



STONEHAVEN

CHRIST-CENTERED CLASSICAL EDUCATION

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PROFILE

The Stonehaven School (Stonehaven) is a non-profit, 501(c)(3), nondenominational, evangelical Christian school currently offering grades kindergarten through twelfth grade to Christian families in the Marietta, Georgia area.

Established in 2004, the school continues in its commitment to assisting parents in the biblical training of their children by offering academic instruction that is distinctly and consistently Christ-centered and classical. Our central focus is to extend the work of the Christian family and Church in the task of educating covenant children (children of Christian parents). Utilizing classical tools of learning and a distinctly Christian worldview approach to education, we desire to graduate young men and women who, as servants of Christ, are equipped spiritually, intellectually, and artistically to engage and shape the culture with the claims of the Gospel to the glory of God.

Stonehaven is a member of the Association of Classical Christian Schools (www.accsedu.org) and an accredited member with the Southern Association of Independent Schools (www.sais.org).

MISSION

The Stonehaven School exists to glorify God by cultivating truth, goodness, and beauty in students through a distinctly Christ-centered classical education.

VISION

Student Vision

The Stonehaven School aims to graduate young men and women who:

- Love God with all their heart, soul, mind, and strength;
- Evaluate all human knowledge and experience in the light of the Scriptures;
- Are equipped to engage and shape the culture with the Truth of the Gospel;
- Listen carefully, reason soundly, speak precisely, and articulate persuasively;
- Have mastered a core body of knowledge and are capable of discussing great ideas;
- Possess a life-long passion for learning and know how to apply the tools of learning;
- Lead and serve with humility, gratitude, and grace.

School Vision

Stonehaven strives to be the premier classical Christian school in the greater Atlanta area with a reputation for Christian virtue and academic excellence. Stonehaven aims to:

- Create a spiritual and physical haven for students to learn without hindrance;
- Teach using the systematic tools of the trivium;
- Provide a fine arts program where students thrive through creative expression;
- Develop a culture of health and wellness through extracurricular enrichment programs;
- Encourage spiritual growth within a loving community of like-minded families;

- Cultivate in students, parents, and staff a love for learning.

Community Vision

Stonehaven aspires to share the hope of the Gospel to families both near and far. Stonehaven aims to:

- Serve the community with all of our heart, mind, and strength;
- Promote the truth, goodness, and beauty of a classical Christian education;
- Assist and equip parents in the Christian nurture of their children;
- Advance God’s kingdom by sending graduates with a heart for the lost to the four corners of the earth;
- Share our gifts, resources, and fine arts with the community at large;
- Reflect God’s Kingdom through our racial, ethnic, and economic diversity.

FOUNDATIONAL COMMITMENTS

The foundational commitments of Stonehaven distinguish it as an institution and are the standards against which all new ideas and practices are tested. They are the core values to which the Board of Trustees (Board), the administration, faculty, and staff are likewise committed to and responsible for implementing these foundational commitments in all policies and practices of the School.

Christian Worldview: *We believe that every aspect of our children’s education must be intentionally founded upon biblical truth.*

At Stonehaven we believe the focal point of all that is, has been, and ever will be is the person of Jesus Christ. We believe that the education of our children begins with this reality. God reveals Himself not only specially in His Word, but also generally in every facet of His creation. All knowledge is therefore interrelated and teaches us about God’s character, wisdom, and power. Ultimate reality exists only in Him, the Creator and Sustainer of all things, and therefore truth can be understood only as it relates to Him, the God of Truth and Sovereign Lord over all. The Scriptures teach that the fear of the Lord is the beginning of wisdom and knowledge. We believe therefore that every aspect of our children’s education must be intentionally grounded in and integrated with biblical truth.

Classical Liberal Arts: *We are committed to the traditional and long established, exemplary forms and standards in education handed down from ancient and medieval educators.*

At Stonehaven we are committed to a classical liberal arts education; the traditional and long established, exemplary forms and standards in education handed down from ancient (Greek, Roman) and medieval educators. We follow the methodology of the Trivium, seeking to identify appropriate analogies of Grammar, Dialectic (Logic), and Rhetoric in all subjects and to teach all subjects in a manner consistent with the appropriate developmental stage of the child. We understand that the liberal arts of antiquity denoted the education “worthy of a free man” (Latin *liber*, “free”) –an education intent upon cultivating wisdom, virtue, and eloquence

through the pursuit of truth, goodness, and beauty. We emphasize and seek to preserve and pass on to successive generations the richness of our Western cultural heritage.

Wisdom and Virtue: *We believe that true education culminates in wise and virtuous students who are being conformed to the image of Christ.*

At Stonehaven we believe each child is a living and eternal soul to be nourished, not a product to be manufactured. The purpose of education is not instilling knowledge alone, nor is it merely providing vocational skills. The purpose is inculcating wisdom and virtue in the life of each student. We seek true wisdom that begins with the fear of the Lord, is rooted in the Scriptures, and encompasses all of human experience. We aspire to virtue that reflects the moral excellence of Christ, expresses itself in faithful obedience to God, and demonstrates love to others. Wise and virtuous students will become understanding, thoughtful, and courageous leaders in our homes, churches, and communities.

God-Honoring Excellence: *We are dedicated to teaching and learning with excellence as unto the Lord.*

At Stonehaven we believe that all instruction must encourage students to love and honor God through their academic endeavors. God commands us to love Him with all our heart, soul, mind, and strength. Students must be challenged at all levels to do quality academic work "heartily, as unto the Lord" because God is worthy of their best. We employ gifted teachers who possess a passion for learning, a passion for teaching, and a passion for Christ. We want our students to possess a love of learning and be well equipped for their future callings.

Appropriate Forms and Habits: *We believe that true education recognizes that hearts and minds are shaped not only by ideas and knowledge, but also by practices, habits, routines, and liturgies.*

At Stonehaven we seek to deliberately develop a culture in the school in which every idea, truth, and concept has its fitting visible expression. We seek not the artificial formality of the arrogant, nor formality for formality's sake, but rather a wise attention to form that continually favors appropriateness over casual and comfortable complacency.

In Loco Parentis: *We seek to assist parents in their God-given task of educating their children in the Lord.*

At Stonehaven we believe God has granted to parents the responsibility and authority for raising their children, including the responsibility of educating them. Stonehaven seeks to assist parents in this God-given responsibility. Stonehaven purposes to be an extension of the home --educators who function as agents and servants of the parents. We are committed to fostering a supportive community of like-minded families, who, with our faculty and staff, encourage one another in their calling to bring up their children "in the discipline and instruction of the Lord."

Engaged and Committed School Community: *We believe parents should actively participate in the life and community of the school.*

We strive to cultivate in our parents a sense of responsibility for the school and to see them well informed about the goals of our classical and Christ-centered approach. Parents are encouraged to actively participate in the life and community of Stonehaven. As we cultivate wisdom, virtue,

and eloquence through the pursuit of truth, goodness, and beauty in the lives of our students, we expect to see our parents grow in the same. We believe our school community should reflect God's Kingdom in its racial, ethnic, and economic make-up. We desire to exemplify unity in the body of Christ through support and cooperation with area churches.

STATEMENT OF FAITH

As an evangelical Christian school, we hold to the central doctrines of historic Protestant Christianity.

1. We believe the Bible alone to be the Word of God, the ultimate and infallible authority for faith and practice.
2. We believe that there is one God, eternally existent, in three Persons: Father, Son, and Holy Spirit. He is omnipotent: that is, He can do all things. He is omnipresent; that is, He is present to all creation and has under His immediate authority all things which are in Heaven, in the earth, and under the earth. He is omniscient; that is, He knows all things. He readily exercises His power which is present everywhere, and to Him there is nothing that is impossible or unknown; that is, He knows what has been from eternity, what now takes place everywhere, and what will be to all eternity.
3. We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal return in power and glory.
4. We believe that, for the salvation of lost and sinful men, regeneration by the Holy Spirit is absolutely necessary.
5. We believe that salvation is by grace through faith alone.
6. We believe that faith without works is dead.
7. We believe in the present ministry of the Holy Spirit, by whose indwelling the Christian is enabled to live a godly life.
8. We believe in the resurrection of both the saved and the lost; they that are saved to the resurrection of life and they that are lost to the resurrection of damnation.
9. We believe in the spiritual unity of all believers in our Lord Jesus.

Our statement of faith does not exhaust the extent of our beliefs. The Bible itself, as defined by the 66 canonical books of the Old and New Testaments, as the inspired and infallible Word of God that speaks with final authority concerning truth, morality, and the proper conduct of mankind, is the sole and final source of all that we believe. For the purposes of Stonehaven's faith, doctrine, practice, behavioral standards, policy, and discipline, our Board is the final interpretive authority on the Bible's meaning and application.

STATEMENT ON SANCTITY OF LIFE, MARRIAGE, GENDER, AND SEXUALITY

1. We believe that all human life is sacred and created by God in His image. Human life is of inestimable worth in all its dimensions, including pre-born babies, the aged, the

physically and mentally challenged, and every other stage or condition from conception through natural death. We are therefore called to defend, protect, and value all human life.

2. We believe that God wonderfully and immutably creates each person as male or female. These two distinct, complimentary genders and sexes together reflect the image of God (Gen 1:26-17). Rejection of one's biological sex is the rejection of the image of God within that person.
3. We believe that the term "marriage" has only one meaning: the uniting of one man and one woman in a single, exclusive union, as delineated in Scripture (Gen 2:18-25). We believe that God intends sexual intimacy to occur only between a man and a woman who are married to each other (1 Cor 6:18; 7:2-5; Heb 13:4). We believe that God commanded that no intimate sexual activity be engaged in outside of marriage between a man and a woman.
4. We believe that any form of sexual immorality (including adultery, fornication, homosexual behavior, bisexual conduct, bestiality, incest, and use of pornography) is contrary to the Bible's teaching, is sinful, and offensive to God (Matt 5:18-20; 1 Cor 6:9-10).
5. We believe that in order to preserve the function and integrity of Stonehaven as a Christian school under the authority of the Scriptures, and to provide a biblical role model to our students and school community, it is imperative that all persons employed by Stonehaven in any capacity, or who serve as volunteers in any capacity, agree to and abide by this Statement on Sanctity of Life, Marriage, Gender, and Sexuality (Matt 5:16, Phil 2:14-16, 1 Thess 5:22).
6. We believe that every person must be afforded compassion, love, kindness, respect, and dignity (Mark 12:28-31; Luke 6:31). Hateful and harassing behavior or attitudes directed toward any individual are not allowed, are to be repudiated, and are not in accord with Scripture and the beliefs of Stonehaven.

DOCTRINAL IDENTITY

The substance of Stonehaven's Statement of Faith is that which will be considered primary doctrine at the School. Secondary or potentially divisive doctrines and issues will not be presented as primary doctrine. Beyond the primary doctrines articulated in the Statement of Faith above, we respect and acknowledge the primacy of local churches and families and refer any secondary doctrinal questions to local churches and parents for final authority.

We embrace the historic tenets of Biblical Christianity as articulated in the creeds of the early church and the major confessions of the Protestant Reformation.

As a religious school, all Board members, school administrators, faculty, and staff are involved in effectuating the religious purpose of the school. Therefore, all Board members, school administrators, faculty, and staff are required to subscribe without reservation to the Statement of Faith and the Sanctity of Life, Marriage, Gender, and Sexuality Statement. Additionally, all Board members, school administrators, faculty, and staff are required to actively serve Christ

under the authority of a local, theologically conservative, historically orthodox Protestant church that is in essential agreement with both the Statement of Faith and the Sanctity of Life, Marriage, Gender, and Sexuality Statement.

All families who enroll their children at Stonehaven are required to actively serve Christ under the authority of a local church that is in essential agreement with the Statement of Faith. Families sign their agreement with the Statement of Faith and Sanctity of Life, Marriage, Gender, and Sexuality statement as part of the admissions application. If at any point they can no longer subscribe to these statements without reservations, they are required to opt out of continuous enrollment.

NON-DISCRIMINATION POLICY

Stonehaven admits students of any race, color, national and ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admission policies, scholarship programs, financial assistance and loan programs, athletic programs, and other school administered programs and activities. Stonehaven makes no distinction concerning any individual's race or ethnic background, because we believe that all persons are created in God's image, and He makes no such distinctions in His redemptive plan for all mankind.

Stonehaven does not discriminate in hiring, promotion, discharge, pay, fringe benefits, job training, classification, referral, and other aspects of employment on the basis of race, color, national and ethnic origin, age or sex.

ACCREDITATION AND ASSOCIATION

The Southern Association of Independent Schools (SAIS)

The Stonehaven School is an accredited member of SAIS, the premier independent school accreditation agency in the Southeast. Stonehaven successfully completed their initial accreditation with SAIS in the fall of 2012 and achieved re-accreditation in the fall of 2017. The mission of SAIS is to strengthen member schools by providing high quality accreditation processes, comprehensive professional growth opportunities, and visionary leadership development programs.

The Association of Classical and Christian Schools (ACCS)

The Stonehaven School is a member school of the ACCS. The primary mission of the Association of Classical & Christian Schools (ACCS) is to promote, establish, and equip schools committed to a classical approach to education in the light of a Christian worldview grounded in the Old and New Testament Scriptures.

TRIVIUM APPLICATION CHART

The following material is drawn from the essay *The Lost Tools of Learning*, by Dorothy Sayers. It illustrates the application of the classical Trivium at Stonehaven.

BEGINNING GRAMMAR (Pre-Polly)	GRAMMAR (Poll-Parrot)	LOGIC (Pert)	RHETORIC (Poetic)
Grades K-2	Grades 3-6	Grades 7-9	Grades 10-12
Approx. ages 4-8	Approx. ages 9-11	Approx. ages 12-14	Approx. ages 15-18
Student Characteristics	Student Characteristics	Student Characteristics	Student Characteristics
<ol style="list-style-type: none"> 1. Obviously excited about learning 2. Enjoys games, stories, songs, projects 3. Short attention span 4. Wants to touch, taste, feel, smell, see 5. Imaginative, creative 	<ol style="list-style-type: none"> 1. Excited about new, interesting facts 2. Likes to explain, figure out, talk 3. Wants to relate own experiences to topic, or just to tell a story 4. Likes collections, organizing items 5. Likes chants, clever, repetitious word sounds 6. Easily memorizes 7. Can assimilate another language well 	<ol style="list-style-type: none"> 1. Still excitable, but needs challenges 2. Judges, critiques, debates, critical 3. Likes to organize items, others 4. Shows off knowledge 5. Wants to know "behind the scenes" facts 6. Curious about Why? for most things 7. Thinks, acts as though more knowledgeable than adults 	<ol style="list-style-type: none"> 1. Concerned with present events, especially in own life 2. Interested in justice, fairness 3. Moving toward special interests, topics 4. Can take on responsibility, independent work 5. Can do synthesis 6. Desires to express feelings, own ideas 7. Generally idealistic
Teaching Methods	Teaching Methods	Teaching Methods	Teaching Methods
<ol style="list-style-type: none"> 1. Guide discovering 2. Explore, find things 3. Use lots of tactile items to illustrate point 4. Sing, play games, chant, recite, color, draw, paint, build 5. Use body movements 6. Short, creative projects 7. Show and Tell, drama, hear/read/tell stories 8. Field trips 	<ol style="list-style-type: none"> 1. Lots of hands-on work, projects 2. Field trips, drama 3. Make collections, displays, models 4. Integrate subjects through above means 5. Teach and assign research projects 6. Recitations, memorizations 7. Drills, games 8. Oral/written presentations 	<ol style="list-style-type: none"> 1. Time lines, charts, maps (visual materials) 2. Debates, persuasive reports 3. Drama, reenactments, role-playing 4. Evaluate, critique (with guidelines) 5. Formal logic 6. Research projects 7. Oral/written presentations 8. Guest speakers, trips 	<ol style="list-style-type: none"> 1. Drama, oral presentations 2. Guide research in major areas with goal of synthesis of ideas 3. Many papers, speeches, debates 4. Give responsibilities, e.g. working with younger students, organize activities 5. In-depth field trips, even overnight 6. Worldview discussion and written papers

SUGGESTED READINGS IN CLASSICAL AND CHRISTIAN EDUCATION

Association of Classical and Christian Schools (www.accsedu.org)

The Well-Trained Mind, by Jessie Wise and Susan Wise Bauer

Beauty for Truth's Sake, by Stratford Caldecott

Shop Class as Soulcraft, by Matthew B. Crawford

Teaching for Spiritual Formation, by Kyle R. Hughes

Wisdom and Eloquence, by Robert Littlejohn and Charles T. Evans

The Lost Tools of Learning (essay), by Dorothy Sayers

The Case for Classical Christian Education, by Douglas Wilson

Recovering the Lost Tools of Learning, by Douglas Wilson

Repairing the Ruins, edited by Douglas Wilson

ADMISSIONS PHILOSOPHY

The Stonehaven School expects at least one parent to be able and willing to clearly articulate a saving relationship with Jesus Christ. Both parents should have a clear understanding of the biblical philosophy and functioning of Stonehaven. Both parents must read the Statement of Faith and accept that it constitutes the doctrinal beliefs of the school and agree to have their children taught in accordance with the Statement of Faith. The parents must be committed to cooperating with the policies of the Board. This is most important in the areas of discipline and school work. The child should understand that his parents have delegated their authority to Stonehaven while the child is in school. The child is therefore subject to the instruction and discipline of the teachers and staff while in school.

PARENT PARTNERSHIP

As a support and extension of the family unit, Stonehaven considers the family to be of greater importance to a child. We strive to support the family and respect parental authority and responsibility in all we do. Stonehaven believes in the concept of “in loco parentis” - in the place of the parent. At the core of our philosophy of education is the conviction that parents are ultimately responsible for the education of their children. Our authority and our task are delegated to us from the parents. Therefore, we strongly encourage at least 10 hours per school year of parental involvement, and we continually seek ways to actively involve the parents, siblings, and grandparents of our students in the programs of the school.

All parents are asked to attend three keystone events per year: Parent Orientation (August), Stonehaven Symposium (Fall), and the Gala/Soirée (Spring). Additionally, all parents will be asked to fulfill one Parent Teacher Fellowship (PTF) sign-up. Here are some suggestions of how to fulfill the recommended 10 Parent Partnership hours.

1. Assist in the classroom. (Please make arrangements with the teacher.)

2. Act as chaperone on field trips and/or library visits.
3. Volunteer your time, energy, and gifts to the many functions and events of the school.
4. Serve on the various committees as designated by the Board, the Parent Teacher Fellowship (PTF), and/or the Administration.

PARENT/GUARDIAN AGREEMENT TO POLICIES AND PROCEDURES

When the Parents/Guardians sign an enrollment contract with Stonehaven, they agree to become familiar with, abide by, and accept the standards, policies, and procedures adopted by Stonehaven while the student is enrolled at Stonehaven. Parents/Guardians further agree that a positive and cooperative relationship between the Parents/Guardians and Stonehaven is an essential element of the program offered, and a condition of this contract. The Parents/Guardians acknowledge that Stonehaven reserves the right to suspend, expel, or otherwise dismiss the Student and terminate this contract, if the Head of School determines in his/her sole discretion that the actions of the Parent/Guardian have rendered it impossible for Stonehaven to continue a positive working relationship with the Parents/Guardians. Parents/Guardians further agree to address institutional concerns according to stated guidelines in the handbook and at no time to exhibit behavior deemed detrimental to the well-being and public perception of the school, its students, other parents, faculty, staff, and administration. Behavior by the student's Parents/Guardians that is not in compliance with Stonehaven's policies or culture will not be tolerated. Inappropriate, aggressive, threatening or harassing behavior towards a faculty or staff member is in violation of the school's mission.

COMMUNICATION AND GRIEVANCES GUIDELINES

We consider it a great privilege to serve families in educating their children from a classical and Christian perspective. We are committed to upholding and supporting each family's authority in the lives of their children. This kind of relationship requires clear communication. We recognize that in this relationship there lies a great temptation to talk to others (gossip) about a specific issue or person rather than take direct action to resolve conflicts in a manner consistent with Scripture (Matthew 18 and James 3). We believe Scripture teaches that conflicts should be handled respectfully, graciously, discreetly and carefully, while believing and speaking the best about each individual involved. Stonehaven's school staff, administration, and Board will abide by these same principles in communicating with parents and students.

Parents/Students to Teacher: If an issue should arise about the classroom, the parents or students (if the student is mature enough, generally in the Upper School) should speak directly to the teacher. If the issue is not satisfactorily resolved, the parent may bring the concern to the Principal or Head of School. If the student advances the concern to the Principal or Head of School, he/she must have permission from his/her parents to do so.

Parents to Administration: If an issue should arise about a matter related to the general operation of the school (apart from the operation of a classroom) the parents should speak

directly to the Head of School, Principal, or other administrator. Parents and students may also present concerns about an individual teacher's classroom, if the matter was not resolved with the specific teacher. If the issue is related to a serious moral failing on the part of a staff member and is not satisfactorily resolved by the administration, the matter may be taken before the Board in writing.

While clear communications between the school and families can break down with negative issues, they can break down with positive issues as well. Often parents will have an idea on how to improve the school, but are not sure how to share it. In this case the same principles should be applied. If a parent has an idea about how to improve a classroom, he or she should talk to the teacher. If a parent has an idea about how to improve the school in general, he or she should talk to the Head of School. It is always best to communicate directly with the person primarily in authority over the issue at hand.

CONFLICT RESOLUTION POLICY

The staff and parents at Stonehaven are Christians and believe that the Bible commands them to make every effort to live at peace and to resolve disputes with each other in private or within the Christian Church (see Matt 18:15-20; 1 Cor 6:1-8). Therefore, the parties agree that any claim or dispute related to enrollment at Stonehaven shall be settled by biblically based mediation and, if necessary, legally binding arbitration in accordance with the Rules of Procedure for Christian Conciliation of the Institute for Christian Conciliation (complete text of the Rules is available at www.iccpeace.com or by contacting ICC PEACE at info@iccpeace.com). Judgment upon an arbitration decision may be entered in any court otherwise having jurisdiction. The parties understand that these methods shall be the sole remedy for any controversy or claim arising out of this agreement and expressly waive their right to jury and their right to file a lawsuit in any civil court against one another for such disputes, except to enforce an arbitration decision.

THE STONEHAVEN STUDENT HONOR CODE

During the school year, we will follow a code of honor. The code is rooted in the foundational principle found in Scripture:

So, whether you eat or drink, or whatever you do, do all to the glory of God. 1 Cor 10:31

And whatever you do, in word or deed, do everything in the name of the Lord Jesus, giving thanks to God the Father through him. Col 3:17

The Honor Code gives the student a practical framework on how to live out the foundational principle: "Whatever you do, do all to the glory of God." This Honor Code should be discussed frequently.

Diligence

Give your best effort.

Ecclesiastes 9:10

Honesty

Be truthful.

Psalms 119:130

Love

Place others before yourself.

Philippians 2:3-4

Respect

Take care of people and things.

Mark 12:31

Wisdom

Make good choices.

Proverbs 4:7

GENERAL RULES OF CONDUCT

1. Students will show proper respect to all adults and students. An atmosphere of mutual respect and courtesy will be maintained between students and staff.
2. Students will obey Stonehaven staff and policies promptly, willingly, completely, and cheerfully.
3. Students will refrain from actions that distract others from their academic pursuits. Disruptive behavior, toys, or other distracting objects are not allowed at school.
4. Students will be prepared and prompt in their arrival to class and school activities.
5. Students will refrain from language and actions which are vulgar, inappropriate, and demeaning to either God or mankind. Such language includes but is not limited to:
 - Teasing, criticizing, put-downs, insults and name-calling
 - Abusive or threatening speech
 - Sexually suggestive or explicit speech
 - Derogatory speech based on race or gender
6. Students will refrain from harmful and rough physical contact with other students such as hitting, punching, tripping, wrestling, fighting, and the like.
7. Personal electronic devices are not permitted for use in the classroom. Phones, tablets, smart watches, etc. must be turned off and put away while on campus. Personal laptops are permitted for academic use only with permission from the teacher. (See Electronic Device Guidelines)
8. Students are expected to treat all school facilities and materials (e.g. textbooks) with respect and care. Students are expected to be aware of and avoid the off-limits areas of the building and grounds. Students are expected to keep the school's campus neat and clean.

9. Students shall refrain from all forms of inappropriate and immoral sexual behavior. Public displays of affection in the context of romantic relationships (e.g. holding hands, kissing, etc.) are not permitted on school grounds.
10. Student possession and use of drugs, alcohol, nicotine/tobacco/vape pens/e-cigarettes, or weapons of any sort is strictly forbidden on school grounds.

DISCIPLINE GUIDELINES

Stonehaven's desire to see students live faithfully in the light of God's Word shapes our approach to discipline. We want our students to develop prudence, self-control, and concern for others. The Stonehaven School Honor Code, General Rules of Conduct, and Disciplinary Procedures aim to train students to live together in biblical community as they learn how to communicate lovingly, handle disagreement, and receive correction. We know that even in Christ, we are prone to wander from what is right, to sin against God and our neighbor. These failings are opportunities to shepherd students to see their need for Christ, to repent, and to resolve to live once again in the light of God's goodness, trusting in His work.

It is vital for parents and students to realize that maintaining an orderly atmosphere in the school and the classroom is critical to the learning process; therefore, these policies must be adhered to. Students will not be subject to corporal punishment at Stonehaven. As in all other areas of education at Stonehaven, love and forgiveness will be an integral part of the discipline of a child. It is because we love that we discipline. The procedures outlined below are meant to protect and build up a Christ-centered community within our school.

Lower School Disciplinary Procedures

Practically, the vast majority of real and potential discipline problems will be dealt with at the classroom level. The kind and amount of discipline (within these stated guidelines) will be determined by the teachers and administration. The specifics and nature of each discipline incident and the individual personality of the student involved will be considered in the administration of discipline.

Occasionally a teacher may refer a student to administration for an "informal" office visit for the purpose of having a brief "cool-down" period or a quick pep talk. These are not recorded as part of the formal discipline process, nor will there generally be follow-up from administration to parents, as they are viewed more as the daily work of support and training students.

If a Stonehaven staff member deems it necessary for a student to receive discipline (that is, a "formal" office visit) from the administration for significant issues related to disrespect, dishonesty, disobedience/rebellion, fighting, or bad language, the following accounting will be observed. Within the entire school year:

1. The first *two* times a student is sent to the administration for discipline the student's parents will be contacted and given the details of the visit. The parents' assistance and support in averting further problems will be expected.

2. The *third* incident will be followed by a meeting with the student, student's parents, administration, and, if necessary, the teacher.
3. Should a *fourth* incident arise, a suspension (either in or out of school) and/or loss of privilege (e.g., missing a field trip) may be imposed on the student. The student will be required to make-up all classroom assignments and tests missed during the suspension period.
4. Should a *fifth* incident arise, the student may be subject to expulsion from the school.
5. The administration may, at their discretion, demonstrate leniency when appropriate or, in case of serious misconduct, bypass the above discipline procedures and impose an immediate suspension or expulsion.

Upper School Disciplinary Procedures

1. Faculty are expected to maintain discipline in the classroom. For minor infractions, faculty will lovingly correct the student in the moment and have a follow-up conversation after class.
2. Detentions may be issued by teachers or by the Dean of Students. Detentions will be held after school once a week. Parents will be notified of detentions via written communication from the teacher or Dean of Students. Examples of behavior leading to a detention include but are not limited to:
 - a. Tardiness (5 times to a single class per quarter)
 - b. Classroom disruption
 - c. Dress code violations
 - d. Minor disrespect
 - e. Technology violation
 - f. Leaving belongings in common areas or classrooms
 - g. Roughhousing inside the building
 - h. Being out-of-bounds on property without permission
 - i. Unacceptable attitude
 - j. Public displays of affection
3. If a student receives three detentions within a quarter, the Dean of Students will coordinate a meeting with parents and determine if any additional action is required. Additional detentions within a quarter will lead to an administrative referral.
4. Administrative referrals will be issued for major breaches of Stonehaven's Honor Code. Such discipline problems include, but are not limited to:
 - a. Repeated instances of disrespectful or disruptive behavior in a classroom
 - b. Defiance, insubordination, disorderly conduct, disobeying school rules, regulations, or directives; disobeying directives given by teachers, administrators, or other school staff
 - c. Truancy
 - d. Destruction of property
 - e. Dishonesty (Lying, Cheating, Plagiarism, etc.)
 - f. Stealing

- g. Fighting
 - h. Foul, coarse, or suggestive language
 - i. Bullying
 - j. Harassment
 - k. Alcohol-related, drug, and/or smoking/vaping/tobacco-related offenses
5. The first two times a student receives an administrative referral, the administration will communicate the details of the incident and subsequent meeting to the parents in writing. After a third referral, the student will be suspended for one day and will meet with parents and a school administrator.
 6. After a fourth referral, a student will be suspended from school for two days and from extra-curricular activities indefinitely. A fifth referral may result in expulsion or a refusal of re-enrollment.
 7. Violations of the Honor Code or Rules of Conduct may result in probation from student activities (including but not limited to athletics, Pathfinders, and class trips).
 8. Stonehaven reserves the right to investigate all potential student disciplinary issues, regardless of whether the actions occur on campus, off campus, after school hours, through a social networking site, etc. Whenever student wrongdoing is established, the school reserves the right to respond in any/all manners detailed in this handbook, including assigning appropriate disciplinary measures (see also Social Media Policy below).
 9. The administration may, at their discretion, demonstrate leniency when appropriate or, in case of serious misconduct, bypass the above discipline procedures and impose an immediate suspension or expulsion.

Expulsion

Stonehaven's administration realizes that expelling a student from school is a very serious matter and should always be carefully dealt with on a case-by-case basis. Forgiveness and restitution are fundamental to our total discipline policy. However, should a student and his/her parents not be able to eliminate the behavioral problems the student is having, the administration is empowered to expel the student. The procedure will be as follows:

1. Parents will be notified immediately after the decision for expulsion.
2. Appeals may be made in writing to the administration.
3. Should an expelled student desire to be readmitted to Stonehaven at a later date, the administration will make a decision based on the student's attitude and circumstances at the time of reapplication.

Re-enrollment

At the discretion of school administration, a student may be refused re-enrollment for the following school year. Such refusal to re-enroll is not considered a direct disciplinary act. Refusal to re-enroll is not the equivalent of suspension or expulsion.

STUDENT AND STAFF RELATIONS GUIDELINES

To facilitate professional, friendly, and biblical relationships between staff members and students, the following guidelines shall be observed.

- A. Staff members are to remember that they serve as professional, adult role-models before the students (Titus 2:7-8). Relationships between staff members and students are to be friendly and courteous, not familial or intimate.
- B. Staff members are to be careful that any physical contacts and verbal interchanges with each other and with students avoid even the appearance of impropriety (1 Pet 2:12).
- C. Flirtation, sexual innuendos, casual disrespect toward authority, excessive familiarity, etc. are examples of the kind of unprofessional and inappropriate behavior that will not be tolerated. Necessary and cautionary measures required to limit these kinds of behaviors should be corporately and individually taken.
- D. If it is necessary for a staff member to spend time alone with a student or staff member of the opposite sex, it should be arranged that they are easily visible to the public (e.g. an open door, windowed room, etc.)
- E. Staff members shall not travel alone in a car with one student.
- F. Staff members shall not use text messaging or social media to communicate with a student.

HOLIDAY OBSERVANCE POLICY

Observances of holidays at Stonehaven shall be conducted according to the following guidelines:

- A. Stonehaven recognizes the necessity of joy and thankfulness in the Christian life. The school will seek to provide students with opportunities for joyous celebration and thankful recognition of God's providence and blessing in their individual lives (e.g. birthdays and personal accomplishments)..
- B. The school will emphasize the scriptural and spiritual elements of holidays such as Christmas (the incarnation of Christ) and Easter (the resurrection of Christ) rather than the secular elements (Santa and the Easter Bunny).
- C. The school is not "against" secular images and symbols. These are matters of personal conscience and Christian freedom for each family. The school simply chooses, as a Christian school, to de-emphasize secular elements in its recognition of holidays.
- D. Halloween will be ignored at Stonehaven. Other holidays (President's Day, Valentine's Day, etc.) shall be observed when their recognition is deemed spiritually and/or academically beneficial to the students and consistent with the Stonehaven philosophy of education.
- E. Interpretation and application of these holiday observance guidelines shall be the responsibility of the administration.

CONTROVERSIAL SUBJECTS POLICY

A classical education is a rich feast of ideas, books, and works of art. We choose these works for their intrinsic truth, goodness, or beauty—not for their utility, inoffensiveness, or palatability. In nature and in human culture, sin and death are endemic. The good and the beautiful must always strive to overcome what is ugly and evil. Therefore, our curriculum is not a shelter from hard truths, from controversial topics, or even from evil; it is a deliberate, pedagogically subtle, and age-appropriate engagement with nature, culture, and grace. We seek to challenge and strengthen our students, so that they can live well in the midst of struggle and controversy.

The purpose of this guideline is to help Stonehaven to respect the convictions of parents and teachers in various academic and/or sensitive subject areas, while at the same time maintaining our goal of teaching all subjects in the light of a comprehensive Christian worldview. A controversial subject is a subject which Christian families and churches commonly consider divisive or very sensitive, whether or not the introduction of the topic was planned by the teacher or brought up by a student. Examples: environmentalism, partisan politics, etc.

- A. If in the course of teaching a class, a teacher sees that a subject has arisen which he or she has good reason to believe is controversial or obviously of a sensitive nature, and discussion of that subject will *not* help him or her achieve the goals set for that class in the curriculum guide, then the teacher will not allow class time for the discussion of the topic at all. When appropriate, as it benefits the students, the teacher may explain to the students the reasons for not discussing the topic.
- B. If a subject arises which the teacher has reason to believe is controversial and/or of a sensitive nature, and the discussion of that topic *will* help achieve the goals set out in the curriculum guide for that subject, then the teacher will do the following:
 1. As necessary, instruct the class on the responsibility of Christians to be charitable in debate.
 2. Instruct the class on their responsibility to honor the teaching they have received from their parents on this subject.
 3. As appropriate (i.e. pertinent to the stated objectives of the class), direct the students' attention to original writings, historical source documents, and other informed sources on each side of the subject concerned. This may be done in a variety of forms, such as, a research paper, guest speakers, reading differing authors, etc. Strongly encourage the students to become knowledgeable of the most widely held views on the topic.
 4. Refrain from pursuing tangents or other unplanned subject matter that will lead to a possible mishandling/poor teaching of controversial subjects.
- C. Due to the sensitive and intimate nature of human sexual relations, discussion and instruction on this topic generally will be limited to human reproduction in biology, and biblical principles and references, as they arise in appropriate class contexts. Teachers will always defer to parental authority and responsibility when such matters arise.

- D. The teacher is to remember that according to Scripture and the goals of Stonehaven, he or she is serving as a role model of a mature Christian adult to the students. As such, teachers are never to enter into an adversarial debate with students on controversial subjects within a classroom setting. Even though the teacher may hold strong personal convictions regarding the subject, in light of this policy, and sound teaching practices, the teacher is to encourage a gracious and scholarly attitude in the students.
- E. In the event parents have concerns as to how a topic has been handled in class, we expect parents, teachers, and administrators to treat one another's concerns with charity and civility and to follow the Communication and Grievances Guidelines. (See Communication and Grievances Guidelines).

GRADING SCALES AND GUIDELINES

Lower School Grading Scale: K-2nd Grades (Also used for K-12 report card objectives)

E = Excellent/Outstanding – exceeding expectations

S+ = Satisfactory Plus - Meeting expectations, and progressing towards 'E'

S = Satisfactory – meeting expectations

S- = Satisfactory Minus - Meeting expectations, and progressing towards 'N'

N = Needs Improvement, but making progress. Continued time and effort needed.

U = Unsatisfactory – Making little or no progress

/ = Skill not graded at this time

Lower School Grading Scale: 3rd-6th Grades

A 93-100

B 85-92

C 77-84

D 70-76

F < 70

I = Incomplete

W = Withdrawn

N/A = Not Applicable

Upper School Grading Scale: 7th-12th Grades

A 90-100

B 80-89

C 70-79

- D 65-69
- F < 65
- I = Incomplete
- W = Withdrawn
- N/A = Not Applicable

Grade Reporting Guidelines

Report Cards shall be distributed via the school management system (ALMA) at the end of each grading period. Progress reports for 1st-12th grades shall be distributed at regular intervals via the school management system (ALMA).

Any failing grade necessitates a parent-teacher conference to discuss a plan for improvement and/or credit recovery strategies.

Grade Point Average (GPA) Calculations

Grade Point Average (GPA) is an average of all courses taken in 9th-12th grades. Each letter grade is assigned a numerical value, which is used to calculate the grade point average (GPA). Grade point values are shown below:

Grade	Grade Points	Honors Course Grade Points	AP Course Grade Points
A	4.0	4.5	5.0
B	3.0	3.5	4.0
C	2.0	2.5	3.0
D	1.0	1.5	2.0
F	0	0	0

The GPA is calculated by multiplying the numerical value of the grade point by the number of credit hours for each course, then dividing by the total number of credits. (i.e., if a student received a B for a 1 credit course, and an A for a 0.5 credit course, the GPA would be $3 + 2$ divided by $1.5 = 3.33$.) Both weighted and unweighted GPAs are reported in ALMA. Weighted GPA adds 0.5 for Honors courses and 1.0 for AP courses. Unweighted GPA does not include these additional points.

GRADUATION REQUIREMENTS

A student must earn the requisite number of credits for a given diploma. One credit represents one Carnegie unit (120 hours of instructional time) and is typically earned for courses meeting four days per week for a full year. One-half credit is earned for courses that meet two days per week for a full year or four days per week for one semester.

	Associate Diploma*	Classical Diploma	Classical Diploma with Distinction**
Subjects	Credits Required	Credits Required	Credits Required
Literature	2	4	4
Mathematics	2	4	5 [†]
History	2	4	4
Science	2	4	5 [†]
Foreign Language	1	3	4 ^{††}
Rhetorical Studies	0	2	2
Biblical Studies	1	2	2
Practica ^{†††}	2	2	2
Physical Education	0.5	0.5	0.5
Total Credits	12.5	25.5	29.5
* Students in the Associate Diploma program have modified grading. See Academic Support section for details. ** Minimum of 10 credits of Honors/AP courses required for Classical Diploma with Distinction † Exceptions may be made for transfer students †† May include both Latin and Spanish ††† At least 0.5 credits must be earned in each Manual and Fine Arts Practica			

Valedictorian and Salutatorian

Valedictorian and Salutatorian are awarded to the students with the highest and second highest grade point averages respectively. Only students who have attended Stonehaven for the duration of their 10th, 11th, and 12th grade years are eligible for Valedictorian or Salutatorian.

PROMOTION POLICY

Kindergarten -2nd Grade

The student must demonstrate behavioral maturity for the next grade as defined by consistent age-appropriate ability to follow classroom routines, obey teacher instructions, handle conflict appropriately, and stay on task during academic work. The student must also demonstrate

reading and math readiness for the next grade. Exceptions may be made depending on the circumstances.

3rd-6th Grade

A goal of our school is to minimize the need for retention. Early communication between the home and school combined with vigorous intervention efforts will always be made to reduce the potential for retention. A student who is experiencing academic difficulty, particularly in the critical areas of reading and math, may be required to repeat the year if it is determined that he/she is very likely not to experience success in the next grade. This decision will be made with input from the teacher(s), parent(s) and administration by evaluating the child's academic performance, work habits, and achievement test scores. Summer school or a tutoring program may be required for students with poor grades. If a student is experiencing significant academic difficulty by the end of the first semester, parents will be notified.

7th-12th Grade

Promotion for Upper School students is dependent upon credits earned toward high school graduation. A student must earn an average of 65% or higher in a course each semester to earn credit towards graduation. If the required course is a one-semester course, the student must repeat the failed course. If the course is a two-semester course, the student may have to repeat the failed semester(s) based on the rules outlined below:

- A. If the student fails the first semester but earns a passing grade for the second semester, and the average of the first and second semester grades is ≥ 65 , the student will earn full credit for the year. In this case, the average of the semester one and semester two grades will be listed for each semester and factored in the student's cumulative GPA.
- B. If the student earns a passing grade for the first semester but fails the second semester, the student has not demonstrated mastery of the course expectations and will have to repeat the second semester of the course.
- C. If a student does fail a course, he or she has the option to repeat the course at Stonehaven (schedule permitting) or through Georgia Virtual School (GAVS), Sevenstar Academy, or another approved online/off-campus institution. The failing grade will remain on the transcript, but if the student earns credit through alternative means (described above), this passing grade will also be factored in the student's GPA.

ACADEMIC PROBATION POLICY

Upper School students (7th grade and above) are required to maintain at least a 2.00 grade-point average.

- A. Grade point averages (GPA's) for each Upper School student will be calculated at the end of each grading period.
- B. If a student's GPA is below 2.00 (i.e. a "C" average), that student will be placed on academic probation during the following grading period. A parent-teacher conference will be arranged at this time.

- C. If the student's G.P.A is below 2.00 at the end of the second consecutive grading period, that student will be subject to unenrollment. Unenrollment will only occur at the end of a semester.
- D. If implementation of this policy would be counter-productive to the student's best interests and/or the school's best interests, the administration may decide to either alter or make an exception to this policy.

ELIGIBILITY FOR EXTRACURRICULAR ACTIVITIES

All Stonehaven students participating in extracurricular activities and school events (field trips, Pathfinders, etc.) must maintain a GPA of 2.00 or above. This does not apply to transfer students during their first quarter of enrollment at Stonehaven.

For the good of the rest of the participants in any activity, students who are ineligible for the beginning of a season remain ineligible for participation during the entirety of that season, regardless of their grade point average for the following quarter. Similarly, if students are eligible to begin a season, they remain eligible until the end of that season.

If implementation of this policy would be counter-productive to the students' best interests, the administration may decide not to restrict a student's eligibility.

HOMEWORK PHILOSOPHY AND GUIDELINES

Philosophy

Stonehaven will assign some amount of homework to its students. Below are the primary reasons or causes for homework being assigned:

- A. Students often need some amount of extra practice in new concepts, skills, or facts. In certain subjects (e.g. math or languages), there is not enough time in a school day to do as much practice as may be necessary for mastery. Therefore, after reasonable in-class time is spent on the material, the teacher may assign homework to allow for the necessary practice.
- B. Repeated, short periods of practice or study of new information is often a better way to learn than one long period study.
- C. Since Stonehaven recognizes that parental involvement is critical to a child's education, homework can be used as an opportunity for parents to actively assist their child in his studies. This will also keep the parents informed as to the current topics of study in the class.

Guidelines

- A. The emphasis in assigning homework shall be quality, not quantity. Teachers shall make every effort to keep homework at a reasonable level.
- B. Students who do not use time wisely in class will have to complete assignments at home in addition to completing regularly assigned homework.

- C. The necessity for doing homework will vary from grade to grade and from student to student. It is to be expected that older students will spend more time on homework than younger students. It is also to be expected that the focused, diligent, and/or stronger students will generally spend less time on homework. Students who are significantly challenged by the assignments will most likely spend more time doing homework.
- D. Beginning in third grade, students will receive a planner to record homework assignments each day.
- E. Normally, extra homework is not to be assigned over weekends, holidays, and vacation periods. Homework equivalent to a regular weeknight's quantity may be assigned for Friday after school.

HONORS AND AWARDS PROGRAM

As a classical school, Stonehaven seeks to train both the mind and the heart. With this in mind, Stonehaven will maintain a system of formal honors and awards that recognize the diverse gifts bestowed upon our students by God. These awards include (but are not limited to) the following:

- Academic awards - given at regular intervals for academic achievement (See below for Honor Roll qualifications.)
- Character awards - given at the end of each academic year for outstanding character
- Athletic awards - given to outstanding athletes
- Creative Arts awards - awarded to those displaying exemplary artistic skill
- Special Days Awards - given at the end of each academic year to recognize the winners of various academic competitions

We recognize that the glory for all human achievement goes to God. We therefore aim to teach our students the appropriate way to give glory to God for the accomplishments that He allows them and others in the school to achieve; i.e., with humility and gratitude.

Honor Roll Qualifications

Students in the third grade and above are eligible to be recognized on the Honor Roll. All subjects that are objectively graded (A-B-C-D-F) will be used in Honor Roll determinations. The awards are as follows:

Qualification	Honor Given
All A's in a grading term	Placement on A Honor Roll, acknowledgment at assembly
All A's with no more than 2 B's in a grading term	Placement on A-B Honor Roll, acknowledgment at assembly
All year placement on A	Certificate/Award received at year-end Awards Assembly (mailed separately to 6th-12th grade students after the

Honor Roll	completion of final exams)
All year placement on A-B Honor Roll	Certificate/Award received at year-end Awards Assembly (mailed separately to 6th-12th grade students after the completion of final exams)

LEARNING DISABILITY POLICY

Definitions:

Severe Learning Disability: Any condition in a potential student which would require a separate classroom, special program, or specialized staff in order to provide the educational services desired by the parents.

Learning Disability: Any condition in a potential student which does *NOT* require a separate classroom, special program, or specialized staff in order to provide the education services desired by the parents and meet the regular academic requirements of Stonehaven, e.g. hyperactivity, attention deficit disorder, dyslexia, etc.

Policy:

- A. Children with a severe learning disability will not be admitted to Stonehaven due to the lack of adequate staff, resources, and facilities.
- B. Children with learning disabilities may be admitted to Stonehaven provided they meet all regular admissions requirements and are capable of functioning successfully in a “traditional classroom” setting.
- C. Children with learning disabilities (diagnosed or undiagnosed) will be required to meet the same academic and behavioral standards as all other children in their grade level.
- D. Children with learning disabilities (diagnosed or undiagnosed) will be given as much individual instruction and encouragement as their classmates within the classroom, and may be eligible for the Academic Support program.
- E. Stonehaven may make minor classroom accommodations (seating location, extra time on assessments, etc.) to assist students with learning disabilities. At the Upper School level, accommodations can be made for students with learning disabilities clearly diagnosed by a licensed and certified educational diagnostician. Securing a diagnosis of a learning disability will be the responsibility of the parent(s) of the student. The parent(s) of the student will also be responsible, financially and otherwise, for providing any and all special equipment, supplies, and tutors needed to accommodate the student.
- F. Stonehaven reserves the right to decline any accommodation to a student with a learning disability, if it deems the accommodation to be a hindrance to the learning experience of other students in the school or if it deems that the accommodation may compromise the school’s academic standards.

ACADEMIC SUPPORT PROGRAM

Students who are enrolled at Stonehaven are eligible for the Academic Support program if a child's teacher, the Academic Support coordinator, and parents collectively agree that the program would benefit the student. Academic Support is not intended to be a "tutoring" program, but is focused on finding the cause of academic challenge(s) and working with the student's team to support learning in Reading, Math and/or Executive Functioning skills through individualized resources and instruction. The Academic Support program requires a fee over and above the standard tuition.

Lower School

Students enter the eligibility process based on teacher or parent request. The Academic Support coordinator gathers information through observations, related assessments and input from teachers and parents. This data is summarized and discussed at an initial meeting with parents. If eligibility is determined, an Academic Support Plan is created. An educational diagnosis is not required to enter the program at this level, however a psychological educational evaluation may be recommended before entering Upper School.

Upper School

7th-8th grades

One goal of the academic support program is to identify a student's potential success in high school. If the student is at-risk for failing any classes at the high school level without accommodations, the parents will be encouraged to receive a psychological educational evaluation for their child.

9th-12th grades

Classical Diploma with accommodations

Students at the high school level must have a diagnosis of a learning disability or recommended accommodations from a psychological educational evaluation in order to receive accommodations. Eligible students will receive a support plan and can earn a Classical Diploma if the student can complete the required coursework with *minor* accommodations as outlined in the support plan. These accommodations can include (but are not limited to):

- Preferred seating
- Extended time on assessments (not to exceed 50%)
- Assessments delivered in a separate room to limit distractions

Associate Diploma

If a student is not able to fulfill the graduation requirements with accommodations, the student can receive a Stonehaven education within the Associate Diploma program.

- Courses are distinguished as modified (MOD) on the report card and transcript.
- Students will receive a support plan with individualized goals.

The Associate Diploma does not meet the admissions standards for most Georgia colleges. Depending upon the admissions requirements of the post-secondary educational institution, the student might have to complete a GED to be eligible for acceptance.

UNIFORM AND DRESS CODE POLICY

A detailed list of specific clothing items and suppliers/vendors for student uniforms may be found on Stonehaven's website (stonehavenschool.org → Parents → Parent Resources) or may be obtained from the school office.

General Rationale for a Dress Code

1. Being overly concerned with clothing and outward appearances is contrary to God's will for us as revealed in Scripture (1 Sam 16:7; Matt 6:19-21; James 4:4; 1 John 2:15-17).
2. Pressures felt by children to compete in areas of dress are destructive to the unity of the school and the body of Christ.
3. Everything in our lives, including our clothing, should reflect the order of the Godhead and the order He has created in the world (1 Cor 14:40).
4. Clothing should be modest and not draw attention to the individual (1 Tim 2:9) and should reflect differences in the sexes (Deut 22:5).
5. Our children are serving as witnesses and ambassadors both for the Lord Jesus Christ and the school. Student appearance is a reflection of both.

Specific Rationale for Uniforms

1. Uniforms are a positive discipline in the school, and Stonehaven emphasizes the value of a disciplined learning environment. Just as dressing up, even wearing uniforms, is a part of the workday for parents, wearing a school uniform is a signal to the child that it is a time for hard work and studious activity.
2. Uniforms prevent problems associated with the subjective interpretation of a dress code policy. Uniforms will eliminate any confusion about what is acceptable, modest, and appropriate by the school's standards.
3. Uniforms tend to decrease the cost of student clothing. Our uniform vendors provide economical and durable items. Often parents need only purchase two or three sets of uniforms to last throughout the school year and often these items can be handed down to other children.

Uniform and Dress Code Policy Enforcement

The school faculty and administration will enforce the Uniform and Dress Code Policy. Interpretation and application of the Uniform and Dress Code standards will be the responsibility of the administration. Students not complying with the Uniform and Dress Code Policy will be required to rectify their appearance immediately. Cheerful, consistent compliance

is expected. Students who violate the Uniform and Dress Code Policy, either by action or by challenging and rebellious attitudes, will be subject to disciplinary actions.

Upper School Free Dress Days

Upper School students who have three or fewer dress code violations in one month earn the privilege of a free dress day on the last Friday of each month (check the school calendar for exceptions). Free Dress Guidelines are outlined in the 7th-12th Grade Uniform Guidelines which can be found in the Parent Resources section of the Stonehaven website. Students who fail to earn this privilege are required to dress in the Daily Wear uniform.

ATTENDANCE AND TARDY POLICY

A student enrolled at Stonehaven is expected to be present and on time every day school is in session. A student is counted absent if they are not present for at least half of a school day. Attendance records for the students are reported on the students' report card each grading term. Students must be counted present in order to be eligible to participate in after-school activities or athletic events that day.

Parents of student drivers must notify the Front Desk (email: upperschool@stonehavenschool.org) if their student will be absent on a given day, or an unexcused absence will be recorded.

Tardy Policy

Timely arrival to school not only maximizes a student's participation in their day at Stonehaven, but also minimizes disruption to other students and teachers. Any student who arrives after 8:15 AM (LS) or 8:30 AM (US) will be marked as "tardy" (excluding doctor's appointments or equivalent reasons for being late). Any student who has five or more tardies in a quarter will receive a before-school (7:15 AM) detention on a morning in the following quarter set by administration. Families whose students have five or more tardies in multiple quarters or a particularly excessive number of tardies in any one given quarter will be required to have a meeting with an administrator and may be subject to losing re-enrollment at the discretion of the administration. The administration may, at their discretion, demonstrate leniency when appropriate.

Types of Absences

- 1) **SHORT-TERM ABSENCES:** If a student needs to be absent from school for one to two days, for any reason, the parents should contact the school office by note or phone as soon as possible.
- 2) **LONG-TERM ABSENCES:** If a student needs to be absent for three or more consecutive days, the parents should notify the teacher and school office in writing explaining the circumstances. This will permit the teacher(s) to compile the necessary schoolwork, which the student would otherwise miss. Notification should be made as soon as possible to limit the amount of missed school work.

- 3) **EXTENDED ABSENCES:** We will cooperate with families taking their children from school for vacations, trips, etc. However, when extended absences are voluntary (versus emergency or illness) we expect all school-work to be completed within the time specified by the teacher.
- 4) **MAKE-UP WORK:** Students must complete missed work within a period of days equivalent to the number of days or classes absent plus one (1) day (e.g., a student absent two days has three days after he returns to school to complete missed work). It is expected that the student or the parents will discuss these arrangements with the teacher and take the initiative in completing the missed work. Parents are not to give tests to their children at home without prior explicit approval from the teacher.

Student Check-Out Policy

If it is necessary for a student to leave school early, a parent must sign the student out at the school office. The office will communicate with the teacher and give permission for the student to be released. Teachers are not permitted to release a student to anyone before the student has been signed out in the school office. A child is never to be released to anyone other than a parent until the office has been contacted and explicit permission has been received from a parent. For student drivers, parents must email: upper.school@stonehavenschool.org, to give written permission for the student to leave campus. Student drivers must sign out AND confirm parent permission at the front desk before leaving campus early.

VISITORS DURING SCHOOL HOURS

All visitors (including parents) must sign in and obtain a name tag at the school office for permission to be on campus. All visitors wishing to see their child must first contact the school office. All visitors wishing to see a teacher should make arrangements with the teacher in advance. Visitors are to stay with their host at all times and are subject to all school rules.

INCLEMENT WEATHER POLICY

- A. Because Stonehaven does not provide transportation service, the responsibility for getting children safely to and from school rests on parents and their designated representatives. Parents are therefore responsible for discerning if road conditions during inclement weather or other emergencies allow for safe travel.
- B. In the event of inclement weather, even if Stonehaven is officially open for classes, parents who do not believe road conditions in their area permit safe travel should not attempt to get their children to school. They should keep their children at home and notify the school that they are doing so.
- C. During times of inclement weather (or other school closing emergencies), Stonehaven will use various means of communication (TV news services, website, social media, text services, etc.) regarding starting delays, early dismissals, and cancellations.

STUDENT HEALTH AND MEDICATION POLICY

Student Health

All students attending Stonehaven must have on file with the school office all medical reporting forms required by Georgia state law, including immunization records and birth certificates.

1. We ask parents to use caution and discretion when making decisions regarding whether or not you or your child should come to school. Please keep sick kids at home until they are well and expect to be called if your child is sick at school. It is expected that students are sent to school healthy, well-rested, and ready for class. Students with fevers, diarrhea, contagious viruses, severe colds, and the like will be sent home to avoid infecting others.
 - Anyone with a fever (>100.4°F) must remain at home until they are fever-free for 24 hours.
 - Anyone experiencing vomiting must remain at home until vomiting has ceased for 24 hours.
2. Students who are lethargic, tired, and unable to do their schoolwork will be sent home for needed rest and recuperation.
3. Parents must provide the school with emergency numbers of friends and/or family who can pick up their child from school if the child becomes ill.
4. Other forms necessary for student health records can be obtained from the school office. They are:
 - a. Emergency Form: Lists the emergency contact names and phone numbers of people who may need notification in a medical emergency.
 - b. Medication Administration Form: see below.

Medication Distribution

1. Prescription and over-the-counter medication will be administered to students only at the written request of the parent. Parents must complete a Medication Administration Form before any medication can be distributed to a student. All medications, both prescription and over-the-counter, must be in the original pharmaceutical container labeled with the student's name and dosage directions.
2. All medication (prescription and over-the-counter) taken by students must be administered by one of the following:
 - a. A Stonehaven staff person designated by the administration or the parent(s) of the student.
 - b. No student will be permitted to administer any form (prescription or over-the-counter) of medication to himself/herself or any other student except as indicated below.

3. Upper School students may be permitted to carry and self-administer some over-the-counter medications (e.g. Advil or Tylenol) with written parental permission.
4. Students who require medication on an as needed basis through the use of an inhaler or Epi-Pen will be permitted to self-medicate if the following conditions have been met.
 - a. A physician has determined that the student should carry the medical inhaler or Epi-Pen on his or her person and self-administer the medication. Physician's orders need to be on file with the school office.
 - b. Parents must complete the prescription medication administration form and indicate that "the student is able to self-administer and carry the inhaler/Epi-Pen and has been trained in its use."
5. Over-the-counter cough drops and throat lozenges may be carried and taken by students with a hand-written note from their parents or with verbal permission from the parents to the student's teacher. Over-the-counter cough drops and throat lozenges do not require completion of a Medication Administration Form.

Child Abuse

If there is reasonable cause to believe that suspected child abuse has occurred, Stonehaven is required by law to report or cause reports of such abuse to be made.

AFTER SCHOOL PROGRAM

Fees for this service are charged in addition to tuition and must be paid in advance. A current fee schedule may be found on the [After School Program \(ASP\) registration form](#). To participate in ASP, parents must complete the ASP registration form and communicate with the Front Desk and with the ASP Director in advance via email. Any child not picked up from Lower School by 3:30 P.M. will be placed in ASP and the parents charged the applicable daily fee. Any student not picked up from Upper School by 4:00 P.M. will be transported to the Lower School and placed in ASP and the parents charged the applicable daily fee. Students must get picked up from ASP by 6:00 PM at the very latest. Parents must come into the Lower School building and sign their children out of the program.

STUDENT DRIVERS

Instructions for Proof of Enrollment

Students applying for an Instructional Permit (age 15) or a Provisional Driver's License (age 16-18) will need to show proof of school enrollment. The DMV accepts several forms of proof, including a copy of your student's report card or the [Proof of School Enrollment](#) form. The form must be signed by a school administrator and notarized. We have a notary on campus. Please give the school 48 hours notice of your need for documents. Send an email to: upperschool@stonehavenschool.org and include the date on which you will need the documents.

Parking at Stonehaven

Parking is available for Upper School students at the Pilgrim Baptist Church parking lot. Please have your student fill out this [form](#) to register as a student driver. Upon registering, a student will receive a vehicle parking permit tag. Student drivers must hang their permit on the car rearview mirror when parking at Pilgrim Baptist Church to ensure Stonehaven vehicles are properly identified.

Expectations for Drivers

Attendance/Tardiness

Stonehaven expects student drivers to arrive on time to school. If a student driver is either tardy or absent to school, the front desk will notify parents via email. Student drivers with more than five tardies in one quarter will be required to serve detention.

Student drivers may check out of school early with parent permission. Parents must email upperschool@stonehavenschool.org to give written permission for student drivers to leave early.

Safety

Stonehaven desires the safety of all our students and will require our student drivers to adhere to Georgia laws when driving to and from school and any school-related activities (e.g. athletic practices, games, etc).

- Transportation to and from school: Student drivers may drive siblings to and from school. Student drivers may only drive students outside their family to and from school with express permission from the non-driving student's parents. Permission must be given in writing by emailing: upperschool@stonehavenschool.org.
- Driving during school hours: With few exceptions, students will not be allowed to drive themselves or siblings on field trips or school activities during school hours (exception: senior lunch privileges).
- Driving outside of school hours: Student drivers must comply with Georgia laws when driving to and from school activities outside of school hours and also during senior lunch privileges.

Georgia Law

According to Georgia law, the following restrictions apply to students with an [Intermediate Provisional License \(Class D\)](#) license:

- May not drive between the hours of 12:00 midnight and 5:00 a.m, no exceptions.
- During the first six (6) months following issuance, only immediate family members can ride in the vehicle.
- During the second six (6) months, following issuance, only one (1) passenger under 21 years of age and who is not a member of the driver's immediate family can ride in the vehicle.
- After one year from the date of issuance, only 3 passengers under 21 years of age and who are not members of the driver's immediate family can ride in the vehicle.

Note that the restrictions associated with a Class D Georgia Driver's License are based on the class of license, not the age of the driver.

ELECTRONIC DEVICE GUIDELINES

Students are not allowed to bring electronic devices (headphones, AirPods, laptops, tablets, gaming devices, etc.) onto school grounds without prior approval (see exceptions below). The school reserves the right to confiscate all such items if brought on campus. In addition, students may also be subject to disciplinary action at the discretion of the administration.

Cell Phones, Smart Watches, Fitness Trackers

While the school understands a parent's right to give a cell phone and/or smart watch to his or her child, students are not allowed to use their phones or watches during the school day. All cell phones and/or smart watches must be turned off and placed out of view before entering the school building and must remain off and out of view during the entire school day. Fitness trackers are allowed if they are not internet-enabled and do not allow for gaming. All student phone calls during school hours must go through the school office. After School Program students who need to use their cell phones and/or smart watches must do so under the supervision of an After School Program staff member.

Personal Computers

Everyday use of personal computers is not allowed in the classroom. Exceptions can be made under the following conditions:

- a. Special permission must be granted by the teacher or administration.
- b. Proof of an approved filter must be given prior to use.
- c. Devices can only be used in designated locations: classrooms, school library, or other areas approved by the classroom teacher.
- d. Devices must be used solely by the owner.
- e. The privilege will be revoked if a student fails to abide by the above rules.

After School Activities

The rules and expectations above apply for all school events (before, during and after school) and activities (Pathfinders, field trips, retreats, etc.).

Right of Inspection

The school reserves the right to inspect at any time the content of all electronic devices including electronic data and usage occurring over the school's network or on school property without prior notice.

Access to Inappropriate Materials

Any student who uses electronic devices to access inappropriate materials in the school building will be subject to immediate suspension or expulsion from the school. The length of the

suspension or decision to expel is solely at the discretion of the administration. The same policy also applies to accessing inappropriate materials through print media.

SOCIAL MEDIA POLICY

Definition

Social media encompasses a broad array of online activity including social networks/media such as BeReal, Snapchat, TikTok, Flickr, Twitter, Instagram, Facebook, blogs, and other similar online or Internet communications.

Social Media Use at School or a School-Related Event

Stonehaven does not permit students to access social media and/or social networking sites while on Stonehaven property or at a Stonehaven event.

Social Media Use Away from School Property

It is not our goal to regulate a student's personal online activities when not on Stonehaven property or at a Stonehaven event. However, certain activities might impact Stonehaven's community in a way that we do reserve the right to regulate. All students should ensure that they are familiar with Stonehaven's General Rules of Conduct to avoid any online communications that might violate those policies. Students should not "follow" or be "friends" with any faculty member on any social networking sites. In addition, postings on social networking or other Internet sites of students engaging in inappropriate behavior (such as drinking, smoking, sexual actions, etc.) is prohibited. Students are not permitted to use Stonehaven's name or logo in online activities. In our effort to protect the privacy of our staff, students, and families, students are not permitted to post photographs, videos, or audio recordings of class lessons, school activities, or similar events. Finally, students are not permitted to disclose any confidential information of Stonehaven employees, students, parents, or activities online.

LOCKERS AND STORAGE

Lockers are the property of Stonehaven and should not be defaced or damaged in any way. Decoration of lockers must be restricted to the interior and must be removed at the end of the school year, therefore, drawing on the locker itself or installing permanent artwork of any kind, including stickers, is not permitted. Removing anything from another person's locker without permission is considered stealing and will be pursued as an Honor Code violation. Lockers should be used on a full time basis in order for a student to keep belongings organized and together. Books and other belongings should not be left lying in corridors, on floors, or elsewhere around campus.

SEARCH AND INSPECTION

Please note that all electronic files, lockers, desks, drawers, and other storage spaces that exist or are maintained on the Stonehaven premises are not private but are subject to search and review

by Stonehaven personnel. All bags, electronic devices, containers, and other items brought on campus or to Stonehaven activities are also subject to search and review by Stonehaven personnel. Vehicles parked on Stonehaven premises are subject to search.

RIDE-SHARING SERVICES

Stonehaven does not permit students to take ride-sharing vehicles (like Uber and Lyft) as a form of transportation to/from school. In an effort to protect our children, we will not allow students to enter ride-sharing vehicles.

LUNCH

Students are expected to eat lunch at school. Hot lunches can be purchased in advance from the school or the student can bring lunch from home. If your child forgets his/her lunch, you will be contacted about bringing a lunch to school or be charged for a hot lunch for an additional fee. Parents are invited to eat lunch at school with their child whenever they desire.

LICENSED MEDIA

Strict copyright laws protect the rights of owners of copyrighted media used by schools and households. DVDs, CDs, videos, audiocassettes, and other printed or recorded materials used at Stonehaven may be used only in the legal manner for which they were licensed.

TUITION ASSISTANCE POLICY

At Stonehaven, we believe that families from all income levels should have the opportunity to enroll at the school. Thus, Stonehaven actively seeks donations to fund our financial assistance efforts. The purpose of tuition assistance is to provide financial aid for tuition expenses to families with demonstrated legitimate financial need. We provide tuition assistance to families on a first-come, first-served basis. Levels of financial assistance offered will depend on a number of factors including (but not limited to) total (gross) family income, number of family members, number of children enrolled at Stonehaven, etc. An outside consulting service (e.g. FACTS) will be used to assist Stonehaven in accurately determining a family's level of financial need for tuition assistance. The Tuition Assistance Committee and/or the administration will then review the recommendations made by the consulting service and submit them to the Board.

It is expected that families will pursue every other available means of financial assistance (family, local scholarship funds, etc.) prior to applying for aid directly from Stonehaven. If other assistance is available to a family, the school expects the family to utilize it to make more of the school's funds available to other families in need. Those families receiving tuition assistance will be encouraged to gradually reduce their dependence on financial aid from the school.

Generally, every family will be expected to pay a minimum of ten percent (10%) of the total tuition, regardless of the amount of assistance for which they qualify.

If a family qualifies for assistance from other scholarship sources or financial aid funds (other than Stonehaven), these funds will be used to reduce the amount of assistance taken directly from Stonehaven and will not necessarily reduce the family's tuition obligation to the school. Generally, every family must pay the minimum amount determined by the FACTS assessment.

To apply for financial assistance, complete the financial aid application and submit it according to the enclosed instruction sheet. Returning families who submit applications for tuition assistance by the established deadline will be given first priority in the distribution of financial aid. New families who submit applications for tuition assistance early in Stonehaven admissions process will be given next priority in the distribution of available funds. The administration will have final authority to allocate financial aid.