Whether on-campus, virtual or a hybrid model, Currey Ingram Academy is committed to providing an exceptional learning environment for students by using instructional practices and curriculum that have demonstrated effectiveness in achieving academic success and social-emotional progress.
Currey Ingram Academy has established working groups of administrators, faculty, and staff across all divisions and areas of campus to determine various contingency plans in order to provide students and families with the best learning environments possible for the 2020-2021 school year.

The primary objectives of the contingency plans are:
1. Student and community health and wellness.
2. The quality of the educational experiences of students.
3. The long-term viability of Currey Ingram Academy.

Guided by local, state, and federal requirements, the working groups are preparing multiple plans for the Return to Campus:
Option One: On-Campus Instruction with safety guidelines and protocols
Option Two: Hybrid Instruction that blends both on-campus and virtual learning throughout the week
Option Three: Virtual Instruction

Academic Approach Consistent throughout the Learning Models
Through our very intentional and personalized approach to teaching and a nurturing school environment that encourages both academic learning and social growth, Currey Ingram gives students the tools to thrive and grow.

1. Individualized Learning Plans (ILPs): The ILP takes into consideration the student's strengths, challenges, and academic performance and ensures strong communication between the teacher and parents in assessing a student's academic, executive function, and social-emotional growth.

2. Small Classes: Instruction is differentiated by identifying the performance levels of each student within the curriculum standards for each class. As such, some classes may have two students, some classes may have eight students — both on campus or virtual.

3. Support Instruction: Students have support from our counselors (K-12), speech language pathologists (SLPs) and academic occupational therapists (OTs) (K-8) as needed to address learning and social-emotional needs.
In anticipation of a potential return to campus in August, Currey Ingram Academy will implement specific health and safety protocols in accordance with local, state, and federal requirements.

Our “Return to Campus” plan would include, but is not limited to:

- Following recommended safety guidelines
- Temperature screening
- Potential use of masks pending final CDC guidance
- Ongoing cleaning and disinfecting of classrooms, ancillary areas, and frequently touched areas
- Hand sanitizer supplies readily available
- Physical distancing measures

Academics and Extracurricular Activities (athletics, clubs, after-school care)

Following local, state, and federal guidelines, Currey Ingram will establish protocols for:

- Maximum classroom and space capacity to allow for physical distancing
- Limiting the number of students and faculty in ancillary spaces, such as the dining hall, multipurpose rooms, and gyms
- Use of plexiglass dividers where appropriate
- Establishing protocols for campus access for parents and visitors
- Modifying programs and events in compliance with limits on crowd sizes and physical distancing measures
Currey Ingram academic leaders are exploring multiple scenarios for a hybrid learning model to ensure there is continuity of learning. A hybrid learning model can take different formats. It primarily consists of some days on campus and others virtual. (Please see Option 3 for specifics about Currey Ingram’s Virtual Learning Model). These Hybrid Models include, but are not limited to:

- Alternate days between in-person and virtual learning
- Staggered times during the day when different grades arrive to campus to reduce the number of students on campus
- Different approaches across divisions to meet the learning needs of grades K-4 students, 5-8 students, and 9-12 students
We recognize that virtual learning cannot completely replace the kind of in-person learning experiences that take place at Currey Ingram each day. Through Currey Ingram Connect, our virtual learning model developed and enhanced during the spring of 2020, our teachers use a wide variety of evidence-based approaches and resources to enhance, engage, and extend learning goals for our students. Three components of Currey Ingram Connect are:

1. **We use live (synchronous) instruction to include students in the learning process.**
   For our students, it is important for them to participate in active discussions, receive immediate feedback, and be in a classroom setting that is familiar, which one can only get through real-time interaction. Live instruction can provide accountability and engagement through classroom attendance.

2. **We provide opportunities for students to demonstrate knowledge in many ways.**
   We know that virtual classrooms can be language dependent. For students with learning differences, it is important that we offer multiple ways for our students to demonstrate their knowledge and showcase success. For example, in some cases, students can submit videos or voice recordings in lieu of written essays. Students can draw or map out concepts as opposed to submitting lengthy answers to questions. We encourage students to find or create visual representations to demonstrate understanding of material.

3. **We use multisensory approaches to teaching.**
   Knowing the learning profiles of our students, our teachers vary how information is taught. For example, in some cases, teachers will record themselves reading important class information which allows students to listen, reducing the volume of reading. Teachers will use surveys, videos, and discussion boards as other ways to present information.
Currey Ingram uses a variety of digital educational tools to support and enhance learning. Some include:

**Blackbaud** (MY CIA) is the learning management system used by students and families. Students and parents can access grades, calendars, and announcements.

**Google Classroom** tools are used to encourage collaboration, creativity, and critical thinking, and work one-on-one or with the whole class.

**Learning Ally** provides an extensive library of human-read audiobooks and a suite of educator tools and resources to help struggling readers become engaged, independent learners.

**Nearpod** is an instructional platform that merges formative assessment and dynamic media for collaborative learning experiences.

**Seesaw** is the online platform for grades primary through fourth grade. Students are directed by their teachers in Seesaw for viewing video lessons, accessing live instruction, and uploading their school work.

**Zoom** is the video conferencing platform used to provide synchronous (live) class instruction to students in primary through 12th grade.

**Digital Devices**
To ensure access and equity and as part of Currey Ingram’s tuition, students are provided with a school-owned digital device for use on campus and in virtual learning. Students in primary through fourth grade use a school-owned iPad. Students in grades 5-12 use a school-owned laptop.
Currey Ingram Academy is offering a Summer Academic & Social-Emotional Learning Program **free of charge to all families enrolled for the 2020-2021 school year.** Due to developmental differences in our K-12 program, the academic program will vary across divisions.

**LOWER SCHOOL**

1. In the Lower School, expect one-on-one or one-on-two, reading, writing, and math instruction.

2. In the Middle School, expect the same as the Lower School, but also some other subject-based (e.g., science, social studies) opportunities.

3. In the Upper School, expect one-on-one to one-on-three for academic instruction. (This is instruction for academic support and not for credit.)

Not only will academic support be provided, but our counselors will be available for any students in need of social-emotional support during the summer. If you have not signed up your child and are interested, please contact Nicholas Quijano, Director of Summer Programs, **nicholas.quijano@currey Ingram.org.**
We understand the challenges that families, businesses, and schools are going through at this time. It is our desire to proactively communicate Currey Ingram’s journey through this crisis and to address all of the reasonable and understandable questions about the financial implications of the crisis.

1. Virtual Learning Credit (VLC): If Currey Ingram is in virtual learning (thus, no on-campus instruction available) for 20 or more consecutive school days, families will receive a credit of 20 percent of the prorated net tuition (tuition less any financial aid) for the portion of the school year that Currey Ingram is in virtual learning.

2. Additional Financial Assistance: In light of the economic impact of the crisis, we have increased our overall financial aid budget by 25 percent for the 2020-2021 school year.

3. Room & Board for Boarding Students: A percentage of room and board will be refunded to families if boarding students are required to return home due to the pandemic.