# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>About Currey Ingram Academy</td>
<td>2</td>
</tr>
<tr>
<td>Lower School Information</td>
<td>4</td>
</tr>
<tr>
<td>Fees</td>
<td>8</td>
</tr>
<tr>
<td>Dress Code</td>
<td>10</td>
</tr>
<tr>
<td>Traditions</td>
<td>17</td>
</tr>
<tr>
<td>Enrichment Programs</td>
<td>24</td>
</tr>
<tr>
<td>Support Services</td>
<td>26</td>
</tr>
<tr>
<td>Testing and Academic Plans</td>
<td>28</td>
</tr>
<tr>
<td>Behavior Expectations</td>
<td>31</td>
</tr>
<tr>
<td>Boost Afterschool Clubs and Activities</td>
<td>36</td>
</tr>
<tr>
<td>All-School Policies</td>
<td>39</td>
</tr>
<tr>
<td>Health, Medication and Safety</td>
<td>42</td>
</tr>
<tr>
<td>Communication</td>
<td>53</td>
</tr>
<tr>
<td>General Information</td>
<td>55</td>
</tr>
<tr>
<td>Technology Use Policy</td>
<td>59</td>
</tr>
<tr>
<td>Parent Involvement</td>
<td>63</td>
</tr>
<tr>
<td>Accreditations and Memberships</td>
<td>65</td>
</tr>
<tr>
<td>Contact Information</td>
<td>66</td>
</tr>
</tbody>
</table>

Due to COVID-19, the Lower School has added a COVID-19 Handbook Addendum that provides additional health and safety protocols and guidelines that the school has implemented for the 2020-2021 school year. For any section marked in GREEN in the traditional handbook, these areas will be replaced by the policies and procedures outlined in the addendum.

If the school pivots to a Virtual Learning model, a separate Virtual Learning Handbook Addendum will be emailed to students and families.
ABOUT CURREY INGRAM ACADEMY

Currey Ingram Mission Statement
The mission of Currey Ingram Academy is to provide an exemplary K-12 day school program that empowers students with learning differences to achieve their fullest potential. The school delivers on this mission by providing:

- Small classes
- Evidence-based instructional practices
- Individualized learning plans for every student
- Strong arts, athletics and extracurricular activities
- Speech-language and academic occupational therapies (Grades K - 8)
- Character education and social coaching
- Executive Function and social-emotional skill development
- Personalized college preparation and counseling
- Parent, community and professional education opportunities

History of Currey Ingram Academy
Currey Ingram Academy was founded in 1968 as Westminster School of Nashville. School founders Carol and Bobby Henderson asked Westminster Presbyterian Church leaders to provide space for an innovative educational program for their son, Britt. A planning committee of church members, community professionals, and public school officials developed a class model that included reading, math and social skills instruction. The inaugural class of seven students and one teacher began in the fall, and Westminster School of Nashville was born. Thanks to a lead gift from alumni parents Stephanie Currey Ingram and John Rivers Ingram, the school changed names and moved to its current 83-acre campus in 2002. In recent years, students have enrolled from more than 33 states and eight foreign countries, their families citing Currey Ingram Academy as a major reason for their move to Middle Tennessee.

Scientific Advisory Board
The Scientific Advisory Board (SAB) at Currey Ingram Academy is comprised of professionals who have made significant contributions to advancing the fields of learning disabilities and education and who help further the mission of Currey Ingram Academy through their involvement on the SAB. The SAB helps Currey Ingram Academy stay up-to-date on the latest research, consults with academy leaders on student development and education, and provides guidance on current and future research projects and evidence-based approaches to teaching students with learning differences. Current SAB members are Dr. Laurie Cutting, Dr. Elisabeth Dykens, Dr. Nadine Gabb, Dr. Steve Graham, Dr. Karen Harris and Dr. Jeanne Wanzek. For questions related to the SAB, please contact Head of School Dr. Jeffrey Mitchell.

Henderson House System
The purpose of the Henderson House program is to cultivate community, strengthen the culture of our K-12 community and instill school pride and spirit. Each student, teacher and staff member is assigned one of four houses for their entire Currey Ingram career. The Henderson
House program is named in honor of Carol and Bobby Henderson, the founders of Westminster School of Nashville/Currey Ingram Academy. The four houses are identified by colors, Red, Blue, Yellow, and Orange. There are several House Days throughout the year, and students will wear their house T-shirt in place of normal divisional dress code.

Each house receives points for accomplishments by house members in the areas of academics, arts, athletics, and service. Green level points will be accumulated monthly and houses will receive 10, 8, 6, or 4 points based on their monthly accomplishments. Major events or accomplishments receive Gold level points, to be directly deposited into the overall point total. At the conclusion of the school year, the house with the most total points will receive the Henderson House Cup, which will be displayed in Jennifer and Billy Frist Hall

**Diversity Policy**

The concept of diversity is at the core of the educational philosophy that drives Currey Ingram Academy. As a school for children with learning differences, Currey Ingram acts on the basic premise that individuals learn differently and that the role of the school is to help students understand their differences, and, with this understanding, reach their full potential as individuals and members of society. The Board of Trust, administration and faculty appreciate the significance of such diversity as we advance the school's mission. We see as a key goal for the educational process that all parents and students achieve an appreciation for the significance of learning differences and understand that the strength of our school rests in our ability to support one another in these differences. Currey Ingram Academy, based in such a profound way on understanding diversity in learning, has an appreciation of the broader range of diversity that exists in our society. Diversity exists in language, skin color, religion, cultural heritage, financial resources, educational background, and in many different ways. As with learning differences, we strive to have our students recognize, understand and respect the full range of both their own differences and those of their friends and schoolmates. The educational process aims to prepare students to function in the complex mix of our society with pride in self and appreciation for others.

Our students learn of the differences in our own society and the world through the school's curriculum, in regular class work, and also through special events and guest lectures. Such learning is designed to occur in ways that are developmentally appropriate. Currey Ingram Academy seeks to graduate students who have not only a strong sense of their own identity but also an appreciation that the strength of our society is founded on the diversity of its members.
LOWER SCHOOL INFORMATION

Due to COVID-19, the Lower School has added a COVID-19 Handbook Addendum that provides additional health and safety protocols and guidelines that the school has implemented for the 2020-2021 school year. For any section marked in GREEN in the traditional handbook, these areas will be replaced by the policies and procedures outlined in the addendum.

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HOURS, ATTENDANCE, DROP OFF/DISMISSAL

School Hours

The Lower School office is open from 7:15 a.m. to 4 p.m., Monday through Friday (excluding holidays and some early dismissal days).

The school hours for students in the Lower School are 7:45 a.m. – 3:15 p.m., except on Wednesdays (dismissal is at 2 p.m.).

Supervision for students is provided for Lower School students from 7:15 - 7:45 a.m., Monday through Friday. There is no fee for early morning care. Students should not be dropped off before 7:15 a.m.

School begins at 7:45 a.m. for all Lower School students. Being on time for the beginning of each school day is extremely important, not only because of the lesson you teach your child about being punctual, but also because the morning announcements begin promptly. Classroom Morning C.O.F.F.E.E. (Circle of Friendship for Everyone Everyday) immediately follows the announcements. Academic and enrichment classes begin for all grades immediately following Morning C.O.F.F.E.E.

Students who arrive late, after 7:45 a.m. (by the school clocks) should be escorted into the Lower School office and signed in by a parent/guardian. Students arriving late for any reason, excused or unexcused, will be recorded as tardy. Office personnel will write an admittance pass for your son or daughter to give to his/her teacher.

Afternoon dismissal is at 3:15 p.m. (2:00 p.m. on Wednesdays). Students who have not been picked up by 3:30 p.m. (2:20 p.m. on Wednesdays) will be required to attend the afterschool program (Boost) and will be billed by the Business Office.
Absence and Tardy Policies

Regular attendance and punctuality are essential to maximize each student's learning, as excessive absences and tardies can negatively affect students both socially and academically. Therefore, students are expected to be present each day that school is in session. When students have more than 10 absences in one semester, the parents must meet with the Division Head to determine a plan of action. If the student is absent for 20 or more instructional days during one school year, the student has not met the required instructional days for a school year and may not be promoted to the next grade.

If a student is absent on a school day, the student will not be allowed to participate in afterschool clubs or sports activities. A student may, however, attend a scheduled doctor’s appointment and/or required testing session and still attend afterschool activities.

Absences will be classified as excused or unexcused. These categories are described in further detail below.

Excused Absences

1. Illness of the student. If the absence exceeds three consecutive days, a physician’s note is required.
2. Illness in the immediate family, which requires absence of the student from school.
3. Death in the family. Absence should not exceed five days.
4. Religious holidays regularly observed by persons of the student’s faith.
5. Completion of psychoeducational testing that is part of the requirement for enrollment at Currey Ingram.
6. Absences for other reasons may be excused if, in judgment of the Academy’s administration, the circumstances warrant.

Unexcused Absences

1. Absences that are not in one of the excused categories above.
2. Family vacations are considered unexcused, unless there are extraordinary circumstances and prior approval was granted by the Division Head.
3. Students who have had five unexcused absences within a school year will be out of compliance with school policy.
4. Unexcused absences may result in earning a “zero” on assignments missed that day.

Attendance Credit

To receive attendance credit, including credit toward perfect attendance, a student must be present for at least 50% of the school day.
Notification of Absences
On days when a student is sick or unavoidably absent, a parent should call or email the Lower School office no later than 9 a.m. on the day of the absence. Parents/guardians must notify the classroom teacher or Lower School office personnel in writing (i.e., email or handwritten note) in advance of planned absences for physician, dentist or other important appointments.

Extended Absences
Extended absences that are not related to illness or a family emergency are strongly discouraged. If you know that your son or daughter will miss two or more days of school, call or email Dr. Barton and the classroom teacher well in advance or as soon as you know. Both need to be aware of extended absences so educational remediation can be planned.

Makeup Work for Absences
Because instruction at Currey Ingram is so specialized, it is unrealistic to expect that a parent or another person can teach the skills to your child that were missed during absences. However, homework can be prepared and in the Lower School office by 3:30 p.m. on the day of the absence when requested by 9 a.m. Otherwise, each student’s missed assignments will be given to the student on the day of his/her return to school. It is the responsibility of the teacher to specify the due date for missed work. All students are expected to make up all missed assignments unless special circumstances cause homework to be excused by the child’s teacher. If work is completed within the assigned time frame, the student is still eligible for the 100% Homework Award given in monthly Success Assemblies.

Students Leaving School
For the safety of our students, we require that parents/guardians come into the Lower School office to sign out their child when removing him/her prior to dismissal time. Parents or other adults should not go directly to the classroom. The Lower School’s administrative assistant will have the child sent or escorted to the office upon the parent’s arrival.

In the Lower School office, there must be a list of adults who are authorized to transport a child to and from school, other than the parents/primary guardian. If parents want their child to leave school with someone who is on this authorized list but does not regularly transport the child, the parent should send a note with the child or call the Lower School office. If the child must leave campus with a person who is not on the authorized list, the legal guardian must send a signed note to school with the specific information or notify the Lower School office by email (with a scanned signature) that another person has the authority to transport the child. The authorized person can also be added to the pick-up list in My CIA by emailing the request to the Lower School Administrative Assistant who will add the person to the approved list. For safety reasons, no child will be permitted to leave campus without written authorization from a parent or legal guardian.
Drop-off and Dismissal Procedures
The following drop-off and dismissal procedures were developed to keep students, parents, faculty and staff safe. Please support the safety program by discussing these procedures with your child.

**Morning Arrival Procedures**

1. Enter the campus from Murray Lane and proceed to the right after you cross the Henderson Memorial Bridge. Travel around the parking lot in one lane to the front of the Lower School. For the safety of children, do not travel through the parking lot to bypass traffic; children and parents frequently exit their cars in these areas. If you choose to walk your child to the front entrance, park in the parking lot. There are five reserved spaces in the first row of the parking lot for parents wishing to assist their child with exiting the car or walking into the building. Parents exiting a car in the loading and unloading zone is strictly prohibited. Speed Limit: 7 mph (posted).
2. Refrain from using cell phones while dropping off your child.
3. Students should have all possessions packed as the vehicle approaches the main entrance. Drivers should not exit the car to assist students. If the driver must get out of the car to assist a child with his/her belongings or to get items from the trunk (or back of SUV), park in the reserved unloading zone in the parking lot. Avoid going through the drop-off zone if the student is unable to exit the vehicle without assistance. Never leave your car unattended in the drop-off zone.
4. Pull as far forward as possible along the curb (up to the red line).
5. Stop next to the sidewalk to allow the child to exit from the passenger side of the vehicle onto the sidewalk. Never allow a child to exit the driver side of the vehicle and walk in front of traffic.
6. Once your child has exited the vehicle and the doors are closed, follow other vehicles to exit the property.
7. Proceed with caution when entering the four-way stop intersection due to cars traveling to and from Eskind Hall, Frist Hall and Carell Hall.

**Afternoon Dismissal Procedures**

1. Enter the campus from Murray Lane and proceed to the right after crossing Henderson Memorial Bridge. Travel around the parking lot to the front of the Lower School. Do not travel through the parking lot. (In the case of an early dismissal, park in the parking lot to avoid getting blocked when you attempt to exit the property.) Speed Limit: 7 mph (posted).
2. Refrain from using cell phones while in the loading zone.
3. Form double lanes as you proceed to the front of the building.
4. The dismissal sign with your child’s name should be clearly displayed in the windshield of your vehicle. The school will provide you with a sign at your August conference. Please request a new one if your sign has been misplaced or damaged.
5. Pull your vehicle as far forward as possible in one of the two lanes.
6. Once in the loading zone, the ignition must be turned off with the car in park. Drivers, siblings and pets must remain with their vehicles while in the loading zone.
7. When instructed by the traffic controller, students will be loaded into vehicles.
8. When all vehicles in the loading zone have their occupants, the traffic controller will signal for all engines to start and cars will leave the loading zone as directed.
9. Proceed with caution at the four-way stop intersection. Follow the traffic safety procedures when exiting the property or going to Eskind Hall or Carell Hall to pick up other students.
10. If parking and walking your child to the car, use the crosswalk and attend to the safety guard who will direct when it is safe to cross.

Rainy Day Dismissal Procedures

1. Enter the campus as detailed previously.
2. The dismissal sign with your child’s name should be clearly displayed in the windshield of your vehicle. The school will provide you with a sign at your August conference. Please request a new one if your sign has been misplaced or damaged.
3. Students will be held in the Lower School gym. The traffic controller will call students to their vehicles. The traffic controller will exercise caution when allowing students to go to their vehicles. For example, in the event of severe weather, the traffic controller may keep students in the building until it is safe to exit the building.
4. The remaining procedures will be the same as those listed for regular afternoon dismissal.

LOWER SCHOOL FEES

Many items are included in your tuition or fees. Below are the items that you will need to purchase:

- School uniforms
- Materials for special science or social studies projects (Your child’s teacher will inform you of any projects for the year.)
- A backpack that is large enough for binders and school supplies (It is suggested that you wait until you see the size of your child's binder before purchasing the backpack. Your child may select any style or model of backpack.)
- Some extracurricular activities that are part of Boost (aftercare program) have additional fees. Those are billed by the Business Office.
• Optional bus transportation to and from school will be billed by the Business Office. Contact Yvonne De La Torre Ugarte at yvonne.dltu@curreyingram.org with questions.

In the Lower School, the following are included in your child’s tuition:

• Morning snack
• Lunch
• Incidental supplies such as paper, pencils, markers, crayons, tissues, etc.
• Textbooks
• iPad

The following items are not included in your child’s tuition but are covered with your semester fees. Currey Ingram will purchase these items:

• Binder, dividers, planner, Thursday folder and headphones
• Class magazine (i.e., Time for Kids)
• Consumable instructional texts and materials
• Classroom supplies (crayons, colored pencils, markers, etc.)
• Local field trips
• Spring program t-shirt
• Music recorder (grade 3 and new grade 4 students)
• Human Growth and Development Book (grade 4)

Semester fees are outlined below. Lower School fees are collected at the beginning of each semester. The Currey Ingram Business Office will bill parents for the amount listed below. Unanticipated fees, though rare, may arise during the semester and will be billed accordingly. The fourth-grade Huntsville field trip is not included in semester fees and will be billed separately.

<table>
<thead>
<tr>
<th>FALL SEMESTER FEES</th>
<th>SPRING SEMESTER FEES</th>
<th>JANUARY OR LATER START FEES (In addition to Spring Fees)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional workbooks and materials 50</td>
<td>Instructional workbooks and materials 50</td>
<td>Binder, dividers, planner, Thursday folder, headphones, school supplies 50</td>
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<tr>
<td>Binder, dividers, planner, Thursday folder, headphones, school supplies 50</td>
<td>Student Activity Fee 25</td>
<td></td>
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<tr>
<td><strong>Total fees for Fall</strong> 100</td>
<td><strong>Total fees for Spring</strong> 75</td>
<td><strong>Total fees for January or later start</strong> 50</td>
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LOWER SCHOOL DRESS CODE

Clothing expresses attitude and personality and also reflects and influences behavior; consequently, clothing matters. A positive attitude in appearance and behavior is conducive to learning. The purpose of the dress code is to teach and model lasting principles of dress and behavior, not simply to address current fashions and fads. Adherence to the dress code is the parents’ and students’ responsibility. Families are expected to be familiar with the dress code and to support these guidelines in the purchase of school clothing.

As in all Lower School policies, a positive approach is used to encourage adherence to the dress code, with students being recognized in the monthly Success Assembly when all students in each homeroom have followed the dress code policies for the month. Students found in violation of the dress code will be asked to change into appropriate attire and may require a call to the parent to bring appropriate clothing.

All clothing must be purchased from Mills Uniform Company or the Currey Ingram Used Uniform Sale unless stated otherwise.

If a student has special circumstances (e.g., sensory, sizing, allergies) and cannot wear the uniform material from Mills, please contact the Lower School Division Head.

DRESS CODE GUIDELINES

Shirts

- Shirts must be tucked into skirts or pants. Only the top button of the shirt may be unbuttoned.
- Ties are not permitted to be worn with uniform polo shirts.
- Shirts must not be layered in such a way that a long-sleeved garment is worn under a short-sleeved or sleeveless garment unless intended to be worn that way.
- Undergarments worn under blouses or shirts must be all white or natural in color.
- A uniform shirt is to be worn under all sweaters, fleeces and sweatshirts.

Sweaters, Fleece and Sweatshirts

- Currey Ingram sweatshirts and fleeces may be worn in the building; however, the hood may not cover the head while inside a building.
- Non-Currey Ingram sweatshirts may not be worn in the classrooms or during indoor transitions.
Skorts and Dresses

- Items listed must be no shorter than four inches above the knee and should not be inappropriately snug.
- Leggings may be worn under garments during cold/cool weather only (approx. Nov. - Mar.)
- Biker shorts are recommended to be worn under dresses and skirts year round. These help girls to actively participate in P.E. and recess activities.
- Skorts and dresses should be neatly hemmed (i.e., no pins) and may not be rolled at the waist in order to shorten the length.

Pants

- If pants have belt loops, a belt must be worn through the loops at the waistline.
- Pants must be worn full-length (i.e., no cut off or rolled pants legs) and fit well (i.e., not oversized or baggy and not worn in the “low-rider” style).

Shoes

- Shoes must be closed toe and tie, have Velcro closings, or slip on.
- Athletic shoes in good condition are required for P.E. classes for all students.
- Shoes with zippers, wheels (i.e., Heelys) or spinning discs (i.e., Skechers Bella Ballerina) are not permitted inside the building.
- No platform, heels or boots, and shoes should not be distracting.

Socks

- Socks must be worn and extend at least to the top of the shoe.

Hats and Outerwear

- Coats, hats and gloves for outside wear can be of any style or type; however, they must be in good repair and without obscene language.
- Jackets, hats, gloves and non-Currey Ingram sweatshirts and fleeces may not be worn inside the building. They may be worn during outside transitions, recess or other outside activities.

Hair

- Hair should be well-groomed, clean and styled so it does not extend below the eyebrows.
- Hair should be styled in a way that it does not become a distraction.
- Hair (if color-treated) must be a natural hair color.
Hair accessories may not be extreme in style and should coordinate with the uniform colors.

**Make-up**

- Make-up is not permitted except for lip gloss or lip balm for Lower School girls.

**Jewelry**

- Earrings are the only acceptable form of body piercing. Rings and posts are permitted only through the ears.
- Jewelry may not be noisy or distracting, which often eliminates dangling earrings.
- Excessive jewelry should be avoided (i.e., more than three items of the same category is considered excessive).
- Bracelets are permitted as long as there are no more than three items.

**Tattoos**

- Visible tattoos are not permitted at school or while participating in extracurricular events.

**Face Masks**

- Face masks and face shields should follow guidelines of the Currey Ingram dress code (refer to your Division’s Handbook) and should not promote other K-12 schools, political causes, alcohol, drugs or symbols considered offensive to other students and families. Currey Ingram reserves the right to ask an individual to change their face covering should it be deemed inappropriate.

**GIRLS’ CLOTHING**

*In addition to boys’/girls’ items below*

**Shirts and blouses all with CI monogram:**

- Short- or long-sleeved unisex gray, dark navy, or hunter green cotton/poly pique polo
- Short- or long-sleeved girls’ fit gray, yellow or dark navy cotton/poly pique polo
- Short sleeve, poly-wicking navy polo

**Cardigan:**

- Girls’ acrylic jewel-neck cardigan sweater with CI monogram
Khaki pants:
- Grades K-2: Cotton/poly twill pull-on pants (elastic waist)
- Grades K-4: Stretch-twill skinny pants

Dress and Skorts:
- Short- or long-sleeved navy cotton/poly tennis dress with CI monogram
- Plaid 2-in-1 skort
- Khaki twill 2-in-1 skort

Tights and Leggings:
- Solid navy, hunter green, or white opaque or cable knit tights or leggings (any vendor)
- CI leggings (CIA Spirit Shop)

Headbands and Hairbows:
- Red, navy, white and hunter green bows (CIA Spirit Shop)
- Plaid hairbow, scrunchie and headbands (Mills Uniform Company)

BOYS’ CLOTHING
*In addition to boys'/girls’ items below*

Shirts, all with CI Monogram:
- Short- or long-sleeved unisex gray, dark navy, or hunter green cotton/poly pique polo
- Short sleeve, poly-wicking navy polo

Khaki pants and shorts:
- Grades K-2: Cotton/poly twill pull-on pants and shorts (elastic waist)
- Grades K-4: Cotton/poly twill flat front pants and shorts

GIRLS’ AND BOYS’ CLOTHING

Corduroy pants:
- Must be similar in color to the khaki pants offered by Mills Uniform Company (any vendor)
Belts:

- Solid or braided brown leather belt (any vendor)

CIA Outerwear:

- Navy sweatshirt with ¼ zip and CI monogram (Mills Uniform Company)
- Unisex Navy Fleece Full-zip Jacket with CIA logo (Mills Uniform Company)
- Black hooded Currey Ingram sweatshirt (CIA Spirit Shop)
- Gray full-zip hooded Currey Ingram sweatshirt (CIA Spirit Shop)
- Hunter green fleece with Mustang logo (CIA Spirit Shop)

Shoes:

- Tennis shoes must be closed-toed and have Velcro or laces (any vendor)
- Shoes with zippers, wheels or spinning discs are not permitted. No platforms, heels or boots, and shoes should not be distracting, i.e., loud colors, embellishments.

Socks:

- Solid white, gray, navy or black, must extend above top of the shoe (any vendor)

WHERE TO FIND ITEMS

**Mills Uniform Company:** Retail store is located at 204 Ward Circle in Brentwood. You may also order by phone (800-541-1850 or 615-467-6100) or online at [millswear.com](http://millswear.com) with school code 3812.

**The CIA Spirit Shop:** Located in the Jan Carell Field House. Please check the website or your Division Office for hours of operation. Used uniforms are available for purchase as well as new outerwear items. Contact Christine McGill with any questions at (615) 507-3180, ext. 461.
LOWER SCHOOL ADDITIONAL INFORMATION

Lunch
A hot lunch is served to all students and faculty each day in the Thos, Coltrane and Isabel Halmi Dining Hall in Jennifer and Billy Frist Hall. Each class eats lunch together with the teacher each day. Students are coached in the use of appropriate table manners while eating, and each child is responsible for cleaning the area he/she uses. Care is taken to ensure that each child receives a healthy, balanced meal. All students should eat the food served unless special arrangements have been made with the Division Head and school’s Dining Director. If a child requires a special diet, contact Dining Director Jeff Stone at (615) 507-3178 or dining@curreyingram.org. Please do not send or bring fast food for lunch (e.g., McDonald’s, Taco Bell). Parents are invited to eat with their child and should sign in at the main desk in Jennifer and Billy Frist Hall before going to the Dining Hall. We ask that you limit these visits to no more than twice per month and three guests per visit (for exceptions, please contact your child’s teacher). Please email your child’s teacher or the Lower School office by 9 a.m. on the day you would like to eat lunch with your child.

Field Trips
Field trips and school trips are part of Currey Ingram Academy’s multisensory curriculum; therefore, students are required to attend unless there is an illness, letter from a doctor, a death in the family, or a decision made by the school due to behavior or financial matters.

To protect students, Currey Ingram requires the following to be completed from all Currey Ingram Academy volunteers and chaperones:

1. A successful background check completed by the Academy’s Human Resources personnel. Once successfully completed, a background check will last for three years before a new one will be required.
2. A completed confidentiality agreement signed and dated by the volunteer.

Parties
The Currey Ingram Lower School is a small community; thus, it is important to be inclusive when planning events both in and out of school. If you are planning an event for more than three students in one class, please include all girls, all boys, or the entire class. Recognition of a child’s birthday may occur at school, but it should be arranged with the classroom teacher to avoid interference with instructional time.

Classroom/grade-level parties are in conjunction with the fall, winter holidays, Valentine’s Day, and the end of the school year. Room parents and teachers will coordinate all school parties. For the December holiday party, children in the Lower School do not participate in a gift exchange. School parties (and field trips) are a special time for students; thus, inclusion of siblings at these events is discouraged.
Movie Policy
There are a few occasions in which movies are shown: 1) when they relate to instruction; 2) when used as part of a reward to be viewed at non-instructional times such as “Fun Friday” for grades K-2, lunch time, or a special instructional period; or 3) during selected afternoons in Boost. Policy standards are as follows: If the movie is G-rated, the faculty member does not need to obtain parental permission (as long as it meets one of the three requirements). If it is not G-rated, the faculty member must get parental permission for a child to watch it.

Physical Activities and Recess
Recess is an important part of the school day. In 2008, the U.S. Department of Health and Human Service recommended that children participate in 60 minutes of moderate-intensity activity each day. Research supports enhanced cognitive and academic skills, as well as improved memory and behavior, following physical activity. The reason that this is thought to be the case: physical activity increases the flow of oxygen and glucose, which helps to prepare the brain for learning.

Many parents want to know at what temperature we should keep children indoors. There are no definite guidelines; however, the region of the country in which one lives seems to dictate this temperature. Most agree that cold weather does not cause illnesses, unless you are referring to frostbite or hypothermia. Most children (and adults) get sick when in a closed room with others who may have colds or other viruses. In addition, we know that if children are in adequate cold weather attire, children can play safely outside for 30 minutes.

Thus, the Lower School will go outside for recess when the outdoor temperature is at 20 degrees Fahrenheit or higher (unless it is raining). However, all children must be in adequate cold-weather attire that includes hats, mittens and coats. The corduroy pants are an excellent choice for cold-weather. If, however, your child wears the regular khaki pants, we recommend thermal underwear under the pants.

On occasion, a physician will recommend that a child not participate in physical education or recess due to health concerns. Please ask your child’s physician to write this request on a prescription pad, in an email or note. This should be given to the Division Head, who will ensure that the school nurse, PE teacher and all of your son or daughter’s teachers have this information.

During outdoor recess, students are encouraged to engage with their peers in free play, such as talking, playing organized games, playing on equipment, walking, running, etc. To ensure the safety of all children, playground rules will be taught at the beginning of the school year. Students will avoid playing games that require physical contact (e.g., tackle football, wrestling, using sticks as swords or other weapons). Sport balls, such as football, soccer, basketball, volleyball, kickball and Nerf balls, are acceptable and appropriate for students to use at recess.
and are provided. Baseballs and softballs are unacceptable for students to throw during recess. Teachers will monitor all playground activities.

COVID-19 Recess Guidelines
COVID-19 PE Guidelines

**Cellular Phone Policy**
Currey Ingram Academy recognizes the needs of parents to have communication access to their children after school hours. This often necessitates that the student have possession of a cellular phone while on school property. The following guidelines have been established so that the parent-student communication link can be continued without being disruptive to the school environment:

1. A student must have written permission from his or her parent on file in the Division Head’s office before possessing a cellular phone at school.

2. Cellular phones must remain off and stowed with the teacher during regular school hours. Permission must be granted by a Currey Ingram Academy administrator or faculty member for a cellular phone to be used after school hours while on campus. Calls placed after school must be directed towards contacting the student's parent(s) and/or guardian or another family member to confirm pick-up arrangements or for a similar purpose. Casual phone calls to family and/or friends as well as using the phone to access the internet or other media are not permitted.

3. Failure to follow these guidelines will result in confiscation of the student's cellular phone, the return of the phone to the student's parent(s) and/or legal guardian, and the possible loss of the privilege of possessing the phone on Currey Ingram property.

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**LOWER SCHOOL TRADITIONS**

The Lower School attempts to create memories every day. One important component of building these memories is to establish meaningful traditions that are celebrated throughout the school year. The traditions that have been established provide continuity from year to year and help to teach respect for the past while building a sense of community for the present. Brief summaries of some of these Lower School traditions follow:

**Success Assemblies**
Beginning in October and occurring one time each month, students will receive recognition for their outstanding effort for the previous month. Success Assemblies are usually on Fridays from 8 to 8:30 a.m. Awards vary each month, but typical awards relate to homework completion, dress code, and other awards that recognize students’ effort. Also, during this assembly, the
monthly Character Education trait is introduced. Dates for the monthly Success Assemblies are listed on the school calendar and in the Lower School newsletter. Parents are encouraged to attend.

Field Trips
Lower School students participate in at least two on- and/or off-campus field trips each year. These activities are developmentally appropriate and support the curriculum. Through these trips, students can enhance their understanding of themselves and their community, as well as gain a greater appreciation of differences and the qualities shared by all people.

Back-to-School Night
Currey Ingram will host an All-School Back-to-School Night in September. Parents will meet with the homeroom, reading and math teachers to learn about classroom activities and academic programs. This is a parent-only event.

Spaghetti Supper
In the fall, the Lower School sponsors the annual Spaghetti Supper, an evening of fellowship and fun for Currey Ingram families. Students and parents will enjoy dinner and an auction. Proceeds from the fundraising portion of the event support grade-level and classroom learning projects, Student Council, Character Education, Big Sister projects, and other Lower School activities.

Lower School’s Tribute to Veterans
As part of the November Success Assembly, the Lower School will honor America’s veterans and their service to our country. Originally begun as a third- and fourth-grade event, it now has grown into a schoolwide celebration that includes patriotic songs and a narrated history of Veterans Day, presented by the Student Council. Veterans in the community are invited to attend to be recognized on this special day.

Celebrating Strengths and Talents Week
Each of Currey Ingram’s divisions sets aside a special week to highlight the strengths and talents of its students. The Lower School will recognize its students in the week prior to the Thanksgiving holiday break. Students will be asked to contribute something to the Lower School exhibit that represents a special talent or strength. Past displays have included artwork, videos of a sporting event, a cake baked by the student, pictures of the student participating in special activities, trophies, or a book written by the child. You will receive information about this event in October.

Grandparents and Special Friends Day
On the Tuesday before the Thanksgiving holiday, grandparents and special friends are invited to Currey Ingram to participate in activities that highlight students’ work.
**Holiday Program and Spring Concert**
Before Winter Break, students will present a holiday program. Before spring break, students will share their talents in a spring program. Parents, friends and extended family are invited to both programs. The Lower School Music and Creative Drama teacher directs these programs.

**Fourth-Grade Mini-Winterim**
This unique experience is offered to fourth graders as they participate in a five-session mini-winterim aimed to enhance a strength they possess. Based on teacher recommendations, students are assigned to a variety of areas, which may include art, athletics, science, drama or technology.

**Lower School Girls’ Sock Hop**
In February, this event is a favorite for K-4 girls and their fathers. Poodle skirts and cool hairdos abound in this 50s-themed night of dancing, milkshakes, fries and fun.

**Fourth-Grade U.S. Space and Rocket Center Trip**
Each year in May, fourth-grade students board a charter bus and travel to the U.S. Space and Rocket Center in Huntsville, Alabama.

**Field Day**
On a Friday morning in May, students will participate in a day of outdoor games and fun. Parents are invited to participate and help Coach Storie with the activities.

**Spring Talent Show**
Every spring, third- and fourth-grade students have the opportunity to perform for the rest of the student body. Students must submit an application and then be approved by teachers to participate in the event. The event is sponsored by the Lower School Student Council.

**Fourth-Grade Crossover Ice Cream Social**
The annual fourth-grade ice cream social will be held at the Lower School during the last week of school to recognize the fourth graders' promotion to fifth grade. Fourth-grade students and their families are invited to attend this special night to celebrate with friends and teachers. The evening will conclude with a ceremony in which each student will receive an award from his/her homeroom teacher.

**Awards Day Ceremony**
The Lower School holds end-of-year award ceremonies for students in kindergarten through grade four. Parents, grandparents and friends are invited to these events in May.
LOWER SCHOOL ACADEMICS

Overview
All Currey Ingram Academy students benefit from instruction that is evidence-based and supports a wide range of learning differences. Instruction at Currey Ingram is based on each student’s previous knowledge and skill development, as well as his/her ability to retrieve from memory the information needed to move from the initial acquisition of a skill to more advanced levels of understanding. Teachers in the Lower School understand that the pace of learning varies among students. Students receive instruction that includes direct teaching of skills, modeling, corrective feedback, prompting and positive reinforcement within a highly structured curriculum framework. In addition, students learn and practice strategies that help them to gain more independence in their learning.

Currey Ingram’s instructional programs are selected based on 1) the needs and learning characteristics of the student, 2) the program’s developmentally-appropriate content, 3) the systematic sequence of skills and concepts, 4) continuous reinforcement and repetition, and 5) strategies for ongoing assessment. All programs use a direct instructional approach with a strong multisensory component. The skills and concepts presented in these programs are based on Currey Ingram’s curriculum scope and sequence and are applied across the curriculum.

Homeroom and Academic Placements
In late July and early August, you will receive information about the beginning of the school year. Included with this information will be the class lists.

As with everything at Currey Ingram Academy, administrators and teachers approach this process carefully, with each child’s specific needs and strengths in mind. Administrators and teachers spend hours discussing student goals, positive peer matches, test scores, and many other factors before making homeroom, language arts, math and other placement decisions. We develop many drafts before the final list is ready.

Language Arts: Reading, Spelling and Written Expression
Language arts instruction in the Lower School consists of enrichment, remediation, explicit instruction, and appropriate support. All students are taught directly and explicitly by teachers who are trained in evidence-based teaching methods and curricular programs. Students are taught the critical early reading skills (e.g., phonemic awareness, phonics and fluency) that will help them to become proficient readers. In addition, children receive instruction in reading comprehension strategies and vocabulary building skills to help them find meaning in what they read. Lower School faculty and staff match each student with the language arts program that best suits his or her learning profile and needs. Language arts group placements are subject to change depending on a child’s individual needs and progress.
Mathematics
The mathematics curriculum in the Lower School incorporates the stages of learning to ensure that each student reaches an advanced level of understanding. Programs of instruction are grounded in concept development and are selected based on the learning characteristics of the student as well as the mathematics curriculum. For the student who struggles with mathematics, skills are taught sequentially and progress through concrete, semi-concrete, semi-abstract and abstract levels of instruction. At the concrete level, students demonstrate understanding by using tangible materials and objects. Next, students move to the semi-concrete stage, where they pair the concrete concepts they learned with color-coding. Then, students learn to use written symbols to demonstrate understanding. Other students who may not struggle may be able to demonstrate understanding at a much faster rate with less time at the concrete and semi-concrete levels of instruction. For some students, assessments are modified to evaluate the level of knowledge students hold at the concrete, representational and abstract levels of instruction. Lower School faculty and staff match each student with the mathematics program that best suits his or her learning profile and needs. Math group placements are subject to change depending on a child’s individual needs and progress.

Content Area Courses: Science and Social Studies
Students develop a knowledge and working vocabulary in social studies and science. These content area courses foster and encourage problem-solving and reasoning skills, imagination, experimentation and exploration. All students use social studies and science textbooks (STEMscopes for science and the Houghton Mifflin Kids Discover text for social studies). Students receive explicit, direct instruction from the classroom teacher, as well as instruction using multimedia programs and hands-on learning opportunities. Hands-on activities and science experiments are conducted in the Discovery Lab to supplement in-class instruction as well.

Handwriting
The Lower School handwriting curriculum utilizes a consistent, multisensory approach to build the foundational skills needed for handwriting performance. Visual, auditory and kinesthetic approaches are used to establish each student’s visual and motor memory skills necessary for automatic handwriting. Letter formation and legibility are the initial focus of the handwriting curriculum. As children demonstrate mastery of formation and legibility, additional handwriting qualities are emphasized. After handwriting quality is established, handwriting speed or fluency is further emphasized to ensure proficient handwriting performance.

Daily handwriting instruction is implemented within each grade level. The handwriting curriculum materials have been unified throughout the Lower School and were developed from a variety of handwriting curricula frequently used with children who have learning differences. Strategies from the following curricula have been used to develop the Lower School handwriting curriculum: Handwriting Without Tears by Jan Z. Olsen; Assured Readiness for Learning by Philip McInnis BS, MS, Ed.D; Preventing Academic Failure by Phyllis Bertin, MS and Eileen
Technology and Digital Devices
Lower School students participate in technology and digital projects that are integrated throughout the instructional day. Each student in grades K-4 is issued an iPad to use at school for the duration of the year. Students also receive explicit instruction and support as they acquire the necessary skills to complete academic and social projects. Students will acquire skills in basic iPad knowledge, including formatting and manipulating text, numbers and graphics, utilizing tools to add artistic elements to projects, and capturing pictures and videos using digital devices. Digital citizenship is also addressed and reinforced in various ways. Second, third and fourth graders also receive keyboarding instruction throughout the year.

More information on academic programs and learning outcomes for each subject area can be found in the Lower School Curriculum Guides.

Homework Requirements
Currey Ingram believes that homework is a critical part of the academic process. For younger students, it is not the amount of time spent on homework, but the type, quality and consistency of the homework. In their book, Seven Steps to Homework Success, Sidney Zentall and Sam Goldstein reported research from Miller and Kelley (Interventions for Improving Homework Performance: A Critical Review from School Psychology Quarterly, 6, pages 174-185) and found that “Homework with parental feedback produced better test scores for fourth- through sixth-grade elementary students than similar classes without homework.”

Zentall and Goldstein recommend that elementary-level homework should be brief, at the child’s ability level, and should involve some high-interest activities. Keith and Cool (Testing Models of School Learning: Effects of Quality of Instruction, Motivation, Academic Coursework, and Homework on Academic Achievement from School Psychology Quarterly, 7, pages 207-226) report that the benefits from homework are the greatest for students who consistently complete their homework and who do so correctly. Thus, teachers strive for students to be assigned homework that they can complete accurately and independently. To reinforce the importance of homework completion, students are recognized in monthly Success Assemblies for completing and turning in all homework for the previous month.

Below are the homework requirements for each grade. These requirements are Lower School policy and do not vary from teacher to teacher. If a student fails to complete three homework assignments in one semester, his/her teacher will develop an individual plan to address the problem.:

Kindergarten and Grade 1 (Primary Grades): 10 – 15 minutes for a written or hands-on assignment and 10 – 15 minutes of listening to books being read and/or reading with an adult, Monday through Thursday.
Grade 2: 15 minutes for a written or hands-on assignment and 20 minutes of reading with an adult and/or emerging independent reading, Monday through Thursday. Second-grade students complete one teacher-guided project during the school year related to a topic of study.

Grade 3: 20 minutes of written or hands-on assignments and 20 minutes of independent or emerging independent reading, Monday through Thursday. Students are also required to read for at least 20 minutes over the weekend. Third-grade students complete at least two teacher-guided long-term projects during the school year that are related to a topic of study from the social studies and/or science curriculum.

Grade 4: 30 minutes of written homework or assigned study and 30 minutes of independent or emerging independent reading, Monday through Thursday. Students are also required to read for at least 30 minutes over the weekend. In addition, students in fourth grade will complete long-term projects during the school year in social studies and science. The purposes of these projects are 1) to extend the child’s learning through hands-on activities; 2) to help each student schedule and complete multi-step projects that involve time management; and 3) to develop an understanding of the components involved in research.

Currey Ingram teachers will

- give homework that is meaningful, educational, clear and student-directed;
- sign or initial the planner after the student has written the assignment in the planner;
- support and guide the student in successful understanding of assignments;
- check homework daily for completeness, accuracy and neatness;
- establish procedures for incomplete and/or unacceptable work; and
- inform parents of incomplete assignments.

Currey Ingram parents will

- establish and maintain a study area that meets the child’s study needs;
- establish and maintain a study plan and homework routine for or with his/her child. This should be established prior to the start of the school year and maintained throughout the year. While modifications in this routine may change due to a child’s activities, the routine should not be eliminated;
- not be asked to teach subject material;
- provide feedback to ensure that all homework is within the child’s ability level and does not excessively exceed the time limits for his or her grade level. Parent feedback also helps the teacher know what needs to be re-taught;
- support and guide their child as needed;
- allow their child to make mistakes. Errors are a natural part of the learning process and can help teachers understand your child's ongoing learning needs;
• notify the teacher if child has difficulty with an assignment; and
• promote self-advocacy by encouraging child to talk with the teacher if an assignment presents problems.

Homework Grace Policy
To reinforce the importance of homework completion, students are recognized in monthly Success Assemblies for completing and turning in all homework for the previous month. Students are given one grace per semester, with the opportunity to earn two additional graces per semester.

On the first incomplete homework assignment, the student will receive a grace (i.e., a “free pass”) for that assignment. An incomplete homework assignment is defined as a late or missing assignment with or without a note or an assignment that is not fully completed due to oversight or rushing through the assignment. A partially completed homework assignment that is due to a child not understanding the assignment or due to an improperly written assignment (e.g., illegible or not written in binder) will not be counted as an incomplete homework assignment.

Parents will be informed through a note in the binder, email or phone call when the grace is given to a student, and the student will be expected to complete the assignment. When a student has used his/her grace, an additional grace for that semester can be earned when homework has been turned in for 20 consecutive school days.

If a second assignment is incomplete (see definition above) with or without a note, the student will not earn the homework award for that month. Parents will be informed of the second missed assignment through an email or phone call, and the student will be expected to complete the assignment. Nightly reading is part of homework and must also be completed to earn the homework award.

LOWER SCHOOL ENRICHMENT PROGRAMS

All students in the Lower School participate in enrichment classes that are aimed to enrich their learning. Below are the activities and frequency with which students participate:

Character Education
Character education is addressed through a developmentally-appropriate, comprehensive model for character development that incorporates moral knowing, feeling and action. The faculty, staff, administrators and parents work collaboratively to infuse character virtues into all components of the curriculum and school programs. Character virtues are represented through ten core character traits that are part of the Mary Simmons Character Education Program. Each trait is defined in terms of behaviors that are modeled, taught, expected, celebrated and continually practiced in school, home and the community.
Character language is embedded in instruction, discussions and positive behavior support. Daily opportunities are provided for students to problem solve and make decisions, examine choices and consequences, develop perspective-taking skills, work cooperatively, support others, and practice positive health habits. All students have the opportunity to participate in character-related activities through schoolwide service activities planned and promoted by the faculty and Division Student Council.

Mindfulness, as taught by the Lower School Counseling and Character Education program, refers to the processes involved in cultivating conscious awareness of one's own internal experience—thoughts, emotions and physical sensations—and using this awareness to inform self-regulation as well as well-being. Students are taught basic mindfulness concepts, such as awareness of bodily sensations and thoughts, deep breathing and body-based strategies, and relaxation and calming tools, in a developmentally-appropriate and embedded way to develop these skills from an early age.

Art
Students explore and expand their individual creativity through the use of a variety of materials and artistic techniques. Historical and multicultural art sources are often incorporated into the visual arts curriculum to broaden student awareness and encourage an appreciation of art in its many forms. Students attend art class one or two times per week.

Creative Drama
Students will explore their creativity while enhancing their natural expression and effective communication skills through puppet theatre, scene work, stories, characterization, improvisation, movement and more. Students will write, produce and perform various informal and formal presentations throughout the year. Students participate in creative drama class one time each week.

Discovery Lab
The primary goal of this class is to learn by doing. It is designed to reinforce concepts and skills learned in the classroom by applying them to real-life situations. Students are involved in exploring their world through meaningful activities and experiments that encourage personal pride and responsibility. Students attend the Discovery Lab one or two times per week.

Library/LibTech
Instruction in library class for grades K-2 focuses on children’s literature and library skills. Students in grades K-2 attend library class weekly in the Learning Commons in Frist Hall; however, teachers and parents may escort their children to the library for additional time to explore and learn. Students in grades 3-4 will attend a weekly LibTech class in the Learning Commons in Frist Hall to acquire research and technology skills to complete integrated learning projects.
Music
Students learn to appreciate and enjoy music through vocal instruction, playing instruments, reading and notating music, listening to and evaluating music performances, moving to music, and exploring their creativity. Students attend music class one time each week. Students in third and fourth grades use recorders for part of their instruction. In addition, there is an afterschool choir opportunity for students in Grades 2-4 called the Singing Stallions.

Physical Education
The physical education program is designed to promote healthy lifestyles and the enjoyment of physical activity. Skill development, fitness and wellness are emphasized, as well as positive group interactions among students. Opportunities for participation are provided in a non-threatening environment. Students in kindergarten through third grade participate in P.E. for five 30-minute sessions per week, while students in fourth grade participate in four 45-minute P.E. sessions per week. Students in the Lower School do not change clothes for P.E.; however, athletic shoes are required, and girls should wear tights, shorts or biker shorts under split skirts or skorts. Shoes may tie or have Velcro fasteners but not zippers. Afterschool sports may include cross-country, basketball, soccer or baseball. Teams are formed according to student interest and the number of enrolled students.

More information on learning goals for enrichment classes can be found in the Lower School Curriculum Guides.

LOWER SCHOOL SUPPORT SERVICES

In addition to the regular program components, students may also receive additional services to meet their needs. Providers of these services work with the school team to plan and implement the educational program for students and to coordinate the services with the total program. Below are descriptions of these services:

Occupational Therapy
Currey Ingram Academy employs a full-time occupational therapist (OT) in the Lower School. The Lower School OT provides integrative group occupational therapy services within each homeroom and consultation to all faculty. Students may receive additional support from the OT in the areas of assessment (fine motor, gross motor and visual-motor integration) and additional group OT intervention.

Occupational therapy services are concentrated within the primary grades (kindergarten and first grade) to help develop prewriting, handwriting, fine motor, and visual-motor integration skills during the early years of development. Occupational therapy intervention for all grades is provided within the classroom to allow for optimal communication and coordination between the
OT and classroom teacher. Group OT intervention allows for addressing students' needs in an inclusive and dynamic setting. The Lower School OT will facilitate communication between any private OTs and classroom teachers to further assist in meeting the needs of students.

Speech-Language Services
The development of speech-language skills is an important component of each student's academic success. If it is determined that a student needs speech and/or language services to support a child's learning, these services are provided directly by a speech-language pathologist (SLP) or indirectly through SLP consultations with teachers and parents. In some cases, a Currey Ingram SLP may recommend a comprehensive evaluation by an outside organization to better guide therapy. To determine a student's target area(s), Currey Ingram SLPs may administer additional tests, study previous evaluations, and obtain input from teachers and parents. Sessions vary in frequency and duration according to each student's needs. Areas addressed may include auditory comprehension and processing, articulation, word retrieval, vocabulary, grammar/sentence structure, and pragmatic language/social skills. Intervention focuses not only on improving the student's speech-language skills but also on teaching strategies to help him or her be more successful in the classroom.

Tutorials and Small-Group Instruction
Additional small-group instruction is provided to students as needed. Additional support may focus on pragmatic language, receptive and/or expressive language, math, written language, social skills, social problem solving, reading comprehension, reading fluency, vocabulary development, or other areas of need.

School Counseling
School counseling plays an important role in the total educational process for our students. School counselors work strategically as part of an instructional team to promote student success. The school counselor partners with students, families, administrators, teachers, staff, and professionals in the community to address concerns and issues that have a substantial impact on student academic, personal and social development. These services are provided through a comprehensive and developmental school counseling program.

The role of a Currey Ingram school counselor is as follows:

- To counsel with students individually and in small groups
- To present developmental lessons in the classroom and in small groups
- To consult with teachers, administrators, staff and parents
- To participate in school meetings
- To provide professional development to the faculty in identified areas of need
- To provide leadership opportunities for students
- To refer to community professionals when the scope of the student's social/emotional needs exceed the intervention that a school counselor can provide
To collaborate with community therapists to help provide a systematic and cohesive program for the student

Currey Ingram’s Counseling Program is based on recommendations from The American School Counselor Association National Model for School Counseling Programs and the Tennessee Standards for School Counseling.

TESTING AND ACADEMIC PLANS

Psychoeducational and Comprehensive Language Assessments
Currey Ingram requires a psychoeducational re-evaluation of each student’s cognitive and educational functioning at least once every three years. Currey Ingram teachers and speech-language pathologists complete some educational and language testing to develop ILP goals and make program decisions; however, Currey Ingram faculty do not complete psychoeducational assessments or comprehensive language assessments. A licensed psychologist or licensed psychological examiner must complete a psychoeducational assessment. This assessment is critically important because it helps to determine areas that need further intervention. Occasionally, a parent may be asked to obtain a psychoeducational assessment before the three-year anniversary. If this is needed, the Division Head will contact the parent.

As part of the psychoeducational evaluation, the examiner may want the classroom teacher to complete rating and other information forms. These forms should be given to the Division Head, who will then distribute to the correct teachers. Once the assessment has been completed, parents should provide the Division Head with the completed report. Results will be discussed with teachers to determine if changes or additional services should be implemented at Currey Ingram. If a comprehensive language assessment is needed in addition to the speech-language tests completed by the school, a speech-language pathologist in the Division will call or meet with you to discuss.

Several options are available for the completion of the three-year psychoeducational assessment:

- You may contact Williamson County Schools to determine if your child is eligible for a free assessment within their system. The school system has its own procedures for providing this service and determining eligibility for the assessment. Because you are enrolled in an independent school in Williamson County, this is the county that would be responsible for doing your testing, should you be eligible.
- The Diagnostic Center of Currey Ingram can complete this type of assessment. To request this assessment through the Diagnostic Center, call (615) 507-3171.
● There are other licensed providers in the community who can complete these assessments.
● For assistance in locating a diagnostician, contact your son or daughter’s Division Head.

Note: A psychoeducational re-evaluation must be completed once every three years, and the written report from testing must be received before re-enrollment contracts are issued on January 31 of each school year. The re-enrollment contract will be held until the necessary testing has been received and the student is in compliance with this policy.

**Individualized Learning Plan (ILP)**
An ILP is the Individualized Learning Plan that is written for your son or daughter, which is similar to an Individualized Education Plan (IEP) used in the public schools. Currey Ingram refers to its personalized plan as an ILP to help parents and educators distinguish between the public school’s IEP and Currey Ingram’s ILP.

What are the differences between the public school’s IEP and Currey Ingram’s ILP? An IEP in public school is regulated by federal and state guidelines, which mandate that only students who meet criteria for a disability are eligible for an IEP. In contrast, many Currey Ingram students do not have a disability. The only requirement for an ILP is that the student be enrolled at Currey Ingram. Thus, Currey Ingram students have an ILP, because Currey Ingram believes in offering a personalized education plan for every student. Another difference between the public school’s IEP and Currey Ingram’s ILP is that the IEP only includes goals related to deficit areas. Currey Ingram’s ILP goals also address student strengths.

Currey Ingram’s ILP is a comprehensive plan for each student’s learning. Administrators and faculty will continue to base each student’s goals on diagnostic testing that was completed as part of the psychoeducational assessment, as well as the testing Currey Ingram completes at the beginning and end of each school year and throughout the year.

**Interim Reports**
In addition to the ILP progress reports and conferences, an interim report is mailed in March. Interim reports reflect a child’s progress in the academic areas of the curriculum.

**Progress Reports**
At each parent-teacher conference, the enrichment teachers (art, physical education, music, character education, and creative drama) will provide written updates on the material presented and the progress made during the reporting period. These will be attached to the ILP and given to parents at conferences.

**School Testing**
Currey Ingram Academy provides ongoing educational testing to 1) determine each student’s level of performance in the academic areas of reading, spelling, mathematics and written
language; 2) determine each student’s learning strengths and needs; 3) provide information in the development of ILP goals; 4) measure each student’s progress over time; 5) compare each student’s performance to the performance of other students using national norms for the same grade and/or age; and 6) help plan future student and program changes. Tests vary at each grade level to allow for developmentally-appropriate testing.

Tutoring During the School Year
Currey Ingram Academy endorses the following statement by the Tennessee Code of Professional Ethics for faculty: “The educator shall not tutor for remuneration students assigned to his/her present classes.” Receiving extra help from one’s teacher is part of the professional relationship established at enrollment. Tutoring falls outside of this relationship. A separate contractual agreement must be established between parents and a faculty member other than the child’s teachers if a parent feels that the child needs individual tutoring. All tutoring requests and arrangements involving a Currey Ingram faculty member and a Currey Ingram student must be arranged under the guidance of the Division Head. All tutoring during the school year must occur at Currey Ingram Academy between 4 and 6 p.m. Financial agreements and payments are made through Currey Ingram’s Business Office.

Student Planning Process
Parents who are considering leaving Currey Ingram may participate in the Student Planning Process. Through this process, the Division Head and other faculty partner with parents to provide information related to the educational setting the student is interested in attending as it relates to the student’s strengths and challenges. The Student Planning Process is detailed below:

1. Parents give all requests for transcripts and letters of recommendation that are required for admission into another school to the Division Head (not teachers). All requests for letters of recommendation and transcripts must be submitted in writing. Currey Ingram considers all letters of recommendation confidential and must send these letters directly to the school requesting the recommendation. (Requests made after January 1 will be handled in the order in which they are received.)

2. After gathering all information and if parents want a meeting, the Division Head and one other administrator will meet with parents to share information regarding the child’s readiness for this change, provide information to parents that will help with transition, and determine if any additional steps need to be taken at Currey Ingram.

Tennessee Public School Enrollment Procedures
If you are considering enrollment in a Tennessee public school, the following procedure should be followed:

1. Determine your school of zone within the county or district and then register your child at your zoned school. (Proof of residency is required for registration.)

2. At the time of registration, provide copies of evaluations and any medical needs.
3. You may want to ask for a meeting with the school’s principal or school psychologist to share your information and concerns.
4. Once your child has been enrolled and school begins, you may request a General Referral or a referral to begin the RTI process if there are concerns about a learning disability in reading, math or written expression to formally share your concerns.

At Currey Ingram, an Individualized Learning Plan (ILP) is written for every child in the school. ILPs in the Lower School are not the deficit-based IEPs used in public school education. In addition, a child does not need to meet any specific eligibility criteria to have an ILP at Currey Ingram. The only requirement is that the child is enrolled at Currey Ingram. The guidelines for receiving a public school IEP are as follows:

- Eligibility for special education services from the public school can be determined only after enrollment in a school within the district. Just because you have an ILP at Currey Ingram does not mean your child will be eligible for an IEP within a Tennessee public school.
- The public school’s IEP is developed only after it is determined that your child is eligible for special education services as defined by the State of Tennessee Department of Education eligibility standards. Eligibility for special education under the federal and state law requires that your child meet two (2) prongs:
  1. The first prong is that your child meets the state standards, which include specific scores and data for eligibility in various categories.
  2. The second prong is that there must be a demonstrated need for services or an educational impact. This is often difficult to determine prior to entering the public school, although information provided by you and Currey Ingram are important determining factors. Time attending a public school may be required before eligibility can be determined.

*All requests for school records should go through the Currey Ingram Academy Admission Office.*

**LOWER SCHOOL BEHAVIOR AND EXPECTATION PLAN**

*The following language outlines Currey Ingram Academy’s expectations of parents and students in grades K-4. Please read carefully. When you signed your contract for the current school year, you agreed to the policies outlined in this document.*

**Lower School Behavior and Social Expectation Plan**

The Lower School uses a combined approach to behavior management, incorporating the principles of positive behavior support as well as social-emotional learning. The Lower School’s behavior philosophy is based on the premise that a caring, nurturing environment, as well as the intentional development of the cognitions and feelings associated with self-discipline, are the
best approaches to building positive behaviors in children. The Lower School’s positive behavior support plan is modeled after the work of Sugai and Horner (1999) and Lane, Menzies, Bruhn and Cmobori (2011). Students are expected to demonstrate self-respect and respect towards others, assume responsibility for their work and interactions with others, and give their best effort in all endeavors.

The Lower School uses a three-tiered model to prevent, support and respond to the behavior, learning and social needs of students.

**Tier One (Primary Prevention):** All students in the Lower School receive Tier One prevention supports, such as the Character Education Program, RULER (social and emotional learning approach), school-wide and classroom rules and expectations, visual strategies (i.e., agenda), carefully developed class schedules, positive building environment, explicit instruction, and small-class size. Tier One supports also include strategies to reinforce positive behaviors such as “Caught in the Acts”, monthly Success Assemblies, and earning rewards and classroom privileges.

**Tier Two (Secondary Interventions):** When students do not respond favorably to primary prevention strategies or need more support in their learning and behavior, students are provided with more intensive support. These support approaches may include, but are not limited to, social skills groups, speech-language therapy, self-monitoring strategies, group sessions with the school counselor, behavior contracts, and occupational group therapy.

**Tier Three (Tertiary Interventions):** Tier three interventions are individual plans that support the student who struggles despite the use of procedures outlined in Tiers One and Two above. Individual approaches may include a Daily Report Card, a Behavior Intervention Plan based on a Functional Behavioral Assessment, and/or Behavior Contracting. Interventions at Tier Three may also include individual or small-group counseling focusing on anxiety-related concerns and conflict management or social skills.

The Lower School uses many positive behavior supports throughout the school because research validates that punishment alone will not result in behavior or social change. Occasionally, mild forms of punishment are used in response to negative behaviors. These may include time out (in or out of the classroom), loss of privilege, positive practice of the targeted behavior, student-written action plan, written behavior report resulting in an office visit, a phone call to the parent, or a parent conference. In very unusual situations, an in-school suspension, after school detention, or out-of-school suspension is used.

In very rare situations, school leaders may find it necessary to require a student to be withdrawn from Currey Ingram when the student fails to respond positively to the school’s interventions or if the student exhibits symptoms of serious problems that are beyond the scope of the school’s mission. In these cases, outside professional assistance or another school placement may be
recommended. In very rare instances, a parent’s negative and/or non-cooperative interactions with faculty may also warrant a change in school placement.

The Lower School structures its approach to social and emotional development using many of the strategies developed by Richard Lavoie (It’s So Much Work To Be Your Friend, 2005) and Leah M. Kuypers (The Zones of Regulation, 2011) and supports students in developing the ability to self-regulate their emotions, behavior and peer relations.

In addition, RULER, a program developed by the Yale Center for Emotional Intelligence, will be used in grades K-8 to support the social-emotional development of students. RULER is an acronym that stands for Recognizing, Understanding, Labeling, Expressing and Regulating emotions. Through this program, students, teachers and families will learn fundamental RULER tools to enhance individuals’ ability to understand and regulate their own emotions and to consider and empathize with how others are feeling. The program involves teaching four anchor tools: the Charter, the Mood Meter, the Meta-Moment, and the Blueprint. The Charter is a document that is created collaboratively by the members of the community to outline how they want to feel at school and how they can contribute to a positive learning environment. The Mood Meter is a tool to help students identify and label emotions. Eventually, the tool can also be used to help regulate emotions needed to be successful in various situations. The Meta-Moment and Blueprint are processes for managing reactions and problem solving. All anchor tools are meant to increase the self-awareness, independence and regulation in Lower School students.

The Lower School will support the development of social, emotional and behavioral skills by providing opportunities to practice these skills, sharing immediate feedback related to skill use, giving instruction as needed for learning the skills, and celebrating through positive reinforcement when these skills are used by students.

During the first week of school, teachers clearly communicate and teach school and classroom rules and expectations and the rationale for these. Students may cooperatively develop posters and other visual displays to assist in learning these rules and expectations. Students will then be asked to commit to follow these expectations. Parents will be informed of the classroom expectations and procedures and are expected to support appropriate student behavior. When a student does not respond positively to these strategies or if chronic problems persist, additional interventions will be implemented. When additional supports are needed, teachers and administrators will problem solve and develop an individualized plan for addressing the concerns so that the student can be successful.

Bullying: Typical social conflict can be addressed through an action plan developed by the student’s team. However, bullying is a more serious matter and is not addressed through a typical conflict resolution approach. The Lower School defines bullying behavior as a conscious act intended to harm another individual through verbal, relational or physical actions. Bullying occurs when an imbalance of power is present in physical, verbal or relational situations.
During the school year, differences between bullying and typical child conflict are discussed with students, staff members and families. If bullying actions are witnessed or reported by students or adults, Lower School administrators complete a thorough investigation of the incident(s) and meet with the student(s) and parents relevant to the incident before determining an action plan. The Lower School has a zero tolerance policy for bullying behavior.

Lower School Student Expectations

- Currey Ingram students will attend school daily, arrive punctually each day, and remain throughout the school day.
- Currey Ingram students will follow faculty, administrator and staff directions.
- Currey Ingram students will follow the class and school rules.
- Currey Ingram students will remain on school property during the school day and are permitted to leave only when supervised by an approved adult. When off-campus on school-sponsored trips or events, students must remain with the school group.
- Currey Ingram students will adhere to the school dress code.
- Currey Ingram students will complete all homework assignments.
- Currey Ingram students will demonstrate respect and courtesy toward self, others and school or others’ property.
- Currey Ingram students must refrain from demonstrating aggressive behavior toward self, others or property.
- Currey Ingram students must not possess or use electronic devices while at school other than those used in the classroom for instructional purposes.
- Currey Ingram students must not possess or use weapons of any kind. Neither toy nor real weapons are permitted.
- Currey Ingram students will refrain from harassment, making threats, or bullying, whether physical, verbal, written or supposedly made in jest.

Lower School Parent Expectations

- Currey Ingram parents will demonstrate respect and courtesy toward students, faculty, staff and administrators.
- Currey Ingram parents will 1) ensure that their child is in school every day, 2) arrive punctually each day, and 3) ensure their child will remain at school for the full day. Parents understand that excessive absences (above ten) for even a portion of the day will have a serious effect on their child’s progress. While family vacations are considered important, parents are encouraged to take these vacations on regular school holidays; otherwise, the child’s educational progress may be negatively affected. Parents understand that absences for a family vacation are considered unexcused absences.
- Currey Ingram parents will have a comprehensive psychoeducational assessment completed on their son or daughter at least once every three years. Testing will be completed by a licensed psychological examiner or licensed psychologist with results.
being shared with the school. Failure to comply with this will result in the child’s contract being held until completed.

● Currey Ingram parents will attend the four parent/teacher conferences on regularly scheduled conference days.

● Currey Ingram parents will attend at least three educational presentations held at the school to better understand learning differences and learn methods to support their child’s education.

● Currey Ingram parents will read weekly newsletters and information sent home in the Thursday folder or through email to stay informed about school news and events.

● Currey Ingram parents will support the homework policy of the school.

● Currey Ingram parents will adhere to the school dress code by keeping their child in compliance.
BOOST AFTERSCHOOL CLUBS AND ACTIVITIES

General Information
Boost provides afterschool care, as well as supervision, for students in study hall, enrichment activities and clubs for grades K-8. Students in Boost will engage in a variety of activities meant to help them further develop physically, mentally, and socially while having fun, making friends, and developing school spirit. These activities include both indoor and outdoor games, art, and building, as well as giving students the opportunity to enroll in specialty clubs.

Boost maintains a 10:1 student-to-adult ratio. During Boost, students will work on homework assignments, excluding their required nightly reading, before participating in activities. Boost staff members are available to answer general questions; however, these individuals are not trained to provide explicit instruction like a Currey Ingram teacher would be able to. Students in grades 3-8 are encouraged to attend Study Hall when greater assistance is needed for homework completion. Even if a student completes his/her homework in Boost or Study Hall, we suggest that parents continue to check homework at home.

The days and hours of operation are: Monday, Tuesday, Thursday & Friday from 3:00 p.m. – 5:45 p.m. and Wednesday from 2:00 p.m. – 5:45 p.m.

Fees
Drop-ins are not allowed for the fall of 2020 (due to COVID-19), we will re-evaluate for the second semester. Students must be enrolled for specific days (Monday through Friday). Families are billed over the course of the semester in which charges are incurred.

<table>
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<tr>
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<tr>
<td>5 days</td>
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Registration
Boost is offered only to current Currey Ingram students and all students must register before attending the program. To do so, complete the online registration form via My CIA.

Late Pick-up from Boost
For pickups after 5:45 p.m., a late fee of $1 per minute will be charged for each minute past closing time. The clock in the Multipurpose Room for Lower School students and the clock in Eskind Hall Boost office are used for time-recording purposes.
Health and Safety Protocols and Guidelines
Students participating in Boost will follow the same health and safety guidelines as they do in their Divisions. Students will be required to wear face coverings and maintain physical distance. Students will be trained in the protocols during the first week of Boost.

Sign-Out Procedures
To ensure the safety of all students attending Boost, each student must be signed out by an authorized individual. The names of anyone who will be picking up a student must be on file with the Lower School and Middle School offices.
1. **For Lower School:** The individual picking up a Boost student should remain in the car and maintain physical distancing at all times on campus. Please call the Boost phone number located on the sign in front of the Lower School building.
2. **For Middle School:** The individual picking up a Boost student should remain in the car and maintain physical distancing at all times on campus. Please call the Boost phone number located on the sign in front of the Middle School building in Magnolia Circle.
3. **For both Lower School and Middle School pick ups,** a Boost counselor will walk your child out to your car and complete the sign-out process.
4. Authorization is granted only by a parent or legal guardian, and the names of these individuals will be listed on the “Transportation Form” that is kept in the division office.
5. A parent or legal guardian may add or delete a name from this list at any time through the division Administrative Assistant. For the safety of all students, the individual will be asked to present a photo ID if the Boost staff does not know the person picking up a child.

After-Club and After-Athletics Fee
**Due to COVID-19, the decision to offer fall clubs has not been decided.** Students participating in a club or sport who are signed up to attend Boost will be dismissed to Boost following their club/practice, depending on their scheduled reservation day. Students signed up for a club or athletics who are not scheduled to attend Boost for that day should be picked up at club/practice/game dismissal.

**Due to COVID-19, we will not be offering drop-in care following clubs or practices. Students must be enrolled in Boost.**

Inclement Weather Policy
If school is cancelled or dismissed early due to inclement weather, Boost and all after school activities will be cancelled as well. Parents will be notified in the same manner described in the Communications section of this handbook. The Director of Afterschool Programming will remain on-site to be sure all students have another plan of action for the afternoon. Please review this plan with your child ahead of time. Late pick-up protocol will be billed for students who are not picked up within 15 minutes of an inclement weather dismissal time.
**Illness**

Students who are not feeling well will be assessed by program staff and/or the school nurse, if available. Students will be sent home for vomiting, fever, diarrhea, persistent sore throat, drainage from eyes, suspected head lice, or any other communicable sickness or disease. Families will be notified in the event a student receives an injury requiring treatment beyond basic First Aid. If a student has a temperature of 100.4 or higher and exhibits COVID-19 symptoms, the student will be isolated in the health room and the school nurse will call the parent to have the child picked up.
ALL-SCHOOL POLICIES

CODE OF CONDUCT
The goal of the Currey Ingram Academy code of conduct is to instill in each student an awareness of and respect for the rights of others. Such awareness shall include proper respect of rightful authority, conformity to school rules and regulations, and such provisions of law as they apply to student conduct.

Citizenship in a democracy requires respect for the rights of others. Student conduct shall reflect consideration for the rights and privileges of others, and students shall exhibit cooperation with all members of the school community. High personal standards of courtesy, decency, morality, clean language, honesty, and wholesome relationships with others shall be encouraged and expected.

Student responsibilities include a conscientious effort in all areas of school life and conformance to school rules and regulations. Most of all, students and parents share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living.

No student has the right to interfere with the education of his or her fellow students. It is the responsibility of each student to respect the rights of the faculty, administrators and fellow students.

Custody Issues
Currey Ingram Academy abides by the provisions of the Buckley Amendment with respect to the rights of non-custodial parents. In the absence of a court order to the contrary, Currey Ingram will provide the non-custodial parent with access to the academic records and to other school-related information regarding the child. If there is a court order specifying that there is to be no information given, it is the responsibility of the custodial parent to provide the Division Head and the Business Office with an official copy of the Court Order. Divorced parents must provide the Division Head with a notarized copy of the custody section of the divorce decree. This will ensure the protection of everyone in the family. All court orders will be handled with the highest level of confidentiality. Please note that sharing of financial aid and financial records will be governed by the current parenting plan on file with the Business Office and/or which parent(s)/guardian(s) have signed the current enrollment contract.

Dress Code Policy
In order to decrease time spent on clothing issues and to maintain the focus on education, students are required to wear a uniform and follow the dress code policy. Having a uniform allows the teachers and administrators to concentrate on the positive accomplishments of students and to keep learning a priority. A uniform shifts the focus off of brand-name clothing and styles. When students are dressed "ready" for learning, there are fewer distractions and
there are increased accomplishments in the classroom. Please see specific dress code requirements in each Division’s Dress Code Policy.

Fire Arms/Weapons Policy
Students may not bring firearms or weapons of any kind on campus. Violation of this policy could result in expulsion. Only authorized law enforcement personnel may carry weapons on to the campus.

Grievance Policy
It is the intent of Currey Ingram Academy to adhere to all laws and regulations that apply to the school and the underlying purpose of this policy is to support the school’s goal of legal compliance. The Grievance and Ethics policy is intended to encourage members of the school community (whether paid or volunteer) to report suspected or actual occurrences of illegal or unethical acts, events, behaviors or practices, without fear of retaliation. (Complete policy on Currey Ingram Academy Board of Trust web page.)

Mandatory Reporting of Suspected Child Abuse
Tennessee law requires teachers and other school officials and personnel (among others) to report child abuse or neglect when:

- A person has knowledge that a child has been harmed by abuse or neglect.
- A person is called upon to render aid to any child who is suffering from an injury that reasonably appears to have been caused by abuse.
- A person knows or has reasonable cause to suspect that a child has been sexually abused, neglected or exploited.

If any employee has such knowledge or suspicion, he/she should immediately notify the appropriate division director and the counseling department, and together they will contact the suitable state agency. In the event that any employee is accused of, or reasonably suspected of, having committed abuse or sexual abuse of a student, law enforcement will investigate. The school reserves the right to suspend the employee with or without pay at its sole discretion.

Harassment Policy
Currey Ingram Academy is committed to cultivating a school community that reflects cultural, ethnic, racial and socioeconomic diversity and in which every individual is treated with sensitivity and respect. The school will not tolerate threat making, intimidation, humiliation or degradation by any member of its community or any other individual on the basis of personal, immutable characteristics such as gender, race or national origin. Such harassment will constitute gross misconduct and will result in disciplinary action that may include suspension and/or expulsion.

Sexual harassment is unwanted sexual advances and other verbal, visual or physical conduct of a sexual nature that are intimidating, hostile, degrading or offensive. The school is entrusted with the physical and emotional well-being of each of its students, and inappropriate behavior of a sexual nature is a breach of trust that will result in the strongest disciplinary measure.
Racial harassment is intimidation, humiliation or degradation of an individual or group on the basis of race. Racial harassment includes easily identified acts of oral, written or physical harassment, and more subtle forms of harassment such as graffiti, epithets and racially offensive remarks, jokes or other forms of "humor." Such harassment will not be tolerated and will result in disciplinary action.

Religious or ethnic harassment includes intimidating, humiliating or degrading remarks or gestures, or other forms of behavior or expression that demean or trivialize the religious or natural origin of an individual or group. Such harassment will not be tolerated and will result in disciplinary action.

Any member of the faculty or staff who becomes aware of any harassing or threatening acts/words to another student or adult must report the facts to his or her Division Head or to the Head of School. Students and parents are also expected to report any of these acts to the classroom teacher, School Counselor, Division Head, Assistant Division Heads, and/or Head of School. Once any allegation of harassment or threat is received, a prompt investigation of the charge will be conducted. Any charge determined by the investigation to be true will be subject to disciplinary action at the sole discretion of the Head of School. Disciplinary action will be taken on the basis of any conduct, on or off campus, which poses a threat to persons or property within the school community.

Responsibility for Materials
Accepting responsibility for keeping up with and maintaining materials is important for each student. To reinforce these habits, teachers and parents assist students in developing a system for organizing materials and returning these to school. Students are not routinely permitted to call home and request that parents bring work and materials to them. If a student destroys school materials, equipment or property, parents will be responsible for damages.

Teacher Policy on Professional Boundaries
Teachers will maintain professional boundaries by not being “friends” with parents or students via Facebook or any other social media, such as Instagram, Google+, etc. Texting, emailing, calling or babysitting students, transporting students in their personal vehicles, or tutoring students without prior approval from the Division Head or Head of School is not allowed. Teachers will not be responsible for student supervision at events outside of typical academic school hours.

Transgender and Gender Nonconforming Students Guidelines
Currey Ingram Board of Trust adopted in November 2019 “Guidelines for Addressing Transgender and Nonconforming Students.” The purpose of these guidelines are:

- To foster an educational environment that is safe, welcoming, and free from stigma and discrimination for all students, regardless of gender identity or expression.
- To protect our students’ privacy and to protect them from bullying, harassment, and discrimination.
To ensure that all students have the opportunity to express themselves and live authentically.

The School shall use reasonable efforts to support the gender identity that each student asserts. The student’s assertion of their gender identity should be evidenced by an expressed desire to be consistently recognized as the sex consistent with their gender identity. Students ready to socially transition may initiate a process to change their name, pronoun, attire, and access to gender-related programs, activities, and facilities consistent with their gender identity. The School shall use reasonable efforts to support a student who has asserted a particular gender identity through a Gender Support Plan (GSP) to address the student’s access to the school’s programs and activities. (For complete guidelines, please contact your student's Division Head or visit this site: https://bit.ly/CIGenderGuidelines.)

HEALTH, MEDICATION AND SAFETY

School Nurse
Currey Ingram employs a full-time nurse named Heather Hughes. She has an office in each academic building on campus and helps parents and teachers address students’ health needs. If your son or daughter has such needs, please arrange a time to meet with Ms. Hughes before school starts. You will also have the opportunity to provide information via the online forms sent to you before August 1. Ms. Hughes can be contacted at (615) 507-3177 or heather.hughes@curreyingram.org.

Animals on campus (including Service Dogs)
In general, animals are not allowed on campus or in campus buildings. Exceptions include:

1. For instructional purposes: Faculty and students must request permission in advance from the division head to bring animals to the campus or use animals in the classroom for instructional reasons.

2. Service Animals: Currey Ingram Academy allows the use of an authorized service animal (e.g. seeing-eye dog, guide dog, or lead dog) as defined by the Americans with Disabilities Act (ADA) for an individual’s assistance on campus and adheres to ADA requirements as they relate to these animals. As the ADA stipulates, service animals must be harnessed, leashed, or tethered, unless these devices interfere with the service animal's work or the individual's disability prevents using these devices. In that case, the individual must maintain control of the animal through voice, signal, or other effective controls. Regarding the use of service dogs, the animal must focus on the handler at all times, walk nicely on a leash, remain quietly at their handler’s side, ignore distractions, keeping its nose to itself at all times, respond quickly and readily to its handler’s commands, cues or distractions and be able to do pertinent task work to mitigate their handler’s disability. Service dogs that are out of control or are not housebroken will not
be allowed. “Service animal” is specifically any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability. The work or tasks performed by a service animal must be directly related to the handler’s disability. If a service animal is requested by a student living on campus, proper approval must be granted by Currey Ingram Academy administration.

Records/Authorization/Required Forms
To ensure the most appropriate care, and because it is required by law, it is imperative that parents file their son or daughter’s current immunization record with the Currey Ingram School Nurse.

The State of Tennessee Department of Health requires immunization histories to be documented on a Tennessee Department of Health Certificate of Immunization. You may get immunizations transcribed to this form at the Health Department or from your healthcare provider. Students whose immunizations are not current are not allowed to attend school by Tennessee Law. If you have a child entering kindergarten this school year, entering seventh grade, or a student who is transferring (to any grade K-12) from another school, you are required to provide Currey Ingram with this document.

Several Currey Ingram medical forms are also required for each student. They include the Student Medical Information Form and the Non-Prescription Medication Release Form. In early August, each parent/guardian will be emailed a link to access all forms that need to be completed before the August conference.

Medications
Tennessee state law requires that School Nurses have a parent’s/guardian’s written request on file in order to administer ALL medications, both over-the-counter (OTC) and prescription. No medication will be administered by school personnel or self-administered by a student without this written authorization of the parent (and the physician signature for prescription medications) as specified or without prior authorization from the school nurse (if the student lives in the residence hall and requires medication(s) to be administered after hours. These medication forms will be used during the academic day as well as at any school-sponsored activity (field trip), before and after normal school activities while on school property (after-school clubs, athletic practices and games), and at Boost (school-sponsored aftercare). Students are not allowed to carry and/or self-administer any medications at school. Exceptions are made for emergency medications such as prescribed epinephrine injectors and rescue inhalers as long as the proper form has been completed and signed by the prescribing physician. Please do not send any medication, prescription or OTC, to school with your child.

Prescription Medication
The following guidelines must be followed in order for a student to receive prescription medication at school. The Authorization to Administer Prescription Medications Form signed by the prescribing physician and parent/guardian must be on file with the nurse. This form can be
downloaded from the Currey Ingram website or can be obtained from the School Nurse. Any change in the medication type or dose during the school year requires that a new form be completed and signed by a parent/guardian as well as the prescribing physician. If prescription medications are prescribed by more than one physician, a separate form must be completed by each physician involved in your child’s care (e.g., epinephrine injector is prescribed by the primary care physician, and the medication to manage the symptoms of ADHD is prescribed by a psychiatrist, pediatrician, primary care physician, or neurologist).

All prescription medications must be brought to school by a parent/guardian in a current, original pharmacy-labeled container and given to the School Nurse or a Division staff member. Upon request, your pharmacy will supply an empty labeled bottle for school use. The dosage requested to be administered at school must match the pharmacy container. If not, either a new prescription will need to be obtained or a note from the prescribing physician must be provided explaining the discrepancy. Expired medications (including prescription medications filled over a year prior) will not be administered to students. Please be certain you always refill your student’s prescription in a timely manner as it is critical that prescription medication be taken regularly. Typically, the School Nurse will notify you when there are just a few days worth of medication remaining at school.

If properly trained in its use, a student is allowed to carry an epinephrine injector and/or a prescribed, metered-dosage, asthma-relieving inhaler when at school, at any school-sponsored activity (e.g., field trips), before and after normal school activities while on school property (clubs, athletic practices and games), and at Boost (school-sponsored aftercare). On the Authorization to Administer Prescription Medications Form, the prescribing physician must sign/initial that the student is properly trained in the use of the prescribed medication for this to be carried on their person. If this medication is one that will be transported home after each school day, it is the parent’s responsibility to ensure that the student returns with it to school each day. The student may not be allowed to attend off-campus events if such a medication is prescribed yet is not available to be sent on the outing with the student.

Due to the risk of potential side effects, the first dose of any prescription medication MUST ALWAYS be given at home. Any change in medication or dosage of prescription medication should always be started on a weekend day so that the parents/guardians can determine if the change is beneficial for your child. Please notify your student’s teachers, Division Head and School Nurse of any changes to medications or dosages.

For short-term medications taken one week or less (= 5 school days), the pharmacy prescription bottle is acceptable as a physician’s order. However, signed parent permission is still required on the Authorization to Administer Prescription Medications Form.

No “emergency doses” of a daily (home) medication will be kept at school. If a morning medication is missed, the parents should bring the missed dose to school for administration by the parent.
Empty prescription bottles will be discarded unless the School Nurse is otherwise notified.

The Authorization to Administer Prescription Medications Form is valid for one school year unless a medication and/or dosage changes. Parents/guardians should retrieve unused or discontinued medications at the time of the discontinuation or at the end of the school year.

Medication will be destroyed if it is not picked up within two weeks following the termination of the order or termination of the school year. No prescription medications will be kept in the school over the summer break.

**Non-Prescription Medication**

The nurse may only administer non-prescription medications (e.g., ibuprofen, acetaminophen) to students who have a Student Medical Information Form and the Non-Prescription Medication Release Form that have been completed for the 2020-2021 school year. Currey Ingram personnel are not permitted to supply students with non-prescription medication without proper authorization from the guardian.

Each Division has common over-the-counter (OTC) medications available to students who have completed both the Student Medical Information Form and the Non-Prescription Medication Release for the current school year. You may choose to provide your own OTC medications for your child, although it is not required. These medications will need to be brought in by a parent/guardian (not a child), in the original packaging, with the child's name on the package, and any instructions for dosing. These may be given to a member of your Division Office staff or to the Nurse with directions for use. Do not send medication to school with your child.

It is our policy that students will be given age/weight appropriate dosages of OTC medications. This will be based on the packaging label information provided by the manufacturer. If you wish your child to be given an amount that differs from this, please send notification of this to the School Nurse.

**Complementary and Alternative Medications/Treatments**

In order to maintain a safe and healthy campus environment, Currey Ingram Academy has adopted the following protocol for parents wishing for their child to receive or be treated with alternative medical treatment (“Alternative Treatment”) during the school day. Alternative Treatment is defined as non-FDA approved substances that include herbs, essential oils, supplements, and enzymes in various forms of administration including oral, topical, spray, mist, inhaler, tincture, powder, pill, capsule, inhaler, and any other delivery method.

Currey Ingram Academy understands that there are many approaches to addressing medical, social, and emotional matters. However, the Academy also wants to make sure that appropriate measures are taken for the safety of all students, faculty and staff. Please note, a physician certified in pharmacology (Medical Doctor – M.D. or Doctor of Osteopathic Medicine – D.O.) will
be able to determine if a substance is FDA-approved as a medical treatment and those prescriptions will be handled through the Academy’s process for prescription medication.

The Academy strongly prefers that a child receiving Alternative Treatment would have these treatments administered at home; however, select options are listed below for student and parent administration of these substances, when appropriate.

**Topical/Inhaled Alternative Treatment**
The Academy does not permit administering non-FDA approved oils, inhalants, sprays, lotions, and other topical substances during the school day due to the possibility that they could result in adverse effects with others due to contact or inhalation.

**Ingestible Alternative Treatment**
For ingestible Alternative Treatment (enzymes, powder, pill, capsule, supplements, tincture, etc.), if it is deemed necessary by an M.D. or D.O. with a prescription to have a student self-administer or a parent come to campus to administer an Alternative Treatment during the school day, the steps listed below must be followed:

Required protocol for Ingestible Alternative Treatment administered during the school day:
1. The parent must download the Authorization to Administer Complimentary and Alternative Medical Treatment Form or obtain a copy from the School Nurse. Using this form, they should then obtain written approval that the Alternative Treatment is deemed safe and appropriate for the student signed by the student’s M.D. or D.O. indicating the physician’s license number, license type, and the state(s) in which they are licensed and attesting that they are credentialed to prescribe prescription drugs. The student’s M.D. or D.O. must sign off, even if this is not the same practitioner who has recommended the use of the Ingestible Alternative Treatment.
2. Once the M.D. or D.O. approval has been received, the student may self-administer the Alternative Treatment in an appropriate location under supervision by a designated faculty or staff member during the school day. Currey Ingram employees may not directly administer Alternative Treatments to students.
3. If the student is unable to self-administer the M.D.- or D.O.-approved Alternative Treatment, the parent may schedule the time(s) to come to the school that do not interfere with academics to administer the Alternative Treatment themselves. The number and timing of the parent visits to campus must be coordinated and agreed-upon with the student’s Division.
4. The Academy reserves the right to rescind or modify any approvals granted under this protocol.

**Allergies**
***PLEASE NOTE THAT CURREY INGRAM ACADEMY IS NOT A NUT-FREE CAMPUS. The school dining hall does have a few prepackaged items that contain nuts and/or peanut butter. This also applies to the residence hall.***
At the beginning of each school year, the Student Medical Information Form must be completed by at least one parent (or both parents if parents are divorced with joint custody or separated). A detailed explanation of the student’s dietary allergies should be listed on this form. In addition, any student with a severe allergy condition must provide the School Nurse with a history of allergic reactions, two epinephrine injectors, and an “Allergy Action Plan” provided by the child’s physician. It is strongly recommended that a parent/guardian meet with the School Nurse prior to school start to discuss their child’s needs as well as to discuss this plan for the school year.

Each student with an epinephrine injector will have an individualized “kit” that includes the action plan as well as the injector(s). This will be kept in a labeled, designated area of the student’s respective Division. Epinephrine injectors provided for each student will be sent on all field trips, sporting events, and overnight trips by the School Nurse. The Academy maintains a supply of Children’s Diphenhydramine (antihistamine) for general use in each Division.

**Allergy Protocol for New and Enrolled Students**
When notified of the scheduled teacher/advisor meeting prior to the start of school, please contact the School Nurse to schedule a meeting prior to or after to further discuss your child’s allergies.

**Parent Responsibilities of Students with Allergies**
Parents of students with severe allergies are responsible for contacting the following Currey Ingram personnel as follows:

- It is the primary responsibility of the parent to build a strong bond with the homeroom teacher/advisor/school nurse/coach/instructor/after-school personnel. When meeting, parents should give the following information about their child:
  - List of allergies
  - Levels of severity with each allergen
  - Reactions to allergens
  - History of epinephrine injector use (how many times administered, date of most recent incident, reactions to epinephrine)
  - Dates and information on any relevant hospitalizations
  - Use of antihistamine (how does it handle reactions, how much time lapse between exposure and antihistamine)
  - How allergy-related symptoms manifest in the child
  - General management guidelines

- **Dining Hall**: Parent will contact the dining hall personnel of Sodexo, the school’s contracted meal provider, to discuss the dining hall setting, food items, and labeling of potential allergens. Parents will monitor the menu posted online and contact Jeff Stone of Sodexo at Currey Ingram Academy with any questions.
- **After-school**: Parent will contact the coaches, any after-school program director, tutor, and/or the Director of Summer Camps, as needed, to discuss allergies before participating in these programs.

- **Athletics**: Parent of students participating in after-school sports must contact the head coach prior to the beginning of a sport season. If the student has been cleared by the prescribing physician to carry his/her own epinephrine injector, this should be stored in the child's backpack and taken to practices, games, and all other school sport-related activities.

- **Homeroom teacher or advisor**: Parents will contact homeroom teacher/advisor/mentor to discuss any materials that might be used during classroom or special events, and attend when deemed necessary by school personnel.

  *These include, but are not limited to:*
  - All-year - Middle School snack
  - All-year - field trips where lunch is provided
  - All-year - Lower School class parties
  - All-year - holiday parties
  - End of Year field days

If a student’s allergies are of such severity to warrant this, parents will contact the school’s science teachers at the beginning of each semester to determine if any potential allergens may be used in the science lab. Parents of students with allergies to animals should contact the student’s teacher(s) to discuss animals housed in the classrooms or specialty areas.

**Diabetes**

Our staff takes a team approach to caring for the unique needs of diabetic students. In addition to having a trained Registered Nurse on staff, multiple people within a Division are trained to assist with the care of students with diabetes. As each diabetic has unique needs and guidelines to follow, we ask that the parent/guardian provide the nurse with a current care plan from their primary care physician or diabetic care clinic prior to the start of school. Unless otherwise instructed, this care plan will be the daily reference for our school personnel to assist our diabetic students with their care. Parents will be required to provide and maintain any supplies that may be needed on a daily basis including, but not limited to, lancets, needles/syringes, insulin, glucose tablets, or other snacks and juices for low blood sugar, urine ketone strips, Glucagon injections, test strips and meter, etc. Parents of students with diabetes are strongly encouraged to meet with the School Nurse prior to the start of school to discuss their child’s plan and any unique needs for the school year.

**Head Lice**

Head lice do not pose a serious health risk, but they are a nuisance and can result in unwanted absences from school. Therefore, students may be screened for head lice during school hours only if there is a reported or suspected case of lice. This lice screening involves assessing the “hot spots” for lice (crown of the head, behind the ears, nape of the neck) and will be performed by the School Nurse. If a student is found to have live lice, the student will be asked to be
picked up by a parent. If a student is diagnosed with lice or nits, her parents are encouraged to notify other families that have come in close contact with their child in the prior three weeks. If you find evidence of lice, check other children in your family as a precaution. For further information, you may want to consult your pediatrician.

We also ask that parents notify the School Nurse if live lice or nits are found on their child outside of school. Please treat your child/children before allowing her/him to return to school. Bring a note from your doctor or lice mitigating resource saying your child is lice-free when he/she returns. Parents will be expected to take their child/children for the recommended follow up treatment appointments and provide Currey Ingram with clearance letters for those visits as well. Additional (at school) lice screenings will only be performed on an as needed basis. Students are allowed to return to school following the initial lice treatment once an assessment has been performed by the School Nurse. We will not disclose the names of affected students to other parents and guardians, as this is a violation of FERPA/HIPPA. However, a student's teacher may be notified of the case so that proper monitoring and prevention may occur.

### Concussions
A concussion is an injury to the brain and Currey Ingram follows the Concussion Management guidelines for Return to Learn/Return to Play by the Tennessee Department of Health. While all students who participate in athletics are required to complete a Concussion Information Form prior to participation, report a concussion, and seek treatment before returning to play, it is also the expectation of Currey Ingram Academy that any concussion that happens outside of the school be reported to the school nurse. Additionally, if a concussion is suspected to have occurred in school, parents/guardians will be notified and state guidelines will be implemented. In the event of a concussion diagnosis, students will not be allowed to participate in school activities including, but not limited to, physical education and recess, until cleared by a healthcare provider who is trained in concussion management (i.e. pediatrician or doctor, not a nurse practitioner or walk-in clinic).

### Medical Procedures
When a medical procedure is ordered by the child’s physician, this information must be included on the Authorization to Perform Medical Procedures (Ordered by Physician) Form. This form can be obtained from the School Nurse, and requires signatures from both the prescribing physician, as well as the child’s parent. This will be required for any invasive or non-invasive procedure that requires specialized training. Training of the School Nurse and staff must be provided by the parent/guardian or their designee. Orders are valid for one school year unless the procedure requirements change.

### Serious Injuries and Illnesses
In the unlikely event of an injury or serious illness, parents will be contacted. In some situations, 9-1-1 may be contacted as well. Thus, parents must supply emergency contact numbers for themselves, as well as other contact names and numbers in the event a parent cannot be reached. When leaving town, parents must also send a note or email their child’s Division Head
indicating who is responsible for the student in their absence. The school will notify the
designated emergency contact if further medical attention is needed. An accident report will be
completed and placed on file in the Nurse’s office.

**Student Illness**
If a student comes to school with a medical condition (e.g., bladder infection), a note or email
should be sent to the teacher, School Nurse, and/or Division Administrator. If a student
becomes ill with any of the illnesses listed below, or at the discretion of the School Nurse, the
student's parents will be notified and will be required to pick the student up from school:

- Vomiting and/or diarrhea – may return **48 hours** after symptoms subside
- Fever of 100° degrees or higher – may return after student has been fever-free for **48
  hours**
- Strep-Throat – may return after 24 hours of antibiotic treatment
- Infection – may return after 24 hours of antibiotic treatment
- Pink Eye – may return after 24 hours of antibiotic treatment and eye discharge is gone
- Head Lice – may return accompanied by a written statement from the student’s
  physician or a lice-treatment center stating the proper treatment has been administered
  and that the student is free of lice and nits
- Fifth’s Disease – may return after nasal discharge is gone
- Flu - may return accompanied by a written statement from the student’s physician stating
  the date of return. (However, the Center for Disease Control states that most healthy
  individuals may be able to infect others beginning one day before symptoms develop
  and up to seven days after becoming sick.)
- Any other unusual or unexplained symptoms – Please have your child examined by
  his/her primary care physician.

**NOTE:** Please refer to the COVID-19 Addendum regarding protocols for students who
have COVID-19 symptoms or register a 100° or higher temperature.

**Limited Physical Activity**
On occasion, a physician will recommend that a student not participate in physical education or
other physical activity due to health concerns or an accident (e.g., broken arm). Please ask your
child’s physician to write this request on a prescription pad or in an email or note. This should be
given to the Division Head, who will ensure that the School Nurse and all of your son or
daughter’s teachers have this information.

If your student is diagnosed with a concussion, he or she will be held from all activity (including
involvement in sports) until a physician releases him or her for activity. You must provide a
physician's order stating what academic limitations your student should have. This information
will be shared with the student's Division Head and teachers with additional recommendations
for comfort measures for the classroom (i.e., dim lighting, limited screen time). In order for
restrictions to be removed and for a student to return to normal academic routines and activity, a
physician's note must be provided.
Currey Ingram Academy abides by the Center for Disease Control's "HEADS UP" recommendations for concussion/head injury (https://www.cdc.gov/headsup/index.html).

If your child requires the use of crutches or any other assistive walking device, a physician’s note will be needed regarding the need and possible duration of use of such device(s). The student will not be allowed to use the elevator without this note or unless approved by the Administration of their Division.

Safety
Safety is of utmost importance at Currey Ingram Academy. Details about our safety protocols include:

- All staff members have a Crisis Response Plan in their workspace and are trained in how to use it. The Crisis Response Plan is reviewed regularly and updated as needed.
- All buildings are equipped with keycard entrances and security cameras inside and out. Academic building entrances are locked during the school day.
- We have a full-time registered nurse on campus from the start of the school day until 6 p.m.
- All faculty members are certified in CPR.
- Faculty and staff follow predetermined safety procedures regarding inclement weather and fire, lockdown and evacuation procedures.
- The campus has a remote-access main gate that can be locked at any time, if necessary.
- We may have off-duty officers on campus periodically to monitor activity and aid in our crisis planning and preparation.

It is a policy of Currey Ingram Academy to contact 9-1-1 to dispatch Emergency Medical Personnel in a situation where any individual (e.g., student, faculty, staff, parent, or other visitor) on the campus is experiencing symptoms that would indicate the potential for advanced medical treatment. The School Nurse will be contacted as well to provide support as soon as possible. The School Nurse may assess the situation and determine the severity and the need to contact 9-1-1.

An adult (>= 18 years of age) may decline and waive transport by an ambulance after assessment for him/herself or for his/her minor child by Emergency Medical Personnel. To waive transfer to a medical facility, the parent of a minor child must come to the location of the Emergency Personnel to sign a waiver declining transport. Verbal consent over the phone will not suffice in this instance.

The school will, in an abundance of caution, consider the following symptoms to be possible indicators of a situation requiring advanced medical treatment:

- Shortness or breath or breathing difficulty
- Pain in the chest or upper abdomen that lasts two minutes or longer
● Dizziness, weakness or fainting
● Loss of consciousness
● Seizure activity
● Vision changes, such as double vision
● Speaking difficulties
● Mental confusion
● Sudden, severe pain
● Bleeding that won’t stop after 10 minutes or longer
● Coughing up blood
● Suicidal feelings
● Severe allergic reaction, such as to a food allergen or insect bite
● Or any other condition determined by the School Nurse

Evacuation/Emergency Procedures
In case of emergency, a representative of the Academy will contact Williamson County Emergency Management. In the event of a fire or other emergency, students are expected to quickly, but carefully, follow all evacuation, lockdown, and/or other emergency procedure instructions provided by teachers and administrators. After a fire alarm or evacuation, no one is allowed to re-enter the building until we are assured that the building is safe.

Fire drills, tornado drills, reverse evacuation drills and lockdown drills are conducted regularly for students to practice our emergency procedures. Teachers and staff are trained on all drills, emergency and crisis plan procedures.

Under inclement weather conditions, such as a tornado warning (tornado has been spotted or indicated on radar), parents and visitors should remain in the building, and students will not be permitted to leave the designated safe area inside the school building until the tornado sirens have stopped.

School entrance areas are reserved for emergency vehicles; thus, do not park at the school entrance. In an emergency situation, this is critical.

If you have specific questions about safety procedures, please speak with your Division Head or Assistant Head of School for Finance and Operations Chad Handshy (chad.handshy@curreyingram.org).

Dining
Currey Ingram is proud to have Sodexo Dining Services on campus full-time. Jeff Stone (Manager) and his team do a wonderful job of helping students and their parents address special dietary and health needs. Because of the number of special dietary needs, special dietary requests are reserved for students with health issues. Currey Ingram strives to help all students eat balanced and healthy meals and snacks at school and has great success with helping some of the pickiest eaters branch out. Our dining area has a wide variety of hot and
cold foods every day to fit many different tastes and health needs. However, if your student has a large number of and/or exceptional dietary limitations, the Academy may not be able to accommodate those needs and may request parents to provide their child’s food from home. If you have questions, concerns or praises to share during the school year, Mr. Stone may be contacted at (615) 507-3178 or by email at dining@curreyingram.org. To discuss specific dietary needs, please contact School Nurse Heather Hughes (615) 507-3177 or by email at heather.hughes@curreyingram.org.

COMMUNICATION

Currey Ingram website: www.curreyingram.org
Please visit weekly, if not more often. You will find a number of valuable links and resources behind the “My CIA” login at the top right of the home screen. You will need to use your My CIA username and password to log in. After the first time, most digital devices will remember your username and password, making return visits easier. My CIA is where you will find the calendar that includes personalized filters, your Division’s newsletter (under Resources), easy links to items such as the lunch menu, your child’s grades and assignments (if applicable), the parent/student/staff directory, and more.

Online Parent/Student/Staff Directory
You will need to log in to My CIA to see this resource. We update all data in the summer. Beginning August 1, the data should be updated for the new school year. This information is updated throughout the year, as new families enroll and/or constituents have data changes. This directory will allow you to search or filter by name and/or grade level. The directory results are printable in several formats. This directory also has a map feature that can be used to map families who live near you for carpooling. If you have any questions about the online directory or need to update your directory profile, contact Educational Database Administrator Mercy Araujo, mercy.araujo@curreyingram.org.

Currey Ingram’s Online Calendar
You have two choices. Without logging in, you can access a basic calendar via the calendar icon at the top right of all screens. This calendar can be formatted as a grid or list and filtered by area of interest. If you log in, you can access a more robust calendar option with additional filters, links to your electronic calendars, a print button, etc. When you log in to My CIA, you will see a tab for Calendar in the top navigation between News and Directories. You can link this calendar to your Outlook, Google or iCal calendars and get updates in real time. Contact the Director of Communications Wendy Smit, wendy.smit@curreyingram.org with any questions.
Mobile View of Website
Currey Ingram’s website has a responsive design. This means that a mobile view automatically appears when you visit www.curreyingram.org via a smartphone or tablet. This mobile site will offer quick access to all areas of the website and the My CIA experience (when you log in).
Contact the Director of Communications Wendy Smit, wendy.smit@curreyingram.org with any questions.

Currey Ingram and Social Media
The school would love to connect with you on social media (please see our social media policy below). This is a great way to stay up-to-date on photos, videos and news from Currey Ingram and for you to easily share our news with others in your life. Currey Ingram Academy has a Facebook page, www.facebook.com/curreyingram, and two Twitter feeds -- @CurreyIngram and @CIAMustangs. We also offer a private Facebook group for our alumni, Currey Ingram Academy Alumni.

Online Communications Between Parents, Students and Teachers
Currey Ingram deeply values its professional relationships with you and your child. For this reason, Currey Ingram Academy staff and faculty members are not permitted to be online "friends" with current/former students* and current Currey Ingram parents via Facebook or any other social media such as Twitter. The only encouraged means of online communication between faculty and parents is via email using curreyingram.org addresses. This policy exists to protect both staff and student/parent privacy and to ensure that staff and students/parents always interact on purely professional levels. We ask that parents avoid sending online "friend" requests to Currey Ingram staff and faculty or initiating any type of online interaction with faculty members except email. This could put staff in an awkward situation, as they are contractually obligated to ignore the communication. If your child requests an online relationship with a staff member via Facebook or another online service, that staff member has been instructed to contact you immediately and to ignore the request. Thank you for your cooperation and understanding.
*It is approved for former Currey Ingram parents and students over 18 to "friend" a Currey Ingram employee.

School Communication Regarding School Closings
Currey Ingram Academy will use the automated phone call and/or text system to communicate weather and non-weather related school closings. For weather-related closings, the school will initiate the automated system either in the evening prior to the closing/delayed start or by 6 a.m. that day, unless last-minute weather changes occur. The decision to close or open school is made after careful deliberation regarding safe travel conditions and is based on the best available information. Please use your discretion, as conditions differ in various areas. Currey Ingram does not automatically follow the Metro Nashville Public Schools or Williamson County Schools schedule. Watch WTVF-TV (Channel 5), WSMV-TV (Channel 4), and/or WKRN-TV (Channel 2) for listings. School closing information will also be emailed to all parents and posted on the school’s website and Facebook page.
Smart Tuition Student Accounts
Currey Ingram Academy partners with Smart Tuition for billing account management and payment processing. Parents can manage their account at parent.smarttuition.com. Monthly invoices are billed and accessible through this portal, along with a breakdown of billing and payment details. Upon enrollment in a new school year, families will receive emailed account information from Smart Tuition. Families can log in and edit how they receive their monthly statements and submit payments, including the option to enroll in auto-draft payments. Smart Tuition charges processing fees for credit card and debit card payments. Please reference your Currey Ingram Academy student enrollment contract for specific terms and conditions applicable to your account, including late fee information. Smart Tuition offers support by phone at 888-868-8828 and online chat, and a Currey Ingram representative is available at billing@curreyingram.org.

GENERAL INFORMATION

The Anne Wilson Potter Learning Commons
Currey Ingram Academy provides thousands of print, online, audio and digital resources to support research needs, academic and personal interests, and recreational reading. The Learning Commons is also designed to foster collaboration, creativity and critical thinking with two state-of-the-art classrooms, a makerspace, and small group spaces and staff who provide training and support. The makerspace includes many tools such as 3-D printers, green screens, Little Bits, Osmos, and Ozobots.

In addition to providing students with resources, parents are encouraged to check out materials from The Cherrie Farnette Resource Library. This collection of over 400 books affords parents the opportunity to learn more about learning differences and/or other current topics such as raising children in a digital world.

All physical library materials must be checked out and are loaned for a two- or four-week period, depending on grade level, with renewals available. Late fees are currently not charged; however, students will not be allowed to check out additional materials until the overdue items have been returned. Parents will be billed for the replacement cost (list or retail price of each item plus the processing cost) of lost or damaged books, audiobooks and other media. The Learning Commons’ online resources can be used at any hour of the day, on- or off-campus. Links for these resources can be found on the LibTech Resource Page on the website under Academics > LibTech. Contact the LibTech staff for additional information at libtech@curreyingram.org.

Hours: The library will be closed to parents and visitors until it is deemed safe to open the space to our larger community. After school hours are considered non-essential and, as such, are
subject to sudden changes. Upper School students are allowed to visit the library after school only after receiving permission to do so. Please contact the LibTech staff for up-to-date closing times.

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**MUSTANG ATHLETICS**

Mission Statement: Mustang Athletics is an educational-based athletics program that provides a competitive and safe environment. Student-athletes connect with caring coaches and experience physical, social and emotional growth leading to positive transformation.

**ALL IN Core Values:**
- Active-in community and personal well-being
- Loyalty-to team and school
- Legacy-how we want ourselves and our teams to be remembered

- Integrity-honest and trustworthy
- Never Give Up-on or off the playing field

Research shows us that experiences gained through participation in extracurricular activities at school help prepare our students for life beyond their years of formal education. Many of life’s lessons are learned through the challenges and discipline of a strong athletic experience. The Athletic Department at Currey Ingram Academy recognizes the roles coaches and parents play in providing these opportunities for our student-athletes. Together we can make these experiences positive, meaningful, and successful. We hope the information provided in this handbook will make both you and your child’s participation in the athletic program positive and enjoyable.

Athletic participation is a privilege granted to Currey Ingram Academy's students. Student-athletes must be in good-standing academically and behaviorally in their Division in order to compete. Student-athletes will be ineligible if they are not in academic good-standing or if they behaviorally are not deemed eligible. All students must have an updated Medical Form, Concussion Information Form, Parent Agreement, and Athletic Consent Form on file with Mustang Athletics each school year in order to participate.

If at any time you have questions regarding athletics at Currey Ingram Academy please feel free to reference the Mustang Athletic Handbook, located on the website under Athletics, or contact Mustang Athletics’ administrators.
Varsity Athletics—9th-12th Grade

Varsity Athletics are typically for Upper School students who have shown the perseverance necessary to commit to a higher level of academic and athletic challenges. Their schedule typically includes both home and off-campus competition. Though all interested students are encouraged to play, if an excessive number of students are interested in playing, a placement period may be held to determine the teams. Student-athletes will be placed according to attitude, skill, experience, and familiarity with the game onto either a team or club. Our teams compete independently, but adhere to National Federation of State High School Association rules and guidelines. Sports are offered in three seasons, fall, winter, and spring, and vary by participation number and interest.

In addition to athletic participation, in-season Varsity student-athletes are expected to participate in Strength and Conditioning, as designated by their coach. Out-of-season opportunities for training may also be available.

Middle School Athletics—5th-8th Grade

The Middle School Athletics program will offer various opportunities for students by sport based on developmental appropriateness and readiness. Coaches will combine fundamentals, teamwork, and sportsmanship in practices and play. Though all interested students are encouraged to play, if an excessive number of students are interested in playing, a placement period may be held to determine the teams. Students will be placed according to attitude, skill, experience, and familiarity with the game. Once teams are assigned, one team (Gold Team) will participate with the most competitive schedule, and the other team(s) (Green Team, Mustang Team, etc.) may participate in various ways, including an outside league or execute as a skills club.

Some teams may compete in local recreational leagues including, but not limited to, Nashville Youth Athletics, Melvin Black Track League, and West Nashville Sports League. In addition, sports may be combined with after school programs (Boost).

Travel will vary for teams. School teams playing away matches or games on weekdays, will be transported to competition by school transportation. Competitive teams will compete with a schedule that includes more games and is designed to prepare student-athletes for Varsity Athletics. In some instances, 8th graders may be permitted to participate in both Middle School and Varsity Athletics.

Sports are offered in three seasons, fall, winter, and spring, and vary by participation number and interest.

Lower School Athletics—Primary K-4th Grade

Athletics in the Lower School for grades K-4 introduces students to organized athletics through a recreational, every-team-member-plays format. Lower School Athletics helps young players
learn rules, basic skills, and good sportsmanship while having fun. In addition, sports may be combined with after-school programs.

Many of the sports opportunities in Lower School are student-, faculty- and parent-driven. As is typical with most elementary school sports programs, the school relies on faculty and / or parents to help with coaching and organizing teams through several local youth sports organizations. Lower School athletics teams are overseen by Lower School Athletic Director Bo Storie.

**The Currey Ingram Annual Fund**
The Annual Fund is a vital part of the Currey Ingram experience. Parent participation in this fund, at any level, helps ensure that our teachers and students have the materials and tools they need to succeed and to exceed expectations. Each fall, we ask parents to give to the Annual Fund. A high level of parent participation, at any gift level, in our Annual Fund may support funding through grants and major gifts for special projects. Strong community participation indicates a high level of commitment that may influence outside donors.

Historically, 100 percent of our faculty/staff give before the first day of school, as do our Board of Trust members. Parents and grandparents may give any time after July 1, 2020 and it will count toward our goal for 2020-2021. Simply drop off or mail a check made out to Currey Ingram Academy with Annual Fund in the memo line (or we can accept cash) or give via our online form at www.curreyingram.org/giveonline. All monetary gifts are tax-deductible.

Thank you, in advance, for partnering with us to demonstrate the full support of the Currey Ingram community and to help fund projects and programs that make a tremendous difference in the lives of our students and teachers. If you have any questions, or are interested in serving on the Annual Fund Committee, contact Dolly Roach in the Community Engagement Office at dolly.roach@curreyingram.org or (615) 507-3166.

**The Annette Eskind Institute of Learning**
The Annette Eskind Institute of Learning is Currey Ingram Academy’s faculty, parent and community education program. Local, regional and national experts, including Currey Ingram’s faculty and staff, lead educational seminars on parenting, educating children with learning differences and other medical, educational and parenting topics. The Annette Eskind Institute of Learning events are held on campus and are generally open to the community with both free and fee-based events. The Institute sessions provide an opportunity for Currey Ingram parents and faculty to network and become knowledgeable about many child-related topics. For more information or to view presentation topics for the 2020-2021 school year, go to the Currey Ingram website at www.curreyingram.org/communityeducation or contact Courtney Gallaher at (615) 507-3242 or courtney.gallaher@curreyingram.org.
The Henderson Memorial Golf Tournament
The Henderson Memorial Golf Tournament is a fun way for parents, grandparents or friends to get involved with the school, while helping provide students with a Currey Ingram education. This tournament will be held at the Vanderbilt Legends Club on Tuesday, September 29. The revenue from the tournament supports financial aid. There are a variety of ways to become involved. You can join us on the golf course as a player or volunteer, bring a team, or serve as a sponsor for the tournament. There are a number of sponsorships available at varying levels. For more information contact Melanie Britton in the Community Engagement Office at melanie.britton@curreyingram.org or (615) 778-4820.

TECHNOLOGY USE POLICY

Student Technology Acceptable Use Policy
Currey Ingram Academy will provide access to computer technology, our computer network, and the Internet for its users. Students are to use school issued technology for school-related purposes. The use of all computer equipment, network resources, and the Internet is a privilege. Access will be offered to those students who act in a considerate and responsible manner and who follow the guidelines established herein.

Internet access is provided to support the education of each student. Users who violate this acceptable use policy may face disciplinary action through Currey Ingram Academy or civil authorities. Violations may result in termination of access and/or expulsion from school. This policy applies to all equipment owned by Currey Ingram Academy.

Internet access outside of Currey Ingram Academy's local network on school-owned devices is subject to the same network requirements and policies as on campus. All application usage and network activity, both on and off campus, is recorded and may be reviewed. Any violations incurred off campus will follow the same results as on-campus violations in termination of access or expulsion from school.

All Currey Ingram students will have the following guidelines reviewed in an age-appropriate manner before being allowed to use school computers. The guidelines will be periodically reviewed with students throughout the school year. NOTE: Please refer to the Divisions COVID-19 addendums regarding guidelines and protocols for virtual learning in the event the school pivots to a virtual learning environment.

Hardware Return
- If a student is expelled or withdraws from the Academy all computer equipment must be returned immediately.
• After the official date of the student's departure, as determined by their academic division and the business office, a five business day grace period will be granted to return all equipment. Should the equipment not be returned, then the full replacement cost of all items will be added to the student's Currey Ingram Academy account. A partial refund of the equipment cost will be made if all equipment is later returned and is deemed to be in good condition by the technology department. A $30 per day, non-refundable return fee will be deducted from the refund amount for every day the equipment is returned late (that is for every day beyond the five-business-day grace period).

Internet Content Filtering
• Currey Ingram uses Internet filters that attempt to filter out inappropriate content from the Internet while allowing access to educational resources. All Internet filters are imperfect and ours are configured to offer a high level of accessibility and thus inappropriate material sometimes gets past the filters. It is the responsibility of students to immediately report inappropriate content to a teacher or parent and to avoid returning to inappropriate sites.
• Filters for off-campus Internet access installed on student computers are likewise imperfect. It is the responsibility of parents to monitor students’ computer and Internet usage outside of school.
• Means taken to circumvent Internet content filters will result in the suspension or removal of student Internet access privileges or other consequences.

Educational Use
• The use of computers must be related to program and curricular objectives.
• To knowingly transmit or receive any materials in violation of any federal, state or local laws is prohibited.
• Commercial use, product advertising, political lobbying, and extensive personal use are prohibited.
• Personal files that are created on or uploaded to student computers may be deleted during computer repair and maintenance without notice.

Social Media
• Currey Ingram Academy parents or students are not permitted to request to be online "friends" with Currey Ingram employees via Facebook or any other social media such as Instagram, Google+, etc.
• If an online relationship with a school employee using interactive or social media exists prior to this policy, that relationship must be ended immediately.
• The only encouraged means of online communication between faculty and parents is email using curreyingram.org addresses.
• Students who have been granted a curreyingram.org email address are encouraged to use it to communicate with teachers using this account.
• If a current student requests to communicate using interactive or social media (including but not restricted to IM, Instagram, Facebook, Google+ etc.) faculty and staff are required to ignore the request and inform the parents and their Division Head or direct supervisor.
• Students should never post any personal information on the Internet, including their full name, address, phone number, school name, or pictures, video or audio recordings of Currey Ingram students, parents, faculty or staff.

Vandalism
• Students found guilty of vandalism will lose computer privileges and may be subject to criminal prosecution.
• Parents are financially responsible for any acts of computer equipment vandalism committed by their children.

Negligence
• Failure to provide the proper level of care to the technological equipment entrusted to the student often results in damaged, missing, or stolen equipment. Students who are negligent of proper care and use may be restricted or suspended from using computers or other equipment.
• Parents are financially responsible for repair and/or replacement costs incurred as a result of negligence which is at the discretion of technology administration in consultation with division heads.

Security
• Users who identify a security problem must notify a teacher or administrator immediately.
• Passwords must not be shared with others. An attempt to learn the passwords of other users, spread viruses, "hack" into restricted areas, or access administrative accounts is prohibited.
• Student-owned computers, phones, peripheral devices, electronic readers, gaming devices and other accessories are not allowed to be used during school hours, unless given permission by school administration.
• Circumventing or attempting to circumvent security measures may result in restriction or loss of computing privileges -- in addition to other disciplinary actions determined by division heads.

Network Etiquette
• Students must follow the accepted rules of network etiquette and conduct themselves in a responsible, ethical, and polite manner.
• Users may not transmit, receive, submit, or publish any defamatory, abusive, obscene, profane, discriminatory, threatening, harassing or potentially dangerous material. Any user encountering such material, whether intentionally or not, must notify a teacher
immediately. If no one is available at that time, the user is obligated to leave the questionable site and report it to a teacher as soon as possible.

- School computer equipment, files and communications will be treated as school property and may be accessed and reviewed by Currey Ingram teachers and administrators at any time without notice.
- Adult-related and violent materials may not be listened to, viewed or downloaded.
- Material that advocates the use of weapons, militia, supremacy groups, cults, drugs, or alcohol is not to be accessed or downloaded.

Copyright

- Computer users must abide by copyright laws.
- Plagiarism or illegal file sharing in any form will not be tolerated. This applies to all forms of electronic media including, but not limited to: software, copyrighted text, video files, images, and audio files.

Laptop Tracking Software

- Location Tracking software is installed on all Currey Ingram laptops to assist in their recovery in case of theft.
- Locations are determined by the public IP address a computer is using - and is limited to the registered location of a public IP address.

Student-Owned Mobile Computing Policy

- Currey Ingram students are encouraged to use mobile devices to support their learning. Students who own a tablet, e-reader, or other mobile computing device may request the permission of their Division Head to use it at school.
- The application of student owned mobile devices at school will be approved on an individual basis at the discretion of school administration in order to prevent distraction and inappropriate use.
- By using a mobile device on school property, students and parents agree to allow teachers and administration unfettered access to the device immediately upon request. The device may be checked for inappropriate content, and limitations or parental controls may be required for school use.
- If it is determined that the student has used the device inappropriately or attempted to tamper with or remove administrative limitations or parental controls, the student may lose permission to use the device.
- Technology support for family-owned devices, including software or hardware troubleshooting and repair, is the responsibility of the owner and will not be provided by the academy.
- If it is determined that a student will benefit from the use of a personally owned Internet enabled device that uses a cellular data network, they may be required to have Internet filtering and history reporting software installed on their device, which may hamper the device’s ability to connect to certain Internet sites, and may limit or disable other functions such as email, camera use, app purchase and use, etc.
If a device that uses a cellular data network to access the Internet is not compatible with Currey Ingram’s Internet filtering software, the student will not be allowed to use it at school. Computers and iPads issued to students are the property of Currey Ingram Academy.

Zoom Video Conference Platform
The Zoom Video Conference Platform is used for live instruction and meetings. The protocols implemented with Zoom include:

- Meeting traffic is encrypted by default.
- We only allow students with their @curreyingram.org email address to join the class.
- We require teachers to be present before meetings start.
- The teacher has the ability to expel a participant or all participants.
- The screen share feature is locked for only the teacher’s use.
- We have disabled the annotation feature.
- Classes are password protected.
- We created Waiting Rooms for attendees.

Visit this site: https://bit.ly/CIZoomPolicies for the complete policies governing the use of the Zoom platform at Currey Ingram Academy.

PARENT INVOLVEMENT

The Currey Ingram Parent Organization (CIPO)
All parents are considered members of the Currey Ingram Parent Organization (CIPO). To help the organization meet its goals, membership dues ($25) are collected each year from parents. CIPO donates all of its event and fundraising proceeds to the school to assist with scholarships and operational needs for faculty/staff professional development. The CIPO Council is the leadership team for the Currey Ingram Parent Organization and consists of a president, president-elect, secretary, immediate past-president, a representative and representative-elect from each of the three academic divisions, along with several other leadership/committee roles helping in areas such as fundraising, athletics, staff and parent support, etc. If you would like to be involved in CIPO, review the information below, and contact the person listed in each description.

Below is a list of Currey Ingram Parent Organization Executive Council for the 2020-2021 school year. Please see the CIPO page on the Currey Ingram website for a full list of all representatives for each area/division.

President - Krisi McCall (Miles, grade 7)
Co-President Elect - Jennifer Preston (Emery, grade 5) and Molly Woods (Will, grade 5)
Past President - Sherry Cornelius (Eli, grade 5)
Secretary - Erin Seay-Taylor (Lucy, grade 12)

School Support, Sunshine Committee, Fundraising, Faculty/Staff Appreciation, Spirit Store, and other CIPO Committees
There are a number of ways in which a parent can volunteer at school. Your time and talents are needed for many activities, such as the Used-Uniform Sale, staff appreciation events, decorating for parent events, and athletic events. Whether you are available to work a few hours a month and assist with bulk mailings in the office, be on-call to prepare meals for Currey Ingram families and staff in a crisis, provide appreciation snacks to faculty/staff a few times throughout the year, or serve on an event planning committee, there is a spot for you. Please fill out the volunteer sign-up form distributed with the back-to-school online forms in August.

For more information about these committees, or to get involved, please contact 2020-2021 CIPO President Krisi McCall 615-306-8173 or email at krisimccall@yahoo.com. You may also contact the CIPO staff liaison Christine McGill, Director of Events and Logistics, at 615-635-0253 or christine.mcgill@curreyingram.org.

Room Parents
The only division that has room parents is the Lower School. Lower School parents may volunteer to be the room parent for their child’s classroom by contacting Mrs. Blair Donegan at 615-507-3200 or blair.donegan@curreyingram.org.

Moms Club
The Moms Club offers networking and sharing opportunities for the moms of Currey Ingram students. The group plans and hosts events, such as morning coffees, a mom’s holiday party and other social events to help Currey Ingram moms get to know one another. Information about Moms Club events are published in the weekly all-school newsletter. For questions or to get involved, please contact Moms Club staff liaison Christine McGill at 507-3180, Ext. 461, or christine.mcgill@curreyingram.org.

Dads Club
The Dads Club offers networking and sharing opportunities for the dads of Currey Ingram students. The Dads Club plans and hosts events during the school year, such as donuts with dads, breakfast or coffee gatherings and a steak dinner to kick off the school year. For questions or to get involved, please contact Dads Club staff liaison Christine McGill at 615-635-0253, or christine.mcgill@curreyingram.org.
ACCREDITATIONS AND MEMBERSHIPS

Accreditations:
Cognia (Formerly AdvancEd)
Southern Association of Independent Schools

Currey Ingram Academy is a member of or affiliated with the following organizations:
Cognia (Formerly AdvancEd)
Common Sense Media Education
Educational Records Bureau (ERB)
Independent School Management (ISM)
Independent Schools of the Nashville Area
InsideOut Initiative
International Dyslexia Association
Learning Disabilities of America
Learning Specialists of Nashville
Mid-South Independent School Business Officers
Nashville Area Chamber of Commerce
National Association of Independent Schools (NAIS)
Safe Sport Zone
Southern Association of Independent Schools (SAIS)
TENN-Share
Tennessee Association of Independent Schools (TAIS)
The Dyslexia Foundation
United States Tennis Association
Williamson, Inc. (Formerly Williamson County-Franklin Chamber of Commerce)
CURREY INGRAM CONTACT INFORMATION

Main Phone on Campus: (615) 507-3242

Email Addresses
For all contacts referenced here, use firstname.lastname@curreyingram.org with the exception of Yvonne de la Torre-Ugarte whose email address is yvonne.dltu@curreyingram.org.

Community Engagement (Admission & Development)
Dolly Roach, Director of Community Engagement, (615) 507-3166.

Aftercare for K-8 and Summer Programs
Nicholas Quijano, Director of Aftercare and Summer Programs, (615) 635-0245.

Athletics
Bo Storie, Director of Athletics for Grades K-4, (615) 507-3200, ext. 450
Kelly Fish, Director of Athletics Grades 5-12, (615) 507-3186
Reid McFadden, Associate Athletic Director Grades 5-12, (615) 507-3187
Ty Avolio, Director of Tennis, Grades K-12, (615) 507-3180, ext. 262
e-mail: gomustangs@curreyingram.org

Billing (Business) Office
billing@curreyingram.org, Business Office, (615) 507-3180  ext. 353, Smart Tuition, 888-868-8828

Buildings and Grounds/Facilities Questions
Christine McGill, Director of Events and Logistics, (615) 635-0253

Bus Transportation
Yvonne de la Torre-Ugarte, Business Office, (615) 507-3174

Child Development Center
Terri Mills, Director of the Child Development Center, Infant through Pre-K Care, (615) 507-3196

Communications, Newsletter, Website, Social Media
Wendy Smit, Director of Communication & Marketing, (615) 507-3188

Annette Eskind Institute of Learning and Neuroscience and Education Symposium
Courtney Gallaher, Director of Community Outreach, (615) 507-3200
Counseling Contacts
(contact via your Division Head or directly at the following email addresses)
Miranda Pool, grades K-4, (615) 507-3200, miranda.pool@curreyingram.org
Amanda Jo Serrano, grades 5-8, (615) 507-3185
Jody Camp, grades 9-12, (615) 507-3192, jody.camp@curreyingram.org

Currey Ingram Parent Organization (CIPO)
Krisi McCall, CIPO President, 615-306-8173 or email at krisimccall@yahoo.com

Database (website logins)
Mercy Araujo, Educational Database Administrator, (615) 507-3193, mercy.araujo@curreyingram.org.

Diagnostic Center: (615) 507-3171
Allison Bender, Ph.D., Director of the Diagnostic Center at Currey Ingram Academy, alli.bender@curreyingram.org

Division Offices and Administrative Assistants by Division
Dr. Danielle Barton, Lower School Division Head, danielle.barton@curreyingram.org
Administrative Assistant Blair Donegan, (615) 507-3200
Mary Ragsdale, Middle School Division Head, mary.ragsdale@curreyingram.org
Administrative Assistant Wendy Zamora, (615) 507-3185
Dr. Jane Hannah, Upper School Division Head, jane.hannah@curreyingram.org
Administrative Assistant Jackie Phelps, (615) 620-6256
Eric Vinson, Director of Residential Life, eric.vinson@curreyingram.org, (615) 777-4819

Moms Club and Dads Club
Christine McGill, Director of Events and Logistics, (615) 635-0253

Dining Service
Jeff Stone, Dining Services, (615) 507-3178

Dress Code
Christine McGill, (615) 635-0253
Middle School Questions: Michael Follis, (615) 507-3185
Upper School Questions: Levi Hamilton, (615) 507-3176

Financial Aid
Yvonne de la Torre-Ugarte, Business Office, (615) 507-3174

Giving Information
Dolly Roach, Director of Community Engagement, (615) 507-3166, dolly.roach@curreyingram.org
**Head’s Office**  
Dr. Jeffrey Mitchell, Head of School (Contact Executive Assistant Robyn Harris (615) 777-4817 or robyn.harris@curreyingram.org)  
Chad Handsy, Assistant Head of School for Finance and Advancement (615) 507-3167

**Health and Medical Information**  
Heather Hughes, R.N., School Nurse (M-Th), 615-507-3177, heather.hughes@curreyingram.org  
Cindy Shaner, R.N., School Nurse (F)

**Library**  
Ginann Franklin, Director of Libraries & Educational Technology, (615) 507-3180, ext. 259, ginann.franklin@curreyingram.org

**MY CIA**  
Mercy Araujo, Educational Database Administrator, (615) 507-3193, mercy.araujo@curreyingram.org

**Spirit Store**  
Christine McGill, Director of Events and Logistics, (615) 635-0253, christine.mcgill@curreyingram.org

**Student information** (grades, schedules, homework, etc.)  
Your Division’s administrative assistant (see phone numbers above)

**Technology**  
Ginann Franklin, Director of Educational Technology, (615) 507-3242, ginann.franklin@curreyingram.org  
Daniel Wilkerson, Director of Information Technology, (615) 507-3175, daniel.wilkerson@curreyingram.org