, divinely inspired, infallible, and is the final authority of truth. We endeavor to teach students, in all areas of life and education, from a distinctly Christian worldview. This includes instructing students to understand the world, issues, and relationships based on God's Word, which prepares them to assume their proper place in the home, the church, and the world. Accordingly, the Bible is the basis from which we form our foundational beliefs regarding marriage, sexuality, and gender identity. The purpose of this statement is to affirm Salisbury Christian School's alignment with the truth of God's Word.

However, cultural and social change is a reality and is not new to any period of time. Shifts in American culture can be described as a moral revolution falsely declaring a moral standard higher than the Biblical standard. As portions of the American population embrace moral relativism, religious liberty has been questioned. There are attempts in our culture to deny the freedom of Christians to base moral judgement on Biblical truth. This presents new challenges for Christ-centered institutions that hold to a historical Biblical interpretation of marriage and human sexuality. We embrace an opportunity to examine and affirm convictions and to communicate the position of SCS on these issues to anyone who inquires.

According to its bylaws, policies, and mission, SCS exists for the education of children in partnership with Christian families and the church. Our admission standards require at least one parent profess a personal relationship with Jesus Christ. However, we acknowledge that some professing Christians choose to live apart from God's will by adopting a lifestyle that is contrary to Biblical standards. At the same time, clear understanding is necessary regarding marriage, sexuality, and gender identity as they relate to the SCS Statement of Faith. All students must abide by the school's Parent/Student Handbook as it relates to appropriate sexual expression and behavior. The school will explicitly teach these truths honestly, prayerfully, sensitively, respectfully, contextually, age-appropriately, and with the conviction that we all sin and are in need of God's grace.

MARRIAGE

Marriage is created by God and has only one meaning. It is a covenant relationship uniting one man and one woman under God in a single, exclusive union. God's created order is important and critical for our lives and for our worldview. The marriage covenant is a part of God's prescribed order for our lives and our families; it is the basis of society. Furthermore, God's Word makes use of the marriage relationship as the supreme metaphor for his relationship with his covenant people. Marriage is used as a primary example from the beginning of creation in Genesis to the end of earthly time in Revelation to help humanity understand the covenant relationship of one God with one people.

(Genesis 2:18-25; Jeremiah 2:2, 31:31-33; Ezekiel 16:8; Hosea 2:16, 19-20; Matthew 9:15, 25:1-13; 2 Corinthians 11:2; Ephesians 5:25-33; Revelation 19:7-9, 21:1-3, 9)

SEXUALITY

Sex is a gift from God created to be enjoyed with fidelity in the covenant of marriage between one man and one woman. In singleness, all are called to chastity. Sexual relations outside the covenant of marriage are contrary to the will of God. The Bible is the final authority regarding sexual behavior and as such relates moral truths specifically and generally through scripture.

(Exodus 20:14; 1 Corinthians 6:9-20; Hebrews 13:4; Leviticus 18:22, 20:13; Romans 1:26-27)

EXPRESSION AND GENDER ASSIGNMENT/IDENTITY

It is God who assigns our fundamental human identity and gender. All humans, male and female, reflect the image of God. A person's gender is sacred and has a divine purpose. The Word affirms that God loves all people, including those who struggle with their gender assignment, identity, and expression. Therefore, we are to love all people, regardless of any type of struggle.

The Bible describes human gender in binary terms. Genesis 1:27 provides the definitive statement: “So God created mankind in his own image, in the image of God he created them; male and female he created them.” Regardless of one’s anatomical parts or feelings about them, all humans have the same responsibility for stewarding physical attributes and abilities. Our bodies are God’s dwelling place. In the context of discussing sexual identity and behavior, the Apostle Paul wrote, “Do you not know that your bodies are temples of the Holy Spirit, who is in you, whom you have received from God? You are not your own; you were bought at a price. Therefore honor God with your bodies” (1 Corinthians 6:19-20). Therefore, SCS will uphold the Biblical view of gender and will adhere to its position on gender issues aligned with truth in its teachings, curriculum, and treatment of students.

EMPLOYEE STANDARDS OF BEHAVIOR

All employees of SCS are Christian leaders who have the obligation to model and exemplify Christ-like behavior. Therefore, all school employees must uphold, in word and deed, the Biblical standard of marriage and sexual behavior as delineated in this statement.

NON-HARASSMENT POLICY

All people are created in the image of God and, as such, have profound value (Genesis 1:27). Hateful or harassing behavior toward anyone who differs from us is wrong because it does not recognize another person’s God-given worth and is an assault on a fellow image-bearer. SCS is committed to maintaining an environment in which all individuals (staff, students, and parents) treat each other with dignity and respect, which includes freedom from all forms of intimidation, exploitation, harassment, sexual harassment, and bullying.

December 2019

Appendix B: Statement on Biblical Justice

Salisbury Christian School (SCS) foundational beliefs and teachings are based on Biblical truth. The Bible is God's Word, divinely inspired, infallible, and is the final authority of truth. We endeavor to teach students, in all areas of life and education, from a distinctly Christian worldview. This includes instructing students to understand the world, issues, and relationships based on God's Word, which prepares them to assume their proper place in the home, the church, and the world. Accordingly, the Bible is the basis from which we form our foundational beliefs regarding Biblical justice in the areas of diversity, race, culture, and ultimately, unity. The purpose of this statement is to affirm Salisbury Christian School's alignment with the truth of God's Word.

We affirm that since He is holy, righteous, and just, God requires those who bear His image to live justly in the world. This includes showing appropriate respect to every person. Jesus Christ himself was born into a time of Roman oppression. In an age of injustice and division, Jesus welcomed into his company women and men, rich and poor, soldier and citizen, oppressor and oppressed, Jew and Gentile. There is no greater foundation for an understanding and pursuit of justice than the character of God and the cross of Christ.

All injustices stem from a fallen and sinful humanity where reconciliation and true justice can only be found at the cross. God has given us the ministry and message of reconciliation (2 Corinthians 5:18-19). Our first priority in pursuing justice is the restoration of relationship between man and God, then between man and his neighbor (Matthew 22:37-40). While we need to be careful not to dismiss common grace working in secular arenas and not to discard Biblical ideas about justice and ethics because they arise from secular ideology, we affirm that any man-made framework or systematic solution to any sin or injustice, apart from the cross of Christ, is flawed. SCS is committed to using Biblical principles rather than man-made constructs, frameworks, theories, ideologies, and isms in its educational teachings, and will explicitly teach these truths honestly, prayerfully, sensitively, respectfully, contextually, age-appropriately, and with the conviction that we all sin and are in need of God's grace.

(Deuteronomy 32:4; Isaiah 61:8; Zechariah 7:9; Micah 6:8; Matthew 5:17-19; Romans 3:31)

DIVERSITY

In John's prophetic revelation, around the throne of God were those found from every nation, people, and language - diversity beyond imagining. We do not dissolve but retain our diversity, celebrating our physical, social, and cultural differences while recognizing that we are part of a "Kingdom" that transcends all ethnic, cultural, racial, and societal boundaries.

We believe that the diversity we witness in the body of Christ should also be modeled in our educational institution. We believe that greater diversity at SCS enhances the educational experience by providing a better context of demonstrating the unifying power of the Gospel. It also better equips all students for success in the increasingly global and diverse world that awaits them. SCS embraces the Biblical vision of the Kingdom of God as intended from the beginning. We envision a community where diversity is seen as normal, where differences and commonalities both are celebrated, and where we recognize that all have been uniquely gifted in a diverse range of skills and talents to fulfill the great commission to go and make disciples of all nations.

(Psalm 139:13-14; 1 Corinthians 12:12-27; Matthew 28:16-20; Revelation 7:9)

RACE

Scripture teaches that God made all people from one man and one woman. Though people are often distinguished by different ethnicities and nationalities, all people are equals before God in both creation and redemption. We affirm that our identity in Christ is our highest identity. "Race" is not a Biblical category, but rather a social construct that has often been used to classify groups of people in terms of inferiority and superiority. All that is good, honest, just, and beautiful in various ethnic backgrounds and experiences can be celebrated as the fruit of God's grace. Likewise, all sinful actions are to be confessed, repented of, and repudiated.

We affirm that racism is a sin rooted in pride and malice which must be condemned and renounced by all who honor the image of God in all people. Racial sin can subtly and overtly manifest itself as both animosity and/or

vainglory. Such sinful prejudice or partiality falls short of God's revealed will and violates the royal law of love. We also affirm that virtually all cultures, at times, contain laws and systems that can foster racist attitudes and policies. Treating people with partiality or prejudice is not consistent with Biblical Christianity and is therefore sinful and will not be taught or tolerated at SCS. At the same time, we also recognize that man-made attempts at activism aimed at reshaping the wider culture can easily become distractions that inevitably lead to departures from the Gospel. Again, SCS is committed to using Biblical principles rather than man-made constructs, frameworks, theories, ideologies, and isms in its educational teachings.

(Genesis 1:26-28; Deuteronomy 10:17; 2 Corinthians 12:16-18; Acts 10:34; Galatians 3:28; Ephesians 6:9; James 2:4)

CULTURE

Culture reflects the way of life of a group of people, the collection of shared language, history, customs, and beliefs. We believe that if culture is a reflection of the core beliefs and values of a group of people, then we, as Christians should impact it in a way that reflects Biblical worldview thinking. As Christ followers, we have the power to affect our culture positively. Christian education is about training our students to be leaders and to influence culture for Christ, not the reverse. As believers in Jesus, we celebrate the fact that God has promised to prepare a renewed heaven and earth where its residents will include people from every cultural background and where sin, brokenness, and division will no longer exist.

(John 14:1-3; Romans 10:12-13; Galatians 3:28-29; Revelation 7:9-10; Revelation 21:1-3 & 22-24)

UNITY

One of the few recorded prayers of Jesus was a plea for unity (John 17:21). SCS is committed to the promotion of unity in all teaching, believing that we may be many members, but we are one body through the redemptive power of Christ. SCS also affirms that unity is not uniformity. We believe that it brings strength to our community through the partnership and diversity of different backgrounds coming together through prayer, worship, and fellowship together. SCS is a community unified in our fellowship as believers around the core tenets of our faith. We are one in the foundational principles we stand on and believe in. We are of one accord through our diversity in the calling we pursue in academic excellence and in keeping Christ preeminent in all things. Unity commands a blessing; when we walk in unity, we walk in the blessings of God.

(1 Corinthians 12:12-27; Psalm 133:1; Romans 12:16; Galatians 3:28; Ephesians 4:1-6; Colossians 1:18)

NON-HARASSMENT POLICY

All people are created in the image of God and, as such, have profound value (Genesis 1:27). Hateful or harassing behavior toward anyone who differs from us is wrong because it does not recognize another person's God-given worth and is an assault on a fellow image-bearer. SCS is committed to maintaining an environment in which all individuals (staff, students, and parents) treat each other with dignity and respect, which includes freedom from all forms of intimidation, exploitation, harassment, sexual harassment, and bullying.

Board Approved: December 13, 2021

Sources: Bethesda Christian Academy Diversity Statement; Dayton Christian School Diversity Statement; Emmanuel Christian Academy Diversity Statement; The Statement on Social Justice and the Gospel

Appendix C: Statement on Gender Identity & Athletic Competition

Salisbury Christian School (SCS) foundational beliefs and teachings are based on Biblical truth. The Bible is God's Word, divinely inspired, infallible, and is the final authority of truth. We endeavor to teach students, in all areas of life and education, from a distinctly Christian worldview. This includes instructing students to understand the world, issues, and relationships based on God's Word, which prepares them to assume their proper place in the home, the church, and the world. Accordingly, the Bible is the basis from which we form our foundational beliefs regarding gender assignment/identity. The purpose of this statement is to affirm Salisbury Christian School's alignment with the truth of God's Word and provide guidance in relation to interscholastic athletic competition.

However, cultural and social change is a reality and is not new to any period of time. Shifts in American culture can be described as a moral revolution falsely declaring a moral standard higher than the Biblical standard. As portions of the American population embrace moral relativism, religious liberty has been questioned. There are attempts in our culture to deny the freedom of Christians to base moral judgment on Biblical truth. This presents new challenges for Christ-centered institutions that hold to a historical Biblical interpretation of gender assignment/identity. We embrace an opportunity to examine and affirm convictions and to communicate the position of SCS on these issues to anyone who inquires.

EXPRESSION AND GENDER ASSIGNMENT/IDENTITY

It is God who assigns our fundamental human identity and gender. All humans, male and female, reflect the image of God. A person's gender is sacred and has a divine purpose. The Word affirms that God loves all people, including those who struggle with their gender assignment, identity, and expression. Therefore, we are to love all people, regardless of any type of struggle.

The Bible describes human gender in binary terms. Genesis 1:27 provides the definitive statement: "So God created mankind in his own image, in the image of God he created them; male and female he created them." Regardless of one's anatomical parts or feelings about them, all humans have the same responsibility for stewarding physical attributes and abilities. Our bodies are God's dwelling place. In the context of discussing sexual identity and behavior, the Apostle Paul wrote, "Do you not know that your bodies are temples of the Holy Spirit, who is in you, whom you have received from God? You are not your own; you were bought at a price. Therefore honor God with your bodies" (1 Corinthians 6:19-20). Therefore, SCS will uphold the Biblical view of gender and will adhere to its position on gender issues aligned with truth in its teachings, curriculum, and treatment of students.

INTERSCHOLASTIC ATHLETIC COMPETITION

SCS recognizes that not all institutions share these same values and foundational beliefs. As a school, we aim to model the example of Jesus Christ by remaining steadfast in our beliefs while treating others with respect, loving kindness, and remaining free of judgment. As outlined in 1 Thessalonians 4:1-12, we can stand firm in our convictions while continuing to interact with and compete against others whose values may differ. All people are created in the image of God and, as such, have profound value (Genesis 1:27). SCS is committed to maintaining an environment in which all individuals (staff, students, and parents) treat each other with dignity and respect, which includes freedom from all forms of intimidation, exploitation, harassment, sexual harassment, and bullying.

The safety of our student-athletes is paramount to the Athletics Department at SCS. As such, we routinely assess our competitors to ensure safe and fair opportunities for competition. Based on those assessments, we reserve the right to forfeit or withdraw from any contest deemed necessary by the administration. These decisions will be made on a case-by-case basis by the Director of Athletics in conjunction with the coaching staff and school administration.

SCS also recognizes parents' primary responsibility to "train up a child in the way he should go..." (Proverbs 22:6). At times, parents' personal convictions may differ from the decision reached by the school as it relates to athletic play. In such instances, parents should email the Director of Athletics

to communicate their desire for their child to “opt-out” of a single competition. SCS will respect parental authority in these cases. There will be no retribution or further consequence for any student-athlete under these circumstances.

Board Approved: May 23, 2022

Appendix D: Facility Naming Application

Revised November 2020



SALISBURY
CHRISTIAN SCHOOL

Instructions:

Individuals or organizations seeking to secure naming rights for facilities or component parts thereof at Salisbury Christian School must provide all of the information and documentation requested/required within this application. Completed applications are to be returned to the Head of School and will be reviewed and considered by a Facilities Naming Committee. Naming applications for a facility will be approved by the SCS Board of Governors. Naming applications for a component of a facility will be approved by the Head of School upon recommendation by the Facilities Naming Committee.

Section 1: APPLICANT INFORMATION

Date: _____

Name: _____

Address: _____

Phone: _____

Other Phone: _____

Email address: _____

Sponsor(s): Is this application being made on behalf of a sponsor group?

Yes: _____ **No:** _____

Group Name:

Contact Info:

Section 2: NAMING INFORMATION

Type of Naming: Existing Building _____

Building Component _____

Existing Name (if any): _____

Proposed Name: _____

1. AN INDIVIDUAL

Name of Individual: _____

Is individual deceased: Yes ___ No ___ Date deceased: _____

Previous SCS Employee: Yes ___ No ___ Date separated: _____

Affiliation with SCS:

Contribution:

Attributes:

Examples/Narrative:

2. A BENEFACTOR

Type of Benefactor: Individual ___ Corporation ___

Amount of donation: _____

Type of donation: _____

Association with SCS:

Attributes of Benefactor:

Section 3: SUPPORTING DOCUMENTATION

1. Provide supporting documentation from the Facility Naming Committee that supports this request. Include any petitions and/or letters.
2. Provide any additional documentation to support this naming request (e.g.: biographical information).
3. Attach a floor plan or building area plan indicating the designated area under consideration.
4. If a plaque or display sign is also being requested, provide a design/layout drawing of the sign as well as the requested mounting location details.

Signature: _____

Date: _____

Print Name: _____

Appendix E: Request for Alternative Educational Enrollment

March 2022



SALISBURY
CHRISTIAN SCHOOL

Instructions: SCS employees or Board members who desire to enroll their school-aged children in an educational setting other than SCS should complete and submit this form to the Head of School or Board Chairman no later than May 1 for the following school year, in alignment with the Board Policy *SCS Enrollment of Children of SCS Employees and Board*. The authority to approve or deny such requests rests with the Head of School / Board Chairman.

Employee/Board Member Name: _____

Date: _____ **School Year the request is being made for:** _____

Name(s) & Grade Level(s) of Child(ren): _____

Planned Educational Setting (homeschool or list other school name): _____

Reason for Request: _____

(If additional space is required, please attach a separate sheet.)

To be completed by the Head of School / Board Chairman:

_____ Approved
_____ Denied

Signature

Date

Notes/Comments: _____

