

# Washtenaw Classical Fund Homeschool Co-op



WING CLASSICAL ACADEMY

PER SCIENTIAM IN DEUM VOLARE

*Through Knowledge in God We Soar*

***A Rigorous Classical Education Encased in Christian Values***

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## OUR PHILOSOPHY

Our role is to guide children:

- to thrive in tomorrow's society as self-reliant, responsible, discerning people who can reach their full potential.
- in an environment where they will get to know God and develop a relationship with Him.
- through an education that engages with the full wisdom of Western history and culture.

## CORE VALUES

**Love** and **joy** are the foundation of what we do.

We love our Lord, Jesus Christ.

We love our students.

We love to learn.

We love to teach.

**We purposefully partner with parents.**

Parents are commanded to oversee the education of their children. We see ourselves as complementary to parents, and trusted caretakers who partner with parents in cultivating a moral and intellectual virtue.

**We are purposefully privately funded.**

Being independent of mandates and conditions by outside entities is important to us. We choose to be a private school, accepting no government funding, to allow us to make decisions based on our moral values and the best interest of our students and community.

## OUR MISSION

Wing Classical Academy will provide a rigorous Classical education encased in Christian values.

## OUR VISION

Wing Classical Academy will provide:

- A content-rich Classical Christian education which grows students in wisdom and virtue.
- A comprehensive history of the world, with an emphasis on Western culture and our Judeo-Christian heritage, through history, literature, philosophy, and the fine arts.
- A proven environment that guides children to develop the habits and skills upon which independent, deeply enriched lives are built.
- A culture that nurtures each student's humanity – mind, body, and spirit - and encourages them to discover their true calling and prepares them to contribute to the world.
- a community which values the **True**, the **Good**, and the **Beautiful**.

## VISION OUTCOMES

Our graduates will:

- embody virtue and mature character, grounded in a personal relationship with God. They will be humble, honest, and kind.
- employ discernment and sound reason.
- have a masterful command of the English language; be able to speak and write persuasively, and debate logically.
- have a well-rounded competence, able to appreciate cultural, spiritual, and intellectual life.
- be lifelong learners, approaching the world with joy, curiosity, and wonder.
- understand and appreciate objective Truth, Goodness, and Beauty.
- be prepared for an intentional and meaningful life.
- work to have hearts filled with gratitude and optimism for their futures.

## STATEMENT OF FAITH

We humbly and joyfully give thanks for the privilege and responsibility of providing a comprehensive and rigorous liberal arts education, taught in the classical method, to the students of Wing Classical Academy. This education is imparted using traditional American values, underpinned by Christian principles, in a Christian environment. All our staff, teachers, board members, and families endorse our statement of faith.

### **The Holy Trinity:**

We believe in one True God, who is all-gracious, all-loving, all-knowing, and all-powerful, eternally existing in three persons: the Father, the Son (Jesus Christ), and the Holy Spirit.

### **Creation and Man:**

We believe that God, in His perfect love, created the heavens, the earth, and all things within it through Jesus Christ. He is the author, creator, and sustainer of all that exists. All authority in heaven and on earth has been given to Him.

We believe that in His perfect wisdom, God created man in His image as related in the account of Creation in the first two chapters of Genesis.

### **Salvation:**

We believe in the deity of our Lord Jesus Christ as our Savior through His virgin birth, His sinless life, His miracles, His atoning death, His defeat of Satan and hell, His bodily resurrection, His ascension to the right hand of the Father, and we look forward to His personal return in power and glory bringing all His followers into perfect relationship with Him and each other.

We believe we are saved by grace through faith in Jesus Christ.

We believe in the indwelling of the Holy Spirit for all who have accepted Jesus' gift of His atoning death and have received Him as Lord. The Holy Spirit bears witness with our spirit that we are children of God, heirs of the perfect kingdom to come. He intercedes for us, aids us in our weakness, teaches us to pray, and reveals the hidden truths found in the Bible.

## STATEMENT OF FAITH, continued

### **The Bible:**

We believe the Bible is alive and active, the only inerrant, authoritative Word of God. It is God-breathed, a divinely inspired gift from God to reveal His character and His desire to have a relationship with the people He created.

We believe the Bible is profitable for “teaching, for reproof, for correction, and for training in righteousness.”

### **Sex:**

We believe each person is created in God’s image. Our bodies, created male and female, are part of God’s intentional design in creation and are, therefore, imbued with meaning and purpose. (Gen 1:26 -27) As stewards of these gifts, we are called to accept, love, and care for our bodies as they were created. Rejection of one’s biological sex is a rejection of the image of God in that person.

### **Service:**

We believe we are called to joyfully embrace God’s greatest commandment: "Love the Lord your God with all your heart, soul, mind, and strength. This is the first and greatest commandment. The second is like it: ‘Love your neighbor as yourself.’ " (Mat 37-39) Service is the fruit of faith in Jesus Christ. Our works do not save us but are a reflection of the Holy Spirit’s work in our lives. As such, we respect each other as made in the image of God. We treat and serve one another joyfully as we reflect the Father’s love.

### **Reflection of God’s Love:**

We believe that we reflect God’s love for us through our love and good works for others and we demonstrate our faith through worship.

The Wing Board, teachers, and staff are required to fully embrace this statement of faith. We welcome parents and students of other faith traditions into our school community, providing they understand and assent to the fact that Wing will unapologetically teach and operate from the theological convictions presented here.

This statement of faith does not exhaust the extent of our beliefs. The Bible, 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 purposes of school doctrine, practice, policy, and discipline, our Board serves as the school’s final interpretive authority on the Bible’s meaning and application.

All faculty, staff, and parents who make up the community of Wing Classical Academy accept and affirm these truths as outlining the boundaries of true Christian unity, while respecting theological diversity on issues such as the age of the earth, charismatic gifts, the mode of baptism, and events of the end times. In all things we teach and encourage students to search and submit themselves to the teaching of Scripture, to the authority of their parents and pastors, to form strong Biblically informed convictions on theological issues, and to hold those convictions graciously with others. As a matter of firm policy, it is mandatory that at least one parent or legal guardian, agree with and abide by the above Statement of Faith.

## STATEMENT ON SEX AND MARRIAGE

We believe that God wonderfully and immutably creates each person as male or female. These two distinct, complementary sexes together reflect the image and nature of God. Rejection of one's biological sex is a rejection of the image of God in that person. We are called to accept, love, and care for our bodies as they were created.

We recognize that there are persons who experience gender dysphoria/gender confusion. Such experiences can be emotionally challenging to work through and, for some, incredibly burdensome and painful. Such persons can be led to believe that gender and biological sex are entirely separate. This understanding erases those intentional, embodied distinctions between men and women. As such, this view is contrary to the divinely revealed reality of our true, God-given human nature.

We are committed both to providing a loving environment and to upholding the truth of God's created reality. Individuals who experience these perceptions or feelings are to be accepted with respect, compassion, and sensitivity and that every sign of unjust discrimination in their regard should be avoided.

The following policies will guide us at Wing Classical Academy:

- **Parental Notification.** In the case of a person who is a minor, if a member of the staff or faculty becomes aware that such minor is experiencing gender dysphoria or gender confusion, the minor's parents or guardian will be notified.
- **Pronouns and Names.** Only pronouns that accurately reflect a person's God-given biological sex shall be used.
- **Bathrooms and Facilities.** When using the bathrooms or facilities, all persons must use the bathrooms or other facilities that correspond to their God-given biological sex.
- **Single-Sex Programs and Activities.** A person may only participate in institutional activities that are designated as single-sex consistent with his or her God-given biological sex.
- **Personal Appearance & Dress.** Every person is expected to present and conduct themselves in a manner consistent with their God-given biological sex.
- **Conduct.** No person may publicly advocate or celebrate sexual orientation or identity.
- **Records.** All institutional records shall reflect a person's God-given biological sex and legal name. In the case of a change of legal name, existing records on file shall be kept and maintained without alteration. It is not permitted for an institution to change existing records to reflect a person's legal name change or to in any way purge such records.

We believe that the term "marriage" is marriage sanctioned by God which joins one man and one woman in a single, exclusive union and that God intends sexual intimacy to occur only between a man and a woman who are married to each other.

*We believe that to preserve the mission and integrity of the school as the local Body of Christ, and to provide a biblical role model to the students and the community, all persons employed by the school and all person who attend the school should affirm to support this Statement on Sex and Marriage.*

## CLASSICAL CHRISTIAN EDUCATION

Classical Christian schools are concerned with both the **journey and the destination**. A Christian worldview shapes everything we do. Knowledge and reason do not develop apart from God. A secular education ignores that God made the world and His sovereign hand is in everything.

Classrooms are not child-centered - they are **Christ-centered and teacher-centric**.

Learning is a serious occupation - it is both hard work and a gift from God, deserving a joyful and grateful response.

We are responsible for teaching children diligently as God requires us to teach our children to love Him with their whole minds. Teaching children the skill of reading and the love of reading is vital to knowing and loving God (through His word).

The gospel will permeate everything we do. The gospel is the yeast - its presence makes growing in wisdom and virtue possible. Tacking a little religion onto our lessons would be like sprinkling yeast over the top of the raw dough and expecting the bread to rise.

### THE TRIVIUM

- **Grammar** - gaining knowledge of the subjects; the memorization of this knowledge is vital or students will be unprepared for the next two stages
- **Logic** - gaining understanding; making connections amongst ideas
- **Rhetoric** - gaining wisdom; putting the understanding to work in practical application

### LANGUAGE FOCUS

The structural and lyrical qualities of language are important. A command of language is connected to an understanding of music, which lays the foundation for understanding math. We study Latin because it gives us insight to the wisdom and order of the ages. The degeneration of language leads to the degeneration of culture.

### HISTORY FOCUS

Knowledge of what came before gives context and clarity. Change should be rooted in precedence. Change for change sake is arrogant and reckless.

### AESTHETIC FOCUS

Every discipline is seen in the light of God's mercy, truth, and justice. CCE is full of the wonder of God's creation. There is objective Truth, Goodness, and Beauty,

### OBSERVATIVE FOCUS

A teacher enables the child to observe what is actually there - to see, smell, taste, hear, touch. A teacher guides in how to see, organize, classify, analyze, understand what is observed.

## WHAT DOES A CLASSICAL CHRISTIAN CLASSROOM LOOK LIKE?

**Covenantal:** Education is a God-ordained process, given to parents, of teaching the next generation to love the Lord with all their hearts, souls, and minds. Schools serve by working in partnership with parents. The parents are accountable to God for the education of their children; the school is accountable to parents. Teachers are accountable to parents, the administration, and the Lord for the effectiveness of their individual mission.

**Calm:** *The students' attention is gained by having a calm, undistracted classroom. Historic and artistic pictures and artifacts can be displayed. Kitsch, overly-stimulating, overly-sentimental wall hangings are to be avoided. The idea is an elevated and noble space rather than a vulgar one.*

**Organized:** The classroom should be orderly and free of clutter. Papers and tasks should be efficiently managed, with students taking responsibility as much as possible. Personal space (lockers, desks) should be uniformly organized and kept neat.

**Welcoming:** While organized and calm, the classroom is warm. We love our students as we love the Lord. We encourage parents to be involved with helping, learning, and teaching.

**Invigorating:** Learning is hard work and our students are expected to achieve high standards through diligence. The process is difficult, but also, exciting and joyful. True self-esteem is gained in the mastery of skills and attainment of understanding. Accomplishment is invigorating.

**Active:** The focus of the grammar years is memorization. The classical teacher creates songs, chants, and recitations to help embed information into student's memories.

**Strategic:** Where other approaches emphasize multiple choice, matching, and short answers, the classical curriculum emphasizes the benefits of learning through writing. In written assignments, students learn to synthesize the information they have memorized, developing and demonstrating mastery.

**Collaborative:** Students are taught to direct their focus on the teacher during instruction. They are also given opportunity to work together through chants, recitations, sound-offs, activities, labs, etc. Students also take responsibility for the classroom through job assignments, learning to trust and rely on one another.

**Submissive:** Classical education requires submission to authority, standards, and guideline for all. The classical teacher adheres to the standards for classroom management, curriculum planning, lesson preparation, and Academy culture. Students are gently taught to be respectful, obedient, diligent, and to exercise self-control. The effect of this constant shepherding is students who are focused on glorifying God over themselves.

**Frugal:** Classical schools utilize time, talents, money, and skills efficiently and carefully. They are not subject to costly educational trends. They effectively use volunteers to support instruction. The use of writing in learning reduces dependence on worksheets and expensive copies. Learning through chants and songs allows them to continue learning even through transitions or activity set-up. Classical education was at its height in the poorest economies of mankind; its effectiveness is not thwarted by small budgets or small beginnings.



## WING CLASSICAL ACADEMY CULTURE

### *Do All to the Glory of God*

God has created us to work. Learning is the work God has given you as a student. Let's work to the glory of God.

### KEY PRINCIPLES GUIDING WING CLASSICAL ACADEMY CULTURE

- We will create an environment that glorifies God.  
Our God is a God of order. We will pursue order and decorum rather than allowing chaos.
- We will set high standards for ourselves and our students.  
We aspire to noble-mindedness rather than vulgarity.
- We will attend to detail.  
As God is Lord over every square inch, we will glorify Him by following His example.
- We will pursue efficiency and effectiveness.  
Every minute is precious and a gift, we will not squander it.
- We are called to:
  - Love God
  - Love our neighbors
  - Respect authority
  - Honor our parents

### PROTOCOLS FOR PIETY

- If you drop something, pick it up.
- If you make a promise, keep it.
- If you open a door, close it.
- If you borrow something, pay it back (if possible, in better condition).
- Make please and thank you a habit.
- Do unto others as you would have them do unto you.
- Obey right away, all the way, with a happy heart, always.

Noble-mindedness and decorum will guide our conduct. Demonstrations of respect for others include:

- Students standing as directed by their teacher when a guest enters the classroom and expressing a greeting ("Good Morning, Mrs. X).
- Students using the honorific of Ma'am and Sir when speaking to an adult (Yes, Ma'am, No, Ma'am).
- Students raising their hands to speak rather than speaking over the teacher.
- Students will be trained to use "listening posture" to aid attention and show respect for teacher (hands on desk, eyes on teacher).
- We will encourage accountability by using "I was wrong" vs "I'm sorry".

## CURRICULUM

Wing Classical Academy is a Hillsdale College Curriculum school.

Hillsdale Classical Schools commit to embrace and uphold the following key characteristics:

1. A curriculum that is content-rich, balanced, and strong across the four disciplines of math, science, literature, and history
2. Instruction in the Western tradition through history, literature, philosophy, and the fine arts
3. Study of the American literary, moral, philosophical, political, and historical traditions
4. Explicit instruction in phonics and grammar
5. The study of Latin as a requirement for all students
6. An approach to instruction that acknowledges objective standards of correctness, logic, beauty, weightiness, and truth.
7. A well-educated and articulate faculty who use traditional, teacher-led methods of instruction.
8. A commitment to use technology effectively without diminishing the faculty leadership that is crucial to academic achievement.
9. A plan to serve Grades K through 12 (even if the school must open with fewer grades) to provide continuity and a recurrent examination of subjects throughout a student's career.
10. A school culture of moral virtue, decorum, respect, discipline, and studiousness among both students and faculty

Wing Classical Academy will also be teaching the Rafiki Bible Study curriculum. The Rafiki Foundation's classical schools attached to their orphanages in Africa have developed this robust theology curriculum that takes their students through the entire Bible between grades K and 12. Our theology classes include expositional Bible study, hymn practice, catechism memorization, and Scripture memorization.

The Rafiki Bible Study is presented at each learning level: Adult (High School +), Jr High (7–8th grade), Primary (3rd–6th grade), and Pre-K–2nd lessons. We are excited to have the entire school

## ACADEMIC POLICY

### Homework

Meaningful homework assignments are an important part of the curriculum. Teachers assign homework within the following guidelines per night. In addition to assigned homework students should 30 minutes per night.

|                |               |
|----------------|---------------|
| Kindergarten   | 10-15 minutes |
| Grades 1 and 2 | 15-20 minutes |
| Grades 3 and 4 | 20-25 minutes |
| Grades 5 and 6 | 25-30 minutes |
| Grades 7 and 8 | 30-45 minutes |

### Assessment

We believe assessments should serve the student rather than the school. They are a tool we use to coach our students toward mastery. This means they are specific to the curriculum and virtues being taught rather than uniform across all grades. It also means that they should reflect non-academic data, such as a student's appreciation for the True, the Good, and the Beautiful. Assessment should incentivize a love of learning that transcends performance. Finally, assessments should be focused on communicating the next steps for learning rather than simply rating what has already been learned.

#### Numerical Grades versus Narratives and Skill Mastery

Numerical grades are a form of external control on a person's behavior. External controls—such as schedules, policies, punishments, or fines—guide a person toward good behavior or performance. Over time, however, we strive to replace external controls with self-control and self-government.

*A grading system that tells the school it's doing well (a flawless record of 4.0s and As) does not also indicate that the student is doing well—at least not if "doing well" means actually learning and retaining the material.*

We approach assessment in a way that teaches students to discover goodness, truth, and beauty in every discipline as a reflection of God.

We want wisdom to be its own reward. This requires pursuing a system of assessment that encourages students to strive for mastery of the material for its own sake, regardless of the grade. Here is how we define mastery: deep understanding of the concepts and procedures, written work that is neat, complete, and factually correct, well-explained reasoning, coherent and well-organized explanations. That level of achievement, coupled with a genuine love for the material, is the vision we have for Wing students.

#### Grammar School (K-6) Learning

In Grammar School, children learn the "whats" of things and how to categorize the different subjects they're learning. They learn lots of rules: spelling rules, multiplication tables, how to tie your shoes, how to wash your hands, the proper components of a sentence, how to classify a bug. They learn a lot of building blocks of subjects, without thoroughly applying them. They learn the moral landscape of the world around them through subjects like history and literature.

Pedagogy (teaching technique) in the Grammar School classroom employs a lot of all-class recitation, call-and-answer, games, reading aloud, and drills. The following features are sparse in the Grammar classroom: discussion, debate, and self-expression in writing and speaking. Habit formation is king.

## Assessment, continued

### Grammar School Assessments

In Grammar School, assessments are chiefly a conversation between teachers and parents about teachers' plans to address students' areas of struggle. They are a coaching mechanism.

At the end of each quarter you will receive a narrative assessment of how your child is doing at school, paying equal attention to comprehension, retention, habits, literacy, reasoning, obedience, listening, wonder, and other personal qualities that would be poorly represented by a numerical measurement. Your child's assessment will include specific areas of struggle, and the teacher's plan to address those areas of struggle for the next quarter.

### Logic School Learning

In the Logic stage, students learn the "whys" of things and how to argue well. History turns from a neat account of timelines to the complicated world of primary documents. Science includes more experiments. Children begin to see how the building blocks of subjects work together. Spelling, grammar, and phonics are replaced with logic and higher expectations for composition. Students take notes in class, discuss and debate with one another, and begin training to form their own opinions about the ideas they study.

### Logic School Assessment

In Logic School, a third partner enters a student's learning process: the student himself. And to include the student in his own learning process we introduce a rubric for standards-based grading which communicates with the student himself how he can work toward the teacher's expectations for mastery in any given subject.

Parents will receive a 1- to 2-page assessment that combines numerical scores (standards-based grading) and narrative assessment. It will begin with an overview of how your child is doing at school, paying equal attention to comprehension, retention, habits, literacy, reasoning, obedience, listening, wonder, preparation, attitude, leadership, and other personal qualities.

## HONOR CODE

We recognize that the good conduct of students allows learning without distraction and promotes academic success, community building, and a culture of respect and civility. Character formation is equally important to gaining knowledge. This means developing moral and intellectual courage. Our students and our community are expected to uphold the strongest ethical and moral standards:

***A Wing Classical Academy student acts with honor, humility, generosity, and integrity; is diligent and responsible in study and service; and shows respect and compassion for others. Through education the student rises to self- government.***

The Honor Code expressly prohibits:

|   |   |                                       |
|---|---|---------------------------------------|
| Lying   | Skipping school/class                       | Defying the dress code                |
| Plagiarism  | Making degrading statements                 | Fighting                              |
| Cheating  | Defacing property                           | Engaging in sexual activity           |
| Stealing  | Speaking disrespectfully or using profanity | Entering a space not aligned with sex |
| Having alcohol, tobacco, marijuana, illicit drugs, sexually explicit material, or weapons |   |                                       |

## STUDENT CONDUCT AND DISCIPLINE

*Any introduction of a weapon, an illegal drug, tobacco, marijuana, alcohol or sexually explicit material will be treated as grounds for immediate expulsion.*

### Corporal Punishment

The use of corporal punishment is strictly prohibited.

### Disciplinary Action

All of us have and will sin. Students and teachers are together seven hours a day - there will be incidents when students need correction. Our purpose is to assist parents in the training of their children. Our approach is to love them with the love of the Lord and to lead them with joy, enthusiasm, respect, and kindness.

The first step in our approach to discipline is for staff to establish positive, trusting relationships with parents. In the first week or two of the school year, staff should be intentional about communicating with parents. A best practice is to make note of a specific positive interaction or trait of each child and communicate that to the parents (avoid general compliments: "She's so nice."). Staff should also establish regular means of informing parents about classroom events and student progress.

When a student errs, staff can help them recognize and understand their error in light of our chief end- to glorify God:

- *Were you loving God and loving your neighbor when you did that?*
- *Were you honoring your parents/Would you have done that if your mom or dad were here?*
- *Were you doing all to the glory of God?*

When an incident occurs, staff will employ the following questions with the student:

1. What was happening?
2. What were you thinking and feeling?
3. What did you do about that?
4. What were you seeking to accomplish?
5. What was the result?
6. From whom should you seek forgiveness? /To whom should you make restitution?
7. Explain to me how you can do better?

Our expectation is that "I was wrong" will be expressed rather than "I'm sorry". This language highlights accountability for one's behavior. Then we can move on to:

- Repentance - to change direction; "I was wrong"
- Restitution - to make whole; "How can I make it better?"
- Restoration - to reach a "just as if we'd never sinned" posture

## ENROLLMENT

Enrollment is open for children ready for kindergarten (age 5 by September 1 or with teacher approval) through grade 8.

To enroll, new parents may fill out an **online application and submit the \$150 application fee (\$50 for each additional child)**. Along with the application, parents will submit a copy of the child's birth certificate and the parent's driver's license.

## TUITION AND FEES FOR 2025/2026 SCHOOL YEAR

### Founding Families

Our families who enrolled during the **2024/2025** school year

|                   |                |
|-------------------|----------------|
| <b>Grade K-6</b>  | <b>\$5,500</b> |
| <b>Grades 7-8</b> | <b>\$6000</b>  |

|                             |              |
|-----------------------------|--------------|
| <b>Required deposit K-6</b> | <b>\$550</b> |
| <b>Required deposit</b>     | <b>\$600</b> |

*\*Deposits made before April 1st will be discounted 40%.*

*(This discount will not be applied to deposits greater than the first month's tuition.)*

*Founding Families will pay a **\$50 application fee** for each new student they are enrolling.*

### Pioneer Families

Our families enrolling for the **2025/2026** school year.

|                   |                |
|-------------------|----------------|
| <b>Grade K-6</b>  | <b>\$6,000</b> |
| <b>Grades 7-8</b> | <b>\$6,500</b> |

|                             |              |
|-----------------------------|--------------|
| <b>Required deposit K-6</b> | <b>\$600</b> |
| <b>Required deposit</b>     | <b>\$650</b> |

*\*Deposits made before April 1st will be discounted 40%.*

*(This discount will not be applied to deposits greater than the first month's tuition.)*

## DAILY SCHEDULE

**Consistent attendance and promptness are vital to success as part of our school community.**

**Our day begins promptly at 8:15.** Arrivals after 8:15 are considered tardy.

On Wednesdays, Chapel begins at 8:15. Other days begin with Morning Fellowship at 8:15. Attendance and participation at both Chapel and Morning Fellowship are assessed.

There is a 30 minute morning recess, a 40 minute lunch period, and a 15 minute afternoon break.

Children will be going outside every day unless the weather conditions are dangerous.

**Children are dismissed at 3:25 each day.** Pickup after 3:30 will incur a \$1 per minute, per student charge.

## CALENDAR FOR 2025 - 2026 SCHOOL YEAR

|   |                            |                    |
|---|----------------------------|--------------------|
| Monday, August 25                               | First Day for Staff        | PD/Set-up all week |
| Thursday, August 28                             | Curriculum Night           | 6:30 pm            |
| Tuesday, September 2                            | First Day of School        | Full Day           |
| Monday, October 13                              | <b>Columbus Day</b>        | <b>NO SCHOOL</b>   |
| Wednesday, October 15                           | Parent/Teacher Conferences | Full Day           |
| Friday, October 31                              | End Q1                     | Full Day           |
| Wednesday, November 26 -<br>Friday, November 28 | <b>Thanksgiving Break</b>  | <b>NO SCHOOL</b>   |
| Monday, December 22 -<br>Friday, January 2      | <b>Christmas Break</b>     | <b>NO SCHOOL</b>   |
| Monday, January 19                              | End Q2/S1                  | Full Day           |
| Monday, February 16 -<br>Friday, February 20    | <b>Winter Break</b>        | <b>NO SCHOOL</b>   |
| Tuesday, March 10                               | P/T Conferences (Optional) | Full Day           |
| Friday, March 27                                | End Q3                     | Full Day           |
| Monday, March 30 -<br>Monday, April 6           | <b>Spring/Easter Break</b> | <b>NO SCHOOL</b>   |
| Monday, May 25                                  | Memorial Day               | <b>NO SCHOOL</b>   |
| Friday, June 5                                  | Last Day of School         | Half Day           |

## Attendance

Regular school attendance is important for academic success and good work habits. Frequent absences or tardies disrupt the instructional time for the entire class and require extra work from teachers.

**Apart from extreme circumstances, children should report for school daily.**

We encourage parents to schedule outside appointments, family trips, etc., outside of school hours. Parents should report all unplanned absences to Mrs. Wing and Mrs. Griffith.

**We encourage parents to schedule family vacations during planned school breaks.**

## DRESS CODE

**Wing Classical Academy is a workplace for students and teachers. Our school uniform:**

- creates a **tone of focus and respect**; students who dress appropriately perform at a higher level.
- builds a sense of **unity**.
- allows school staff to avoid the constant struggle of deciding which clothing styles are appropriate.

*See our uniform on LandsEnd.com. Uniform pieces may also be purchased at places like Target and Kohls.*

**Any time a student is on campus or attending a school event, they should follow the spirit of the dress code:**

1. **Dress neatly:** unrumpled, no holes/tears, correct fit; **shirts must be tucked in; shoes must be tied.**
2. **Be clean:** clothes washed, shoes neat, body and hair clean.; no facial hair; no tattoos.
3. **Be modest:** skirts to the knee; shorts at least to mid-thigh; no obscene logos or patterns, low necklines.

|  | Boys   | Girls  |
|--|--|--|
| <b>Hair<br/>Accessories<br/>Makeup</b>         | <p>Hair should be natural in color, simple, clean-cut, evenly trimmed, and should not cover any part of the ears, eyebrows, or touch the shirt collar. Boys should have no facial hair.</p> <p>Watches are permitted. Smart watches must be silenced and must not become a distraction to learning.</p> <p>Boys are encouraged to wear a black belt.</p> | <p>Hair should be natural in color and should not hang down in front of the face. Girls may wear hair ribbons, headbands, or barrettes in navy, white, or classic navy plaid.</p> <p>One pair of pierced earrings allowed. Watches are permitted. Smart watches must be silenced and must not become a distraction to learning.</p> <p>Makeup should look natural, using a neutral palate.</p> |
| <b>Pants<br/>Shorts<br/>Skirts<br/>Jumpers</b> | Navy or khaki dress pants or shorts. Shorts no shorter than 3 inches above the knee.   | <p>Navy, khaki, or school tartan (Classic Navy Plaid): skirt, jumper, polo dress, dress pant, skort, or shorts. Skirts should rest at the knee and shorts should be no shorter than 3 inches above the knee.</p> <p>Modesty shorts ("cartwheel shorts"), leggings, or tights must be worn under skirts. Leggings/tights may be navy or white. Modesty shorts may be navy or black.</p>         |
| <b>Shirts</b>                                  | <p>Navy, light blue, or white polo, short or long sleeve, with or without school crest.</p> <p>White or light blue oxford, short or long sleeve, with or without school crest.</p>   | <p>Navy, light blue, or white polo, short or long sleeve, with or without school crest.</p> <p>White or light blue oxford, short or long sleeve, with or without school crest.</p>   |
| <b>Tie</b>                                     | Optional in Classic Navy Plaid, Navy/Gold stripe, Navy.  | Optional. May choose the navy Girls Cross Tie or a traditional tie in Classic Navy Plaid, Navy/Gold stripe, Navy.  |
| <b>Sweaters and vests</b>                      | Optional. Navy blue or white. Pull over, vest, or cardigan. With or without school crest. No hoodies.  | Optional. Navy blue or white. Pull over, vest, or cardigan. With or without school crest. No hoodies.  |
| <b>Jackets</b>                                 | Optional. Navy blue blazer, with or without crest.   | Navy blue blazer, with or without crest.   |
| <b>Shoes and socks.</b>                        | Closed toed shoes (loafers, oxfords, sneakers) in neutral colors. Navy, black, or white socks.   | Closed toed shoes (loafers, oxfords, sneakers) in neutral colors. Navy, black, or white socks.   |



## MISCELLANEOUS

### Parent Involvement

Parents are charged by God with guiding the education of their children. Parental involvement at school demonstrates to the children that this is an important part of their world.

Our role as educators is to complement the efforts of parents, working together in partnership.

Parents are asked to volunteer 5 hours per semester or 10 hours for the year to make Wing a great community.

Some of the tasks we need help with:

- Participate in school fundraisers
- Organize and work at school events
- Classroom volunteer
- Community ambassadors

### Illness

Parents are asked to keep children home when a fever, vomiting, diarrhea is present. Children may return to school when there have been no symptoms or fever for 24 hours. Parents must report absences to Mrs. Wing and Mrs. Griffith.

Children who become ill during the school day will leave class and be picked up by a parent.

### Food

Children will bring their own sack lunch and snacks to school. Parents should note there is no microwave or refrigerator available. Please provide drink options that are easy to open for younger students.

### Special Occasions

Birthdays: Students may present a book for the class library in honor of their birthday. Suggestions of approved titles can be requested from the classroom teacher.

### Mobile Phones and Electronic Devices

Mobile phones and electronic devices are not to be out or used by students during the school day.

### Outdoor Time/Snow/Bad Weather Days

We believe in students having as much fresh air and movement as possible. Students will be going outside daily in most weather. Parents should be sure to send their student with appropriate outdoor gear: coats, raincoats, hats, gloves, boots, etc.

In the event of harsh weather (heavy rain, freezing rain, etc.), staff will use the indoor spaces and/or loggia to allow the students to get some movement in.

Parents are asked to provide clean shoes for children to change into when coming to school in wet/muddy conditions.

Snow days/no school will generally follow the Chelsea School District. If snow or ice has closed school in Chelsea, Wing will be closed. School closings for cold temperatures will not always apply to Wing, since all students are transported by parents rather than standing at a bus stop. Parents will also be notified via text and email.