



Upper School Family Handbook

316 Depot Street
Salisbury, NC 28144

This book, created in August 2026 for the 2026-2027 school year, replaces all policies previously distributed to members of Salisbury Academy, including parents, students, and faculty.

Salisbury Academy is a co-educational independent school that seeks diversity and inclusion in its student body. Salisbury Academy does not discriminate in its educational programs or activities on the basis of race, color, ethnicity, national origin, age, religion, disability or handicap, sex or gender, sexual orientation, military or veteran status, genetic information, or any other characteristic or status protected under applicable federal, state or local law. Retaliation is also prohibited. Salisbury Academy will comply with all applicable federal, state and local laws and is an equal employment opportunity independent school. Applicants for admission requiring special assistance, the modification of a policy, auxiliary aid or service, or other accommodation to the admissions or enrollment process should contact Salisbury Academy's Admissions Director to facilitate such requests.

Revised 8-7-26

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Introduction

At Salisbury Academy, we believe in nurturing the whole student—academically, socially, emotionally, and spiritually. Our Upper School program is designed to inspire a love of learning and to develop passionate, purposeful leaders equipped to serve and thrive in an ever-changing world.

This handbook is a resource for families, outlining our shared commitments, daily practices, and expectations. In these pages, you'll find a clear picture of life at Salisbury Academy—where we combine a challenging curriculum with intentional community, high expectations with compassionate guidance, and tradition with innovation.

We encourage you to read this handbook closely and refer to it as needed. Together, we build a learning environment where students are known, challenged, and supported.

Salisbury Academy Mission

Salisbury Academy inspires a love of learning and prepares passionate leaders through discovery, stewardship, community, and faith.

The Jaguar Journey: The Jaguar Journey is our intentional framework for whole-child development, guiding students from 3K through 12th grade as they grow into engaged learners, compassionate community members, and confident leaders.

Rooted in our mission and values - discovery, stewardship, community, and faith - the Jaguar Journey ensures that every student is known, nurtured, and challenged along the way. Through experiential learning, strong relationships, and meaningful character formation, our students are building the skills, habits, and confidence they need for a purposeful life.

The Jaguar Journey isn't about a single moment or milestone — it's about the steady, thoughtful development of the traits that will serve our students for years to come.

Over the course of their time at Salisbury Academy, students grow into:

- **Creative Problem Solvers** who think critically and find joy in learning
- **Confident Communicators** who collaborate, present, and express themselves with poise
- **Compassionate Citizens** who care deeply and contribute meaningfully to their communities
- **Motivated Learners** who are curious, engaged, and eager for what's next
- **Resilient Individuals** who value wellness, balance, and their own unique path

These are not just outcomes. They are qualities we intentionally cultivate, celebrate, and build upon - day by day, year by year.

Salisbury Academy is an independent school, governed by its own Board of Trustees. Salisbury Academy is accredited by the Southern Association of Independent Schools and is a member of the North Carolina Association of Independent Schools. Our commitment to achieving excellence and inspiring innovation attracts high-quality teachers and promotes a supportive learning environment.

Salisbury Academy maintains a student-centered approach, so that teachers can learn about every student and attend to each student's individual skills and needs. Our

teachers form close relationships with students and their parents and go above and beyond to ensure each student's success.

Salisbury Academy focuses on educating the whole student, offering learning experiences that reach beyond core academic areas such as math, science, history, and English. As an independent school, we have the freedom to promote creative thinking in hands-on ways that introduce students to exciting and challenging subjects including art, music, foreign languages, global and environmental education, and technology.

In addition to a rigorous high school and college preparatory curriculum, the Salisbury Academy experience has been crafted to offer experiences in athletics, community service, and leadership training for all. While the school is non-sectarian and welcomes families of all faiths, its tradition is rooted in Christianity. Our students come from diverse backgrounds to develop their interests and a love of learning.

SA Board of Trustees

The Salisbury Academy Board of Trustees consists of elected members representing parents of students, parents of alumni and members of the community at large, as well as our Head of School. The board guides the school in growth in accordance with the mission and plans strategically for the future.

Executive Members

Greg Shields, Chair
ChaMarra Saner-Childers, Vice-Chair
Whitney Wallace, Secretary
Kyle Yoder, Treasurer
Delaine Fowler, Committee on Trustees Chair

Members

Robert Anderson
Robert Anderson
Paul Bardin
James Davis
Hannah Jacobson
Aaron Kaklamanos
Vincia Miller
Fran Misner

Lisa Pope
Ryan Stowe
Traci Williams

Ex-officio Member of the Board: Mrs.
Beverly Fowler, Head of School,
bfowler@salisburyacademy.org

Parents of SA

PSA means "Parents of Salisbury Academy," and that means all of us! Every parent is a member, and everyone can be involved. This dedicated group is a necessary and invigorating support system for our faculty, staff and students. All activities and funds raised are used to enhance your student's classroom, their school experience, and to fulfill special requests by our teachers.

Please attend meetings on the first Thursday of the month, participate in activities, and take advantage of opportunities to help.

There are many different ways to get involved:

- Attend monthly meetings
- Volunteer for a PSA event
- Become a grade parent
- Help with faculty/staff appreciation week
- Organize the Uniform Closet

PSA Officers for 2026-27:

President	Maegan Parnell
Vice President	Amanda Bowen
Secretary	Susan Muth
Treasurer	Diana Dandro
Staff Liaison	Shannon McCoy, smccoy@salisburyacademy.org

Giving Culture

As an independent school, Salisbury Academy is responsible for its own funding. Tuition serves as our primary source of revenue, but it does not cover the total cost of a Salisbury Academy education. Therefore, we rely on charitable gifts to both balance the yearly budget and provide long-term financial sustainability for the school. Both corporate and individual support opportunities are available.

The Salisbury Academy Fund is a yearly campaign that supports areas of excellence in our program not covered by the cost of annual tuition. The fund provides an opportunity for those who support our mission to express gratitude. Participation is encouraged from all stakeholders including current and former parents, grandparents, trustees, faculty, staff, alumni, and friends. Donations of any amount are welcome, and every gift counts.

In April of each year, the Salisbury Academy community will come together for **Giving Day** to celebrate our mission and invest in the future of our students. Families, alumni, grandparents, faculty, staff, friends, and community partners are invited to join together to make a meaningful impact through gifts supporting the **SA Fund**. Every dollar raised helps provide exceptional educational experiences, enrich academic and extracurricular programs, support our dedicated teachers, and meet the school's greatest needs. Giving Day is a wonderful reminder of the generosity and commitment of the Salisbury Academy community.

Other fundraising and sponsorship opportunities that support Salisbury Academy include:

- Corporate Sponsorships
- Booster Club
- Yearbook Ads
- Restricted and unrestricted giving opportunities
- Naming opportunities available for major gifts
- Planned giving
- PSA events and fundraisers

Corporate Partners

Salisbury Academy's Corporate Partnership program provides businesses multiple ways to reach the Salisbury Academy family with their brand and messaging, while supporting our school's commitment to inspiring a love of learning and preparing passionate leaders. Thank you to Salisbury Academy's 2026-2027 Corporate Partners:

Gold

Armstrong Mechanical Services
Novant Health Rowan Medical Center

Silver

Accelerate Therapy & Performance
Country Law Shack - The Law Office of Paula J. Yost
Crescent Construction Services
Davis & Davis, Attorneys at Law, PC
Priority Background Solutions
Swing Transport, Inc.
Wallace & Graham, P.A.
Walser Technology Group, Inc.

Bronze

Baker's Mill Weddings and Events
Blandy Hardwoods, Inc.
Black's Hauling
Bradshaw Rogers Financial Partners
Central Carolina Insurance Agency
F&M Bank
Graham Roofing
Moose Pharmacy
Reid Acree, Jr., Attorney at Law
Reliable Home Resources
Rowan Diagnostic Clinic
Salisbury Endodontics
Salisbury Eyecare & Eyewear and Visionary Esthetics
Stout Heating and Air
Stowe Law Firm
Teri's Kidz Consignment Sale
The Forum Fitness Center
The Lettered Lily Design Studio
Thermal Technology
Thrivent Financial - Chris Fowler
Wallace Realty – Sarah and Keith Knight
Warrior Golf Club

Daily Operations

Daily Schedule

8:00 a.m. – 3:00 p.m. (Friday dismissal 1:30 p.m.)

Main Campus Front Desk Office Hours

7:45 a.m. to 3:30 p.m., Monday through Thursday

7:45 a.m. to 1:40 p.m., Friday

Office hours during the summer months are abbreviated. Please call ahead to inquire.

Drop-off and Pick-up

- Students can arrive as early as 7:40 a.m.
- Drop off students on Depot Street.
- Dismissal begins at 3:00 p.m. (M-Th) and 1:30 p.m. on Fridays. The parking lot across the street from the school is reserved for train station customers. You may use this lot to wait momentarily for student pick up in the afternoon. But please refrain from using it for long-term parking.
- Some students may stay after school for extracurricular activities or personal study and academic support. The building will be closed at 4 p.m. each day, unless there is a school-sponsored activity.
- Students will only be permitted to ride with those listed on their open campus form or pick-up list in FACTs. Parents must provide written permission for students to ride with anyone not listed on these forms, including riding with a ride-share service such as Uber or Lyft.

Parking

Parking in front of the building on Depot Street is limited to 2 hours. Students and visitors can park in the public parking that surrounds our building seen here

<https://tinyurl.com/saparking>.

Lunch and Snacks

The Open Campus policy outlines the opportunities 11th and 12th graders have to eat lunch off campus as they choose. Students are also always allowed to bring their lunch. Additionally, all 9-12 grade students will have the option to purchase a lunch from the school catering service Monday through Thursday.

Students and parents can view and select the day they would like to purchase catered lunch using our fully online system. Ordering for the upcoming month will close two weeks before the month's start. Meals will be delivered to the school. We will be unable to offer a credit for missed lunches other than when school is closed for inclement weather.

On Fridays, all students will have the option to eat off campus in the Downtown area, traveling with a buddy or teacher as outlined in the Open Campus expectations.

Visitor Procedures

Salisbury Academy welcomes parent and visitor engagement and is committed to maintaining a safe, focused environment for all students. For security and accountability, all visitors must check in at the front desk, regardless of the time of day.

Upon arrival, visitors are required to sign in and wear a visible Visitor's Badge while on campus. Before leaving, all visitors must sign out at the front desk.

Appointments with Faculty and Staff

To support the daily rhythm of teaching and learning, we kindly ask that families schedule appointments in advance when wishing to meet with members of our staff or visit classrooms.

Appointments are required for:

- Visiting a classroom
- Meeting with a teacher, Athletic Director, Division Director, or Head of School
- Speaking with the Director of Marketing and Communications, Business Manager, or Director of Admissions

We deeply value communication with families and are happy to schedule time that allows for thoughtful, uninterrupted conversation.

Attendance

We value each teaching moment and recognize that consistent attendance and punctuality build the foundation for student success. We expect students to be present, engaged, and on time every day.

Tardy / Early Dismissal

Tardy = Arrival after 8:00 a.m. or after the start of a class period

Early Dismissal = Leaving before the designated end of the school day

If a student arrives late or needs to leave early due to illness, a family emergency, or a medical appointment, a parent or guardian must submit a written note to the front office. These instances may be excused.

Absences

If a student is unable to attend school, families should notify instructors directly via email. Students enrolled in dual-enrollment courses must follow the attendance protocols set by the partner institution.

Upon returning to school, students must provide written documentation explaining the reason for their absence in order for it to be marked excused.

We ask families to avoid scheduling vacations during the academic year. While makeup work can be provided when advance notice is given, it cannot replace the richness of classroom learning. Excessive absences or tardies - more than 10 in a school year - will prompt a conversation with the division director to develop a plan for regular, timely attendance.

Medical Leave

When a student is unable to attend classes for an extended period of time in order to take care of physical, psychological, emotional, or other similar concerns outside of their control, Salisbury Academy understands that a temporary medical leave may be necessary. We support families taking the measures necessary to restore a student's health and encourage the student, family, and our staff to prioritize a student's health

before focusing on academic advancement. While extensive medical leave may place the student's course credit in jeopardy and compromise matriculation to the next grade level, our highest priority is always the health and wellness of the student.

We endeavor to address each situation with kindness and compassion and have found that clearly presenting the guidelines for managing a medical leave is helpful in ensuring that students, families, and SA staff have a shared understanding of the requirements, expectations, and limits of this process.

Medical Leave Requirements:

1. It is necessary for the family to obtain a written request for medical leave from a licensed healthcare provider in the respective field applicable to the student. The request must indicate when the student is expected to be able to return to a full-time schedule and be temporary in nature. (We understand that this is not a guaranteed return date.) A copy of this request must be sent to the Head of School.
2. When the student is ready to return to school, the family must obtain a written statement to that effect from the licensed healthcare provider in the respective field. If the student requires accommodations upon return to school, these must be identified and requested in the return to school document.
3. When the school receives the return to school document, the school will make efforts to evaluate the request and respond to the family within one week of the request. (The return date may be affected by the academic calendar, see limitations below.)

Medical Leave Expectations:

1. Confidentiality - We will protect information about a student's medical leave to the maximum extent possible, and we will make efforts to work with the family to agree on the content and amount of information that may be shared. Typically, in addition to the Head of School, the Head of Lower or the Head of Middle and Upper School, the Counselor, and those who work directly with the student (including learning specialists who may advise about specific student needs) will be aware of the situation.
2. Communication - Managing medical leave and a return to learning plan will require sincere collaboration among the student's family, the school, and the professional treatment team. Salisbury Academy requests that families grant permission for our staff to speak directly with treatment team members (typically a HIPAA release is required to the healthcare provider) so that we can establish and maintain communication about treatment progress. This is essential as we formulate a plan for supporting the student's return to learning.
3. Extracurricular Activities - Students on medical leave generally may not participate in extracurricular, athletic, or social school activities without permission.

Medical Leave Limitations:

1. Under North Carolina's compulsory attendance law, an extended absence will not be considered "excused" unless the student has been granted medical leave.
2. We will do our utmost to meet the unique needs of each student while also working within the structure of an accredited academic program.
3. The essential services we provide - the academic program here at Salisbury Academy – is fundamentally designed for in-person collaborative learning; we do not have the facility, program, or services for students to attend remotely without fundamentally altering the nature of services provided.
4. The timing of the academic calendar or other similar circumstances may affect when a student is permitted to return from a medical leave.
5. Extensive medical leave may place the student's course credit in jeopardy and compromise matriculation to the next grade.
6. As per the terms of the enrollment contract, the obligation to pay the full tuition due is unconditional and is not affected by medical leave or extended absence.
7. If an Upper School student is participating in our dual enrollment program at the same time they are pursuing a medical leave from SA classes and the family also wishes to pursue a medical leave from the student's college courses, the family will need to apply for medical leave in accordance with that college/university's policies. SA cannot grant a medical leave on behalf of its partner institutions.
8. Salisbury Academy will analyze each student's situation on a case-by-case basis, and the circumstances of each individual's situation may require a modification, alteration, or departure from these general guidelines to the extent required or permitted by law.

If a student is unable to return to school or, in the case of an Upper School student, a specific class, withdrawal may be necessary. In such cases, we will work with the family so that there is a clear understanding of the student's academic record. In the case of an Upper School student, the student's transcript/records will indicate a medical withdrawal and the effective date, but it will not include the circumstances of the withdrawal.

Instructional Program

At Salisbury Academy, our instructional program is designed to challenge students academically while preparing them for life beyond the classroom. We are committed to building deep content mastery across disciplines and cultivating the essential skills and mindsets outlined in the Jaguar Journey Portrait of a Graduate.

Through purposeful, inquiry-based instruction, students are encouraged to think critically, solve problems creatively, and communicate effectively. Our educators guide students to engage with complex ideas, ask meaningful questions, and apply what they learn in authentic, real-world contexts.

Equally important, we nurture habits of character that prepare students to lead lives of purpose and impact. Collaboration, resilience, compassion, and integrity are not just woven into our curriculum—they are lived out through daily academic practice, service opportunities, and leadership experiences.

Whether through independent research, hands-on projects, thoughtful discussion, or cross-curricular exploration, our goal is to equip every student with the knowledge and skills to thrive in school, in college, and in life.

Graduation Requirements and Course Load

Most Upper School students carry a load of seven credits annually. Successful completion of the optional, but highly recommended, Compass summer component provides an additional 0.5 credit each year. Graduation requires a minimum of 25 credits in the following areas:

Subject	Credits
English	4
History	3
Math	4
Science	3
Foreign Language	2
Electives (includes 3 immersions)	9
Total	25

Honors, Recognition, and Academic Distinction

At Salisbury Academy, we celebrate academic achievement while recognizing that each student's educational journey is unique. Because our rigorous curriculum, individualized learning experiences, and small class sizes create opportunities that differ from traditional ranking systems, Salisbury Academy does not rank students.

Students who demonstrate sustained academic excellence throughout their high school careers may be recognized at graduation with Latin honors:

Summa Cum Laude (Gold Stole) — GPA of 4.25 or higher

Magna Cum Laude (Silver Stole) — GPA of 4.00–4.24

Cum Laude (White Stole) — GPA of 3.75–3.99

In addition to academic honors, graduating seniors may be recognized for significant contributions, leadership, and participation through the awarding of honor cords:

Gold Cord — Awarded to students who have been active members of the National Honor Society for at least one year, as determined by the chapter advisor.

Silver Cord — Awarded to students who have been active members of Student Council for at least one year, as determined by the organization advisor.

Blue and Yellow Cord — Awarded to students who have been active members of Jr. Civitans for at least one year, as determined by the club advisor.

Light Blue Cord — Awarded to students who successfully complete an approved internship for academic credit.

Pink Cord — Awarded to students who demonstrate sustained commitment to the performing or visual arts through public performances, exhibitions, or presentations beyond course requirements.

Green Cord — Awarded to students who consistently exemplify Salisbury Academy's life-ready skills and Portrait of a Graduate attributes, as recognized by the faculty during grades 9–11.

These distinctions recognize students who have demonstrated excellence not only in academics, but also in leadership, service, creativity, and the development of the life-ready skills that define a Salisbury Academy graduate. Additional cords and distinctions may be awarded as new programs and student organizations are established.

Academic Progress Monitoring

The Upper School conducts a process of progress monitoring and student feedback that seeks to clarify communication among school, home, and student support team members. We desire to communicate in a way that all members of a student's support team are aware of their student's current levels of mastery as well as opportunities for growth at any point in time.

Students receive daily and weekly feedback from their teachers on their skill development and knowledge mastery. Student progress, evidenced by their work, is communicated to parents and support team members in real time through the online gradebook. Each learning objective will be assigned a level of the mastery scale, once enough evidence is collected, which parents and students can see in the parent portal.

- 4** Exceeds mastery - *demonstration of mastery is above the level of the objective*
- 3** Meets mastery - *consistent demonstration of mastery at the level of the objective*
- 2** Partial Mastery - *some independent but not yet consistent mastery at level of the objective*
- 1** Limited Mastery - *mastery at the level of objective requires help and is inconsistent*
- 0** No Mastery - *even with help no mastery*

At the conclusion of each class, the mastery exhibited by the student will be converted into a letter grade. The conversion process is as follows:

Average Scale Score Across Multiple Goals	Transcript Letter Grade	GPA credit
3.00-4.00	A	4.0
2.50 - 2.99	B	3.0
2.00 - 2.49	C	2.0
1.5-1.99	D	1.0
Below 1.5	F	0.0

All courses at the SA Upper School are taught at the honors level of rigor resulting in a 0.5 credit addition to the GPA calculation. Courses taken through dual-enrollment at a college will receive an additional 1.0 credit for GPA calculation.

Student Exhibition Nights and Student-Led Conferencing

Student exhibition nights will occur each semester. Parents also will be invited to join in a student-led conference (SLC). During the SLC, the student will guide their support team through a reflection of their learning progress.

Transcripts

The Salisbury Academy transcript allows students to clearly and accurately report their upper school achievements to colleges, scholarship committees, and employers. The transcript includes course titles, final letter grades, and credits received. SA does not publish class rank, as we encourage each student to maintain a course load representative of their highest level of personal rigor.

All students who transfer to other schools must have their transcripts requested by the new school; transcripts will be sent after all financial obligations to Salisbury Academy are met. Families may not receive copies of the official permanent record from Salisbury Academy.

Portfolios

Additionally, as confident communicators and creative problem solvers, SAUS students maintain a digital portfolio curating their evidence of mastery across their upper school experience. Digital portfolios are structured to show core competencies in the skills outlined in our Jaguar Journey. The digital portfolio illustrates their full development and achievement in the wide array of experiences and opportunities offered by Salisbury Academy.

Prior to graduation, each SA senior will defend their senior portfolio in front of a panel of teachers, peers and community members. In their presentation, seniors will provide evidence of the ways in which they have demonstrated mastery of the 5 core components of the Jaguar Journey. This opportunity will be both a final opportunity for demonstration of mastery as well as a celebration of our seniors' achievement.

Late/Missing Work Policy

Motivated students maintain an awareness of assignments and due dates in order to stay on pace with the course instruction. All Upper School courses are taught at an honors pace and a syllabus is provided at the beginning of each course to help students and families plan ahead.

When a student fails to complete assignments in a timely manner they can quickly fall behind the pace of the class and the new/upcoming instruction becomes ineffective, as they have not mastered previous knowledge.

We find missed assignments are due to two main causes. Our interventions and policy for late and missing work seeks to address these two causes directly.

Cause	Looks Like	Score	Revised Deadline	Required Intervention
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Student needs further instruction	The student attempted but did not complete the assignment Evidence of attempted work Has questions prepared for instructor	Appropriate score for shown work will be entered in the gradebook. Score can be modified when final submission is made	Determined by the teacher based on the teacher-student plan for remediation	Office hours daily give the student and teacher time to review the questions and provide support instruction.
Student failure to attend to task	Student forgot about task No evidence of work No prepared questions	Zero is entered into the gradebook Score can only be modified within 1 week of due date.	No work will be accepted beyond one week of the deadline	Students with any 0's from the week will be required to participate in Finish Up Friday study hall in lieu of Open Campus privileges.

Although office hours and “Finish Up Friday” provide school-based interventions, when students are chronically missing assignment deadlines a full team approach with parent support is necessary. A conference to develop a full team intervention plan will be required, if chronic deadline concerns develop for any student.

Parents can do the following to support good time management skills at home:

- Check the online gradebook to see homework assignments and student scores.
- Ask students to show you their work or submitted work. Verbal confirmations alone usually aren't adequate.
- Provide structured homework time daily after school. During this time minimize distractions like cell phones.
- If your student says they are unable to complete an assignment, ask them to show you their attempted work and teacher questions.
- Help your student manage their out-of-school activities to prioritize their classroom work.

Testing

Upper School students take the PSAT in their 9th, 10th, and 11th grade years to benchmark their progress and preparation for the ACT/SAT.

Students take the SAT and ACT in grades 10 and 11. Seniors can elect to take the SAT or ACT or seek a testing waiver from this requirement from the Head of Upper School. Courses are ordered across the four years to assure students have the content knowledge and skills necessary to achieve at the personal best on these assessments by the spring of the 11th grade year.

The PSAT is traditionally given on-site in October, while the ACT and ACT are given in March and April respectively.

The Upper School also utilizes the Woodcock-Johnson as a tool for measuring academic progress when standardized data is needed. Other tests are administered by school personnel throughout the school year in an attempt to learn more about a student's learning style and as an aid to the teaching/learning process. All test results may be reviewed with parents.

Student Accommodation Program Guidelines

Our student accommodation program is designed to support learners who present with academic gaps or diagnosed learning differences by providing tailored strategies and accommodations that promote individual growth.

This program follows a tiered system that fosters collaboration among teachers, learning specialists, and families. Using academic data, classroom observations, and intervention outcomes, a team of stakeholders evaluates the effectiveness of current supports and determines next steps.

Level 1: Universal Support

Available to all students, Level 1 accommodations are embedded in classroom instruction and designed to address a range of learning styles. These may include:

- Preferential seating
- Multi-modality instruction
- Extended time for tasks and assessments
- Quiet testing environments
- Small group instruction
- Hands-on and experiential learning
- Use of audio support for texts
- Study strategies and graphic organizers

Level 2: Targeted Interventions

When a concern about a student's academic progress or life skill development is raised by a teacher or parent, a student support meeting will be scheduled. The grade-level team, division director, and family will come together to review the student's progress and discuss additional accommodations, which may include:

- Prescribed use of office hours for targeted support
- Guidance from a peer teaching assistant
- Access to skill-specific remediation materials
- Additional, student-specific classroom accommodations
- In-house evaluation or monitoring

A follow-up meeting will be held 4–6 weeks later to assess progress and determine if further steps—such as outside tutoring or psychoeducational testing—are needed.

Level 3: Formal Testing and Ongoing Support

Students who have completed a psychoeducational evaluation and qualify for accommodations will have access to more structured support services. For Upper School students, this may include:

- Scheduled academic support during office hours or non-instructional periods
- Coordination with outside tutors or specialists, including scheduling and access to quiet workspaces
- Support procuring accommodation services with partner institutions when dual-enrolling.
- For students with formal educational or psychological evaluations, a stakeholder meeting will be offered twice a year. This meeting includes parents, teachers, and the appropriate division director, and is used to review student progress and adjust supports as needed.

At this time, Salisbury Academy does not offer one-on-one remediation for students with significant or acute learning needs.

For students with formal educational or psychological evaluations, a stakeholder meeting will be offered twice a year. This meeting includes parents, teachers, and the appropriate division director, and is used to review student progress and adjust supports as needed.

Dual-Enrollment Accommodations

Students enrolled in dual-enrollment courses through Catawba College must apply for accommodations through the college's Office of AccessAbility (<https://catawba.edu/accessability>). Documentation from a healthcare provider may be required, and this process should be completed before classes begin each semester. Salisbury Academy faculty are available to assist students with the application process during dual-enrollment onboarding.

Field Trips

Field trips at Salisbury Academy are a vital extension of our curriculum, designed to enrich classroom learning with real-world experiences. These excursions foster curiosity, deepen understanding, and build community. Upon enrollment, families are asked to sign a general permission form and waiver of liability allowing their student to participate in all school-sponsored trips and open campus activities.

Most of our field trips take place within walking distance of campus. For those that require transportation, students may travel by school bus, approved private vehicles, or charter bus.

Participation

Because field trips are integral to our educational program, attendance is expected. If an extenuating circumstance arises, parents must speak with the Head of School or their designee in advance of the trip. In the absence of such communication, the absence will be considered unexcused unless a medical excuse is provided.

All participants are expected to uphold the Salisbury Academy Behavior Expectation Policy during field trips. To promote full engagement and professionalism, electronic device use will be limited. If a student's behavior or conduct compromises the integrity or safety of a field trip, they may be deemed ineligible to attend. In such cases, families will assume responsibility for their child's care during that time, and any fees paid for the trip will not be refunded.

SA reserves the right, in its sole discretion, to send a student or chaperone home at any time, should they engage in behavior that distracts from the purpose of the event or creates a danger to the health and safety of any person at the event. Cost incurred for transportation for an early send home will be the responsibility of the family.

Chaperones

Parents who serve as chaperones are considered “on duty” and should prioritize the safety and supervision of students. Chaperones are expected to refrain from side conversations and personal phone use during trips. Chaperones serve in a support role and help maintain a focused, safe environment for all students. For overnight trips, chaperones must have a current background check on file. As with all school functions, the consumption of alcohol or any illegal substances is strictly prohibited for all chaperones.

Drivers for Field Trips/Sports

To ensure the safety and well-being of our students, Salisbury Academy follows all state regulations and insurance requirements regarding transportation. Any individual who wishes to drive students for school-sponsored field trips, athletic events, or other off-campus activities must complete an annual approval process.

All information provided during this process will be handled with strict confidentiality.

Required Documentation:

- A valid copy of the driver's license
- Disclosure of any health conditions that may impair driving ability
- Vehicle details, including make, model, and year
- Verification of a current vehicle inspection
- Proof of active insurance coverage
- Authorization for a background check, including a Motor Vehicle Driving Record (required every three years)

The following may disqualify a driver from approval:

- Felony convictions
- One or more DUI convictions
- Convictions for domestic violence, reckless endangerment, or other serious offenses
- Outstanding warrants
- Any circumstances suggesting a potential risk to student safety or welfare

Drivers may be removed from the approved list for reasons including, but not limited to:

- Failure to follow school procedures or safety guidelines
- Driving under the influence of drugs or alcohol
- Behavior that compromises student safety or reflects poorly on the school
- Mistreatment or inappropriate conduct toward students, staff, or other volunteers

If you are interested in becoming an approved driver for school events, or would like to verify your status, please contact the Director of Finance and Operations.

Driver's Education

Driver's education is the process by which high school students can get a learner's permit, the first step to getting a license. Students must be 14 and half to participate in the DE course. SA students complete the classroom and driving portion of Driver's Education through schools in the Rowan-Salisbury System or a private company.

Students receive a completion document for the course through the course provider and request a certificate of eligibility from SA, both of which they take to the DMV to get their permit. Students have 30 days from the receipt of the certificate of eligibility to get a permit.

Open Campus

Open Campus allows students to leave our campus and participate in classes, apprenticeships, projects, research, and internships as a part of their academic experience during the school day. The open campus allows the "world to be our classroom."

Participation in the Salisbury Academy Upper School Open Campus program is a privilege that reflects our commitment to fostering responsibility, independence, and sound decision-making. Students who participate are expected to demonstrate maturity and consistently uphold the expectations of the school community.

To be eligible for Open Campus privileges, students must:

1. Submit the required Open Campus permission form with parent or guardian consent.
2. Maintain good academic standing and remain on track with coursework and responsibilities.
3. Consistently adhere to all expectations outlined in the Open Campus policy and the Upper School Valor Key.

Open Campus privileges may be suspended or revoked if a student fails to meet academic, behavioral, or safety expectations. The school reserves the right to review student eligibility at any time to ensure that participation remains in the best interest of the student and the community.

School-Wide Expectations

- All students, 9-12, must have a completed "Open Campus Permission Form" on file prior to participation in the Open Campus policy.
- **All students 9-12 leaving campus must sign out and sign in upon their return.**
- All students must have a working cell phone with them and must be "reachable" within 1 minute via Remind.
- All students must return to campus and be on time to their next school-sponsored activity (classes, clubs, meetings, etc).
- All students should be present for SA Time daily (11:10-11:40) unless they have been granted permission from Mrs. Williams directly.
- 10th graders may not leave campus alone.
- 9th grade students may not leave campus without a teacher.

- In order to ride a bike off-campus, students must first review bike safety video: tinyurl.com/sabikesafety. A signed form confirming the video has been seen will be required to have on file.

Open Campus by Grade Level

The SA faculty strives to teach safe and responsible decision-making strategies and allow students to practice such decision making in a gradual release process. Our grade level differentiation allows us to establish a foundation for success as students accrue privileges.

Grade 9

May leave campus only with their assigned teacher during the school day. Many classes and regular Friday lunch opportunities will require off-campus activity. However, students in the 9th grade are to travel to and from those activities with their assigned teacher. For school-based, after-school activities, permission to travel off campus will be granted based on parents' requests in the "Open Campus Permission Form."

Grade 10

Sophomore students will be permitted to lunch off campus without an adult during Friday lunches. Tenth grade students cannot drive off campus during the school day. Tenth graders must always practice the "buddy system" with another student and not travel alone.

Grades 11 & 12

Students have full open campus privileges. Students can drive or walk off campus during the school day for class-related activities, lunch, and non-instructional times.

Technology

Salisbury Academy offers students the opportunity to examine a broad range of opinions and ideas in the educational process, including the privilege to communicate and access information on the Internet and other electronic networks.

Devices and Software

Upper School teachers utilize Google Classroom to manage digital documents and student work. Scores on each assignment and overall standards-based scores can be viewed by parents in the Teacherease Family Portal. Parents can also sign up for reports from Google Classroom.

Students may use the Google suite of applications as well as applications on their devices to complete work. Students will have access to a school-based email through their Google account. All acceptable use policies apply to email messaging as well.

Students are required to bring their own device to the upper school daily. Devices need to be fully charged. It is suggested that families purchase an additional charging cord for students to maintain at school. Having a cord at home and at school will ensure device battery life does not interfere with student productivity.

Acceptable Use

Technology is a powerful tool for learning, creativity, and collaboration. At Salisbury Academy, we guide students in developing the digital literacy and judgment needed to use electronic resources wisely and responsibly.

Because the Internet is an open and largely unregulated space, we provide this Acceptable Use Policy to help students and staff navigate digital environments with care and respect. All users of Salisbury Academy's network and technology systems are expected to uphold these standards. Those who fail to adhere to this policy are subject to disciplinary action by the Head of School.

All users must take reasonable precautions to protect our network and community from digital threats. This includes avoiding the download or sharing of suspicious or unverified files. If you believe a device may be compromised by a virus or other threat, notify our IT staff immediately—do not attempt to fix or download anything on your own.

Digital citizenship at Salisbury Academy means using technology with care, respect, and integrity. As such:

- Always use the internet and digital tools in a courteous and respectful manner.
- Seek out reliable, fact-checked sources when conducting research.
- Remember that anything posted online can be shared or spread far beyond your original intent.
- Never post or share content—images, language, or messages—that could harm, harass, or mislead others.
- Content that is obscene, threatening, discriminatory, or otherwise inappropriate is strictly prohibited.

“Artificial intelligence” or “AI” is intelligence demonstrated by virtual machine/computer technology not originating from intelligent human creativity. “Intelligence” encompasses the ability to learn, reason, generalize, and infer meaning or other similar activities. Examples of AI technology include chatbots (ChatGPT, Google’s Gemini, etc.), search engines, or image generators and other chatbots and large language models or any other similar type of technology.

AI is not a substitute for schoolwork that requires original thought, judgment, and creativity. Students may not claim AI generated or influenced or procured substantive content as their own work. The use of AI to take tests, complete assignments, create multimedia projects, write papers, or complete schoolwork without permission of a teacher or administrator is strictly prohibited. The use of AI for these purposes constitutes cheating or plagiarism.

In certain situations, AI may be used as a learning tool or a study aid. Students who wish to use AI for legitimate educational purposes must have permission from a teacher or an administrator. Students may use AI as authorized in their Individualized Education Program (IEP).

Students may not use AI, including AI image or voice generator technology, to violate school rules or school district policies. Any information shared with AI technology could be attributed to the student or SA or go ‘viral’ and must be treated accordingly

regardless of any program's settings or assurances. Students are fully and completely responsible for any and all actions related to AI utilization.

In order to ensure academic integrity, tests, assignments, projects, papers, and other schoolwork may be checked by AI content detectors and/or plagiarism recognition software or other similar verification procedures.

Student & Family AI Guidelines:

- Do not upload or input any confidential, proprietary, or sensitive information into any AI Programs. Examples include any personally identifying information about students, or their families, passwords and other credentials, protected health information, personnel material, information from documents marked confidential or proprietary, or any other non-public information that might be of use to competitors or harmful to you or your school or family if disclosed.
- Do not upload or input any personal information about any person into any AI Programs.
- Do not use any AI Programs to create responses or complete any homework assignments, quizzes, tests, exams, or other assignments on which students are graded or otherwise evaluated.
- Do not represent work generated by AI Programs in whole or in part as being your own original work.
- Do not assume that any task can be correctly performed by AI Programs.
- Do not integrate any AI Programs with internal school software, tablets or computers, or any other equipment or devices or portals or systems without first receiving specific written permission from the Head of School and the IT Department.

Violations of this policy may lead to disciplinary action up to and including expulsion from Salisbury Academy.

Students are expected to exercise discretion, responsibility, and integrity when using technology. When in doubt, ask yourself: *Does this support my learning? Does this reflect the values of Salisbury Academy?* If not, reconsider.

For additional resources on internet safety, visit the U.S. Department of Justice's online safety guide for youth and families: ojp.gov/feature/internet-safety/online-safety-youth

Cell Phones

Learning to manage cell phones and devices appropriately during the working day is a skill that underpins many competencies in our graduate profile such as problem solving and resiliency. Students are expected to practice appropriate and effective use of devices during the instructional day.

Cell phones can become highly addictive and thus distracting for students. Consequently, during class time, cell phones are to be completely put away and silenced. We advise that notifications on laptops be silenced during instructional periods as well.

Students are permitted to use phones and smart watches during lunches and community times. However, the faculty will guide students through learning the nuances of times like chapel and Monday meetings when cell phone use should be avoided.

If a phone is seen or becomes a distraction during class the following steps will be taken:

- *1st distraction* reminder to student to silence or put away
- *2nd distraction* student places phone in classroom cell phone box for return at end of period
- *3rd distraction* student places phone in classroom cell phone box for return at end of day and parent contacted by division head to create a plan for intervention

In order to minimize distractions in the classroom, parents should minimize texting communication with your student during the day, as they should only have cell phones out during noninstructional periods.

Behavior Expectations

Salisbury Academy seeks to foster a learning environment that is joyful, respectful, and rooted in purpose. We believe that discipline is not merely about rule-following, but about learning to lead oneself and to contribute meaningfully to a community.

The VALOR Key is the Upper School's student-created social contract. Developed through collaboration between students, faculty, and Student Council leaders, it reflects the values and behaviors that define our community. All members of the Upper School are expected to uphold these commitments:

V — Value Honesty and Integrity

Honor commitments, tell the truth, and take responsibility for your choices.

A — Always Show Kindness

Treat others with respect, empathy, and care.

L — Listen with Intention

Be attentive to learning, feedback, responsibilities, and deadlines.

O — Open Yourself to Growth

Embrace challenges, learn from mistakes, and strive to improve.

R — Respect Self and Community

Honor yourself and others through your words, actions, choices, and appearance.

The VALOR Key serves as a guide for daily decision-making and reflects our shared commitment to creating a learning environment where every student can thrive. By embracing these principles, students develop the character, responsibility, and leadership skills that prepare them for success in school and beyond. The VALOR Key provides the foundation for the habits, character, and relationships that support our Portrait of a Graduate and help students become truly life-ready.

When expectations are not met, our faculty respond with compassion but consistency. Students are guided to reflect, take ownership of their choices, and grow from the experience—building the skills and character that define a resilient and respectful leader. As such, it is expected that students will not repeat behaviors that are in violation of this social contract once such behavior has been addressed by a faculty member.

Honor Code

At Salisbury Academy Upper School, we uphold a culture of mutual trust, integrity, and intellectual honesty. These values form the foundation of meaningful learning and reflect the highest ideals of our school community.

As compassionate citizens and motivated students, we each share responsibility for creating an environment where honesty, respect, and fairness guide our actions. The principles below define our Honor Code and serve as daily guideposts for students, faculty, and staff:

- **Practice academic honesty** – Cite the work and ideas of others, complete your own assessments and assignments, offer and receive help only when permitted, and report research and achievements truthfully.
- **Demonstrate trust** – Act in ways that build and preserve trust among peers, staff, and the larger school community.
- **Take responsibility** – Approach each task with preparation, effort, and care. Honor your commitments and follow through.
- **Promote fairness and equity** – Ensure that all students experience an environment free from the harms of cheating or dishonesty.
- **Act with integrity** – Let your words and actions consistently reflect a commitment to learning, growth, and the common good.
- **Use AI ethically** – As artificial intelligence becomes more present in academic life, seek teacher guidance before using AI tools in any classwork or project to ensure its use supports learning and aligns with our academic values. Report all use of AI on any submitted work. For additional detail refer to the Salisbury Academy Acceptable Use Policy.

Violations of the Honor Code are taken seriously. The Salisbury Academy Upper School community—students and faculty alike—will not tolerate breaches of these standards.

Student Dress Code

Students should feel confident, comfortable, and appropriately dressed for a professional learning environment. Dressing with intention—mindful of place and occasion—is a lifelong skill that reflects self-respect and respect for the community.

Because our learning often extends beyond campus, specific clothing requirements will be shared in advance for off-site experiences.

For daily dress on campus, the following guidelines are in place to support student comfort, freedom of movement, and readiness to engage fully in all activities:

- Clothing should allow students to walk, sit, and move freely without needing to adjust garments or risk exposing midsections, backs, chests, or buttocks.
- Undergarments (including straps) must remain fully covered by clothing.

- Tops must include sleeves or straps, which hold tops onto the shoulder.
- Shorts and skirts should be an appropriate length based on the student's height, allowing for active movement without revealing undergarments or private body parts.
- Pants and shorts must be worn at the waist. Tops should meet the waistband, whether a student's arms are raised or resting by their sides.
- Clothing and accessories must not display offensive or distracting messages. This includes—but is not limited to—references to sexual content, vulgar language, hate speech, discrimination, or any controlled substances.

If a student arrives in attire that does not meet these expectations, a parent or guardian will be contacted to help the student make appropriate adjustments.

Displays of Affection on Campus

While friendships and relationships are an important part of the school experience, students are expected to maintain boundaries that reflect the professional and inclusive atmosphere of our school.

Physical displays of affection such as kissing, prolonged embraces, or other intimate behavior are not appropriate during the school day or at school-sponsored activities. Students should conduct themselves in a manner that demonstrates respect for themselves, others, and the learning environment.

Alcohol, Drugs, and Other Substances

Abuse of alcohol, drugs, and other intoxicants or substances is a societal problem of great concern to Salisbury Academy. Students confront issues of drug and alcohol use and chemical dependency at an early age, and students at Salisbury Academy are not immune to these challenges.

The first interest of Salisbury Academy in this area is one of prevention, education, and guidance. Students are systematically made aware of the dangers of alcohol, drugs, and other forms of drug use.

The use of alcohol under the age of 21 is illegal in the United States and illicit drugs are unlawful at any age. Furthermore, the use of illicit drugs, intoxicants, or alcohol interferes with the intellectual, social, and physical development of young people regardless of the criminal justice system's treatment of the substance. Salisbury Academy fully endorses all of the sanctions against the use of alcohol or illicit substances as minimum thresholds enforced by the criminal justice system.

A Salisbury Academy student who abuses substances, misuses legal drugs, or uses or possesses illegal drugs or alcohol on school property or at a school-sponsored event can expect to be suspended or expelled or face additional serious disciplinary action. A student who comes to school or to a school-sponsored event under the influence of alcohol, illegal drugs, or any abused substance may also expect suspension or expulsion or significant additional consequences.

Tobacco, e-cigarettes, and vaporizers are strictly prohibited on campus at all times. A Salisbury Academy student who uses or possesses tobacco, e-cigarettes, or vaporizers

on school property or at a school-sponsored event can expect to be suspended or expelled or face significant additional consequences.

Furthermore, the use of alcohol, drugs, or other substances is a problem of such magnitude in our society that families should expect the school to be concerned when a student at any time is abusing these substances. School staff will first be concerned with the safety of all involved and the full disclosure and discussion of the incident with all parents as the front line of defense to this epidemic. Depending on the nature of the incident, its legal disposition, the danger posed to others, and the impact on the school, the staff may require one or more of the following for the student as a condition for continued enrollment: a professional assessment of drug or alcohol dependence; counseling; removal of the student from all extracurricular participation for a significant period of time; forfeiture of any elected or appointed position of leadership; community service; or other prompt and appropriate remedial actions as determined in the sole and absolute discretion of Salisbury Academy.

Search Policy

The Salisbury Academy administration reserves the right to search students, their property, lockers, or similar spaces when there is a reasonable basis or suspicion that a breach of the Salisbury Academy Behavioral Expectations is or has occurred on school premises or at school-sanctioned events. The school reserves the right to administer a breathalyzer to students who may be suspected of drinking or being under the influence during the school day or at school-related functions on or off campus. The school also reserves the right to have any substance found in an electronic cigarette analyzed at the student's expense to determine the presence of drugs or other addictive or illicit substances. In addition, student bags and lockers may be inspected and searched by the school at any time based on this policy and standard without notice or further consent by the student or in other situations where permitted by policy and law.

Bullying/Cyberbullying

It is the policy of Salisbury Academy to maintain a learning environment for students that is free from all forms of bullying, intimidation, or harassment. Bullying, intimidation, and harassment are disrespectful of the dignity of others, undermine a healthy school climate, and detract from learning. These forms of misbehavior create unnecessary anxiety that affects the ability or desire of a student to attend school, learn in school, travel on the school bus, feel safe in school areas such as the playground or lunch area, or participate in special or extracurricular activities. A fundamental premise of this policy and expectation regarding conduct is that the dignity of individuals must be respected.

- Intimidation is defined as forcing into or deterring from some action by inducing fear.
- Harassment is defined as repeatedly disturbing, tormenting, pestering or bothering.
- Bullying takes many forms, occurs in many settings, and may occur on a single occasion or repeatedly over time. It typically involves repeated acts by a student intended to harm or exert unwarranted control over another student. Placing another in reasonable fear of such harm is also classified as bullying.

A form of bullying that deserves special note is cyber-bullying. Cyber-bullying is being cruel by sending or posting harmful material using the Internet or other digital

technologies. It includes direct harassment and indirect activities of social cruelty that are intended to damage the reputation or interfere with the relationships of the student targeted. Examples include posting harmful material, impersonating another student, disseminating personal information or images, and activities that result in exclusion.

Discipline Process

Category 1: All minor offenses are handled on the spot in the class, halls, and other areas of the school and grounds. Staff will talk with the student and give a verbal reminder of expectations. Common minor offenses, which staff should handle in this manner, include:

- rude behavior to a classmate
- talking out of turn
- not following directions
- disruptive behavior
- minor non-compliance and disobedience
- not being prepared for class
- inappropriate cell phone use
- dress code violations

Typical consequences beyond the verbal reminder might include:

- teacher/student conference
- completing a reflection form
- loss of privileges including open campus or cell phone/device access
- parent phone call
- student apology

Category 2: A conduct form may be issued in the case of cumulative offenses; when none of the interventions used in Category 1 have changed the behavior. Before this form is issued, the teacher would have clarified the expectation and given the student a warning that continuing the behavior would result in receiving a conduct form.

The form may also be issued in the case of offenses involving safety issues and/or serious disruption to the learning environment. Students receiving a conduct form will speak with the division head about the continued misbehavior.

Common offenses for which a conduct form is issued include:

- cumulative violations of those listed in Category 1
- pushing, fighting, roughhousing
- cursing or profanity
- lying, cheating, taking someone else's property
- public displays of affection
- disrespect to a staff member
- destruction of school property
- harassment of another student

Logical consequences could include:

- conference with teacher and parent

- school-based community service
- exclusion from school activities

Category 3: After the above procedures have shown to be ineffective or an offense is viewed as more serious, the teacher, Division Director, and Head of School will arrange a parent conference to review the student's behavior and determine appropriate actions.

Exceptional Misconduct:

Some behaviors are serious enough that immediate action is required. Consequences for this could include suspension or expulsion from Salisbury Academy. Some examples of this include:

- fighting, assault, throwing objects at others
- verbal or physical harassment
- intimidation or bullying
- serious non-compliance, disobedience, insubordination
- theft, possession of stolen property
- creating an unsafe environment
- possession of drugs, alcohol, tobacco products, vapes, or weapons
- inappropriate use of technology

Student Health

A child's ability to learn and participate fully depends greatly on their physical and emotional wellness. Students are expected to arrive at school well-rested and in good health. Salisbury Academy is not equipped to manage ongoing or acute medical needs during the school day. Please be sure the school has current emergency contact numbers on file at all times.

Illness

If a student develops a fever, vomits, or exhibits distress that preempts with learning, parents will be contacted to pick up their child. Families will be notified if a serious communicable disease is reported in the school community.

Students who stay home due to illness must be fever-free and vomit-free for at least **24 hours without the use of fever-reducing medication** before returning to school. For contagious illnesses (e.g., flu), please ensure that your child receives a diagnosis from a pediatrician. A doctor's note specifying the illness and any necessary precautions should be submitted to the front office upon return.

Medications

No medication—prescription or over-the-counter—will be administered without written permission from a parent or guardian. A completed medication authorization form must be kept in the student's permanent file. Parents will receive notification via email or text if over-the-counter medication is administered to their child during the day.

All medications brought from home must be clearly labeled with the following:

- Student's full name
- Name of the medication
- Purpose of the medication

- Correct dosage
- Specific instructions for administration

Prescription medications must be in the original container labeled by the pharmacy, including:

- The date of the prescription
- The name of the prescribing physician
- The contact number of the pharmacy

Immunization Records

In compliance with the North Carolina State requirements for school-aged children, most every student in grades kindergarten, 7th, and 12th grades *must* have up-to-date immunization shots and parents *must* provide proof of the immunizations through official doctors' records under North Carolina law. Students who do not have these records on file **within 30 days** of the start of school for the calendar academic year will generally not be allowed to return to the school campus until such time as proof of immunization is provided.

Medical exemptions in North Carolina permit a physician to certify that any immunization is or may be detrimental to a person's health due to the presence of one of the contraindications adopted by the North Carolina Commission for Public Health or other contraindications if approved. Such person is not required to receive the specified immunizations as long as the contraindication persists pursuant to N.C. Gen. Stat. §130A-156.

Parents, guardians, or persons *in loco parentis* of a child with religious beliefs contrary to the immunization requirements of North Carolina law may be exempt from such requirements upon the submission of a written statement of the bona fide religious beliefs and opposition to the immunization requirements under North Carolina law. Such person may attend school without presentation of the otherwise requisite certification of immunization pursuant to N.C. Gen. Stat. § 130A-157.

See www.immunize.nc.gov for current vaccination requirements.

HIPAA Privacy Notice

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

Food Allergy

In an effort to maintain a safe environment for all students, Salisbury Academy has developed the following guidelines for students with severe food allergies, recognizing that it is impossible for the school to ensure that the environment is completely risk-free at all times. Parents should work with their student to educate him or her as to what foods should be avoided and what to do in case of suspected or known ingestion of an allergen.

- Parents of students with severe food allergies must provide a Food Allergy Action Plan before the first day of school.
- Parents must provide an EpiPen for their student, where appropriate.
- Student allergy profiles are posted in FACTS and made available to all faculty, staff, and coaches

- An EpiPen and a copy of the student's Food Allergy Action Plan should accompany the student on all field trips and athletics events.
- Parents of students with severe food allergies should clearly inform faculty and staff of what foods their child may eat and what foods are to be avoided.
- Parents should provide an alternative snack or meal for the lunchroom, parties, trips, classroom activities, etc. if they are concerned about their student's consumption of an allergen. Barring specific parent directions, faculty and staff will withhold any food items that are questionable.

Safety

We consider the safety and well-being of students, employees and the general public of prime importance in all school activities. Consequently, we must strive to provide a safe school environment by ensuring that:

- All students and employees are provided all reasonable safeguards to ensure safe educational and working conditions. This includes surveillance cameras on the interior and exterior of the building.
- All instructional materials, equipment, tools, machines and vehicles are maintained in good working condition.
- Any unsafe condition or practice noticed by an employee will be corrected by administration.
- We continue to comply with federal, state and local laws regarding accident prevention.

Responsibility for developing, directing and coordinating all safety policies and activities rests with the Head of School.

Drills

We conduct regular drills to ensure everyone is familiar with safety procedures and knows how to respond calmly and effectively in the event of an emergency. Through these drills, we help students build the confidence and awareness needed to respond safely and responsibly in any situation.

The following drills are conducted throughout the school year:

- **Fire drills** are conducted monthly in accordance with guidelines from the Salisbury Fire Department. The Fire Marshal visits the school regularly to review our procedures and ensure compliance.
- **Tornado drills** take place twice a year to prepare for severe weather situations.
- **Critical incident drills** (e.g., evacuation or shelter-in-place) are scheduled as appropriate.
- **Lockdown drills** are conducted at the discretion of school leadership in coordination with local law enforcement. During these drills, all students, staff, and visitors are expected to follow instructions and adhere to established safety protocols.

Inclement Weather

In the event of inclement weather, school delays or closings will be announced on Salisbury Academy's Facebook page.

Additionally, Salisbury Academy employs the use of a telephone communication system as a method of informing our parents quickly of changes to the schedule. Parents may receive a call and/or text message identified as “Salisbury Academy” with a message from our Head of School and/or Director of Marketing and Communications regarding cancellations and delays.

Please also refer to your local weather reports and most importantly, use your own judgment should you feel the weather prevents you from safely traveling to school.

Nondiscrimination/Sexual Harassment

Salisbury Academy is a co-educational independent school that seeks diversity and inclusion in its student body. Salisbury Academy does not discriminate in its educational programs or activities on the basis of race, color, ethnicity, national origin, age, religion, disability or handicap, sex or gender, sexual orientation, military or veteran status, genetic information, or any other characteristic or status protected under applicable federal, state or local law.

It is expected that all faculty, staff, students, parents, and volunteers will treat each other with the respect, courtesy, and supportiveness that the school’s mission and philosophy statements imply. **Behavior which creates an intimidating, hostile, or offensive environment on the basis of race, color, religion, age, sex, sexual orientation, national origin, or disability is discrimination that will not be tolerated by the school. This includes any type of bullying.**

This policy extends to maintaining an environment free from sexual harassment. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature will not be condoned or permitted. This prohibition extends to such harassment within the employment context as well as harassment of and between students. It also shall be deemed sexual misconduct for any adult at Salisbury Academy School to engage in any sexual behavior with any child at the school, without regard to whether or not that behavior is deemed welcome.

Any employee who believes that he or she has been subjected to unlawful harassment or who witnesses or learns of such conduct in violation of the law or Salisbury Academy School’s policies should immediately contact the Head of School, any Lead Teacher, or if more comfortable, the chair of the Board of Trustees. Any student who believes that he or she has been subjected to such behavior should contact any adult employed by or affiliated with the school with whom he or she feels comfortable. If notification is made to a person other than the Head of School, that person should notify the Head of School immediately. If, however, the Head of School is the subject of the complaint, notification should be made to the Chair of the Board. Those who perceive that they have been or are being subjected to harassment also are encouraged to advise the offender immediately that such conduct is offensive and unwelcome. No person will be retaliated against for making a complaint of harassment, and all complaints will be promptly investigated with appropriate confidentiality in the manner prescribed by the school’s policies and procedures. The Board of Trustees has been provided with a copy of this statement and copies of any and all school policies relating to filing or notification of a complaint, investigation of complaints pursuant to this statement, and potential disciplinary actions.

Violations of this policy will be grounds for appropriate disciplinary action, including, but not limited to, suspension or termination of employment, or suspension or expulsion from school.

Parents

What Does the School Expect from Parents?

The mission of Salisbury Academy is evident in all facets of school life. Fulfilling the mission will require a firm commitment on the part of all those involved in the life of our school. For admission to and continued enrollment in the school, the following is expected of parents:

1. Treat each member of the community with respect
2. Support the school's commitment to a diverse, inclusive community
3. Follow all policies and procedures stated in the Family Handbook
4. Support the school's Behavior Expectation Policy
5. Communicate classroom concerns first to your son/daughter's teacher in an appropriate, respectful manner
6. Foster good study habits and student responsibility for homework
7. Follow the school's attendance policy
8. Send children to school each day properly attired in dress code clothing
9. Contribute volunteer time and financial donations to the Annual and Capital Funds at a level that is individually appropriate.
10. Attend and/or support the special events of the school.

Home-School Communication

At Salisbury Academy, we value open communication and a strong partnership between school and home. We welcome your questions, suggestions, and insights, and encourage families to share their feedback directly with our team.

We will communicate with families through these methods:

- Jag Weekly e-newsletter, arriving via email at 9 a.m. on Sundays
- Access to attendance, schedules, and transcripts through FACTS
- Digital Gradebook Parent Portal
- SA website/social media
- Email/Phone two-way communication
- Student-led conferences
- Progress reports/report cards
- Parent Alert text updates-one-way communication tool

Communicating with our families regarding questions or concerns as it relates to students is important to us and our school follows a policy to return all communication within 24 hours. If you need something more immediate, a phone call directly to the school is the best method to communicate.

If you ever have a question or concern about your child, it is our policy to take questions or concerns directly to the faculty member involved, who will be in the best position to address the concern.

It is also our policy not to discuss any significant question or concern by email or text, as there is too much chance of unintentional miscommunication. To serve your child/children well, we need to understand one another clearly. If you send us such a message, you can expect a reply inviting you to set up a time to talk directly. Additionally, we ask that families not text any staff member to their personal phones regarding school matters.

If an issue remains unresolved after conversation with the teacher or staff member directly responsible, parents are encouraged to reach out to the appropriate division director. If further steps are needed, families may submit a written concern to the Head of School.

We believe that clear, respectful dialogue strengthens our community and keeps our shared focus on supporting every student's growth and well-being.

Family Portal

Each parent or guardian will have his or her own log-in information for the Family Portal. The Family Portal includes family and school information such as the directory, calendar, class notes, attendance, and finance.

Please visit our website at www.salisburyacademy.org and click on the Family Portal button located in the top right-hand corner. This will take you to a screen that will ask you to set up your account. During this process you will need to use the school's district code (SA-NC) and your primary e-mail address on file with Salisbury Academy. If you have questions about which e-mail address is primary, please e-mail Lizzy Roy at lroy@salisburyacademy.org.

To set up your account follow these steps:

1. Type the Salisbury Academy District Code (SA-NC)
2. Click "Create New Family Portal Account"
3. Type your email address and an email is sent to you
4. Once you receive the email, click the **click to change password link**. This link is only valid for 30 minutes. A web browser displays your Name and FACTS ID.
5. Type a User Name, Password and confirm the password
6. Click "Save Password"
7. A message displays at the top of the browser, "User Name/Password successfully updated." You can now log into the Family Portal using your new User Name and Password.

Student Information and Access for Custodial and Noncustodial Parents

The school asks the cooperation of separated or divorced parents in supporting this policy on sharing school/student performance information and on releasing students from the school campuses.

Salisbury Academy school welcomes appropriate involvement by custodial, noncustodial, and step-parents in the education of their children. We recognize that the student's welfare is our mutual concern. Communications generated by the school (e.g. grade reports, teacher comments, standardized test scores, general mailings) will be distributed to the custodial parent. Furthermore, the school will also distribute the

aforementioned communications to step-parents and the noncustodial parent alike, unless an order of the court or other legally binding document prohibits this sharing of information.

Similarly, both natural parents (as well as step-parents) will be granted permission to visit the student on school grounds. However, the school may make exceptions to this policy in order to comply with legal documents. In particular, the school must receive specific authorization signed by the custodial parent or from a court of law regarding the removal of a student from the school campus by anyone other than the custodial parent. The school will assume that a child may leave the school campus with either the custodial or noncustodial parent, unless otherwise directed by a signed written agreement or order of the court.

Any written authorizations or documentation regarding access and visitation should be presented to the appropriate Division Head. This information is requested and the above policy is formulated to protect the rights of both the student and the parent. In order to assure that all parents are receiving the same information from classroom teachers, families are offered one conference time per child per grading period.

Financial Responsibilities

All financial obligations to Salisbury Academy must be met in a timely fashion by parents or the party financially responsible. Should a financial concern arise, please contact the Business Manager as soon as possible.

Payments and Collections

1. If a family has an overdue balance of more than 30 days at the end of any trimester, the student(s) may not be permitted to return for the following trimester until the account is brought up to date.
2. Re-enrollment is contingent upon a zero balance for the previous school year. Families with a balance due on June 30 may forfeit their enrollment for the upcoming year.
3. The accounts of current and/or withdrawn families with outstanding balances who leave the school may be sent to a collection agency. The agency will send the individuals a Demand Letter allowing the recipient either to settle the account or to make reasonable arrangements for payment. If the firm does not hear from the individual after thirty days, the account may be turned over to the credit bureau.
4. All materials must be returned in good condition or a fee will be assessed.
5. A \$25 fee will be assessed on any and all returned checks received by Salisbury Academy.

Salisbury Academy understands that a family's financial situation may change from time to time and is willing to consider mutually beneficial alternatives. Communication between parents and the school is the key.

Tuition and Fees

All tuition and fee payments should be made using FACTS unless special arrangements have been made with the business office. Your online account will show the balances due for tuition and fees plus any incidentals billed throughout the year for your student(s). Payment options include ACH bank draft or Credit Card. Please call the

Business Office at (704) 636-3002 if you have any questions about your FACTS account.

Should you need to contact FACTS directly, please call FACTS Customer Service at (866) 441-4637.

You may use the direct link to FACTS in to your family portal:

<https://sa-nc.client.renweb.com/pwr/>

Reimbursements for Purchases

Purchases made by a parent expecting reimbursement for the expenditure must be approved in advance using a reimbursement request form from the business office. The reimbursement will not include sales tax, as the school cannot file a claim with the State for sales tax refund on reimbursements.

Admissions

Re-Enrollment: Non-Refundable Enrollment Deposit

Salisbury Academy's Continuous Enrollment Contracts provide our families with the convenience of *once enrolled, always enrolled* at SA. Rather than signing a new contract each year, a continuous enrollment contract means you are automatically re-enrolled unless you notify the admissions office otherwise. Each new year we will mail you a letter about the upcoming year with instructions on how to update your profile if there are any changes. If a student will not be returning the following year, parents must notify the Salisbury Academy admissions office and Head of School in writing by February 14 of the current school year.

Refer to the current Salisbury Academy Enrollment Contract for details:



Withdrawals

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

Appendix

Salisbury Academy Schools Security Camera System Policy

I. PURPOSE

Salisbury Academy supports the use of limited video cameras for purposes of enhancing school safety and security. Our goals are to promote and foster a safe and secure teaching and learning environment for students and staff, to promote public safety for community members who visit or use our school property, and to mitigate the potential for personal and district loss or destruction of property in our facilities.

Security camera recordings will be viewable in each building only by law enforcement or authorized designees of the Head of School for limited, internal purposes only, including but not limited to extraordinary student investigations; staff investigations; safety or security investigations; or reviews, audits, or any other similar business purpose of Salisbury Academy as determined in the sole discretion of the Head of School. Such review may include in-camera review of footage in the sole and absolute discretion of the Head of School.

It is important to note that there is no promise, expectation, or guarantee regarding the existence or coverage of any particular video camera security footage or storage/maintenance of any such footage outside of Salisbury Academy's normal processes and procedures. Security systems are not provided or available to community members, parents, staff, students, or other third parties or staff members for routine student, educational, or administrative matters; rather, security cameras and video footage are only intended for the limited purposes outlined in this Agreement.

Video footage is the property of Salisbury Academy that will be only shared or viewable outside of the Head of School and/or his or her designee pursuant to law enforcement purposes or legal process.

II. GENERAL STATEMENT OF POLICY

A. Signage and Notification:

1. Appropriate signage will be posted at major entrances to school buildings that notify students, staff and the general public of the SA's use of security cameras. Students and staff will receive additional notification at the beginning of the school year regarding the use of security cameras in the schools and on school grounds. Such notification will include but not be limited to employee handbooks and parent/student handbooks. Signs will be posted in public entryways to the buildings and other conspicuous locations informing persons that the buildings and grounds may be under video surveillance. The posted signs will read similarly as follows: Surveillance Cameras in Use for Security Purposes.

B. Camera Placement:

1. The security camera system is installed in public areas only. These areas may include school grounds, athletic areas, exterior entrances or exits to school buildings and large gathering spaces such as classroom corridors, cafeterias, auditoriums, lobby and main entries and main office areas.
2. Restrooms, changing rooms, private offices, nurse's offices and locker rooms are excluded from security camera use.
3. Video recording or security camera usage is prohibited in any space where there is a reasonable expectation for privacy.

C. Use of Video Recordings

1. The Head of School or his/her expressly authorized designee shall oversee video surveillance.
2. The Salisbury Academy video security system will be in operation and may be monitored by school personnel and or law enforcement personnel throughout the year.
3. In compliance with the law, recorded information will be available for use as necessary by appropriate school officials and/or law enforcement personnel.
4. Salisbury Academy may enter into a Memorandum of Understanding or other similar arrangement under this Policy with appropriate law enforcement agencies to permit the access or live viewing of security camera systems for narrow, limited emergency security purposes only that constitutes an imminent threat to safety or security of students or personnel.

D. Data Storage:

1. All video recordings are stored on a secure server in a secure place to avoid tampering and ensure confidentiality to the maximum extent possible. Recordings will be saved for no less than 30 days.
2. Information obtained through video surveillance may only be used for disciplinary investigations, security or law enforcement purposes and is not to be used, shared, viewed, or released to third parties, students, parents, or other individuals outside of the Head of School process unless required by legal process.
3. Absent legal notification or legal requirements to retain video documentation within the 30 day retention period from the date it is recorded, video recordings are routinely deleted and overwritten following ___ days from the date of recording under this policy. Any video security system footage shall be preserved pursuant to all applicable legal requirements once Salisbury Academy is notified of security incidences reasonably likely to lead to criminal or civil proceedings or as otherwise required by law to be preserved prior to this routine preservation and overwrite procedure.

Any question regarding this policy should be directed to the Head of School.

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