Currey Ingram Middle School is a trusting environment where individuals persevere, advocate, problem-solve and experience success.

2020-2021

Promoting Strengths. Supporting Differences.
A Guide for Students and Families

6544 Murray Lane
Brentwood, Tennessee 37027

Middle School (615) 507-3185
Middle School Fax (615) 507-3170
Lower School (615) 507-3200
Upper School (615) 620-6256
CIA Main Office (615) 507-3242
Admission Office (615) 507-3173
Advancement Office (615) 507-3167
Diagnostic Center (615) 507-3171
School Nurse (615) 507-3177

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United Way designation number – 7257

The Currey Ingram Academy Handbook is published strictly for the sole use of the Currey Ingram community and is not to be used for marketing or any other purpose without the express permission of Currey Ingram Academy.
Dear Middle School Families,

Welcome to the Middle School at Currey Ingram Academy. We are looking forward to a wonderful year.

This handbook is structured to provide details about policies and procedures for fifth through eighth grades along with information about the school campuswide. Please read the handbook carefully so we can collaborate and make learning a fulfilling experience for everyone involved.

The Middle School program offers an environment designed to create an appropriate transition between the elementary years and high school experiences. Young adolescents are in a period of transition from concrete to abstract thinking. They are intensely curious, and their interests can vary widely over periods of time. In the Middle School, we take risks with new material, explore and support individual learning styles, and provide opportunities for students to participate in real-life learning events.

We understand and appreciate the academic, social, and emotional needs of our students. The curriculum includes relevant and challenging material and offers opportunities for exploratory activities. Instruction incorporates a variety of learning and teaching strategies, and students gain competence in advocating for their individual needs. As a result, they become empowered to participate fully in the learning process and develop skills necessary for success in their academic careers. Classes are designed to support the development of positive student-teacher relationships in this learning community. Character education is integrated throughout the Middle School program to promote healthy life choices that reflect school, home, and community values.

The Middle School Advisory Program is in place to provide a supportive environment that addresses the unique strengths, talents, and needs of the young adolescents through a group structure. Our Advisory Program assists students in social growth and contributes to the positive school climate. The daily advisory time promotes building of strong peer and teacher relationships with students, thus supporting student learning. Advisors take an active role in reinforcing character traits, establishing and maintaining organizational skills, and assisting with social and academic issues.

Socially, our students have a strong desire to belong to a group. At this stage in their development, uncertainties can keep them from taking risks to form new friendships and experience social growth. The Advisory Program, Counseling Program, and learning activities are all designed to address the specific needs of individuals at this developmental stage. Afterschool Boost programs, field trips, enrichment activities, and Middle School social occasions promote peer relationships and confidence. The Middle School Athletics Program presents a variety of choices for novice to experienced athletes.

The Middle School is a trusting and safe environment where individual needs are understood and students expand their abilities to persevere and experience success. We are thrilled that you have entrusted us to educate your child, and we value your partnership.

Sincerely,

Mary Ragsdale, M.S.
Middle School Division Head
Promoting Strengths. Supporting Differences.
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**Due to COVID-19, the Middle 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 this Addendum.**

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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.
MIDDLE SCHOOL INFORMATION

HOME/SCHOOL COMMUNICATION AND FREQUENTLY ASKED QUESTIONS

What are the office hours of the Middle School? Currey Ingram strives to maintain clear and open communication with parents. The Office is open from 7:30 a.m. to 4 p.m., Monday through Friday.

If I need to get a message to my child during the school day, what should I do? Call the Middle School Office at (615) 507-3185. The administrative assistant will arrange to have the message delivered to your son or daughter. Please avoid calling your child’s cell phone, texting or asking to speak directly to your child, as student phones are collected daily.

What should I do if my child forgets his/her homework or band instrument at home? Middle School students are encouraged to be solely responsible for remembering their materials. Students who routinely forget materials will be expected to face the natural consequences, and parents are encouraged to reinforce this from home by not returning to school with the child’s items.

Where can I view my child’s grades throughout the year? Students and parents have the opportunity to track grades on a daily basis through My CIA. If you need assistance accessing My CIA, please contact Mercy Araujo at mercy.araujo@curreyingram.org.

Can my child participate in extracurricular activities if he/she is absent from school? If a student is absent on a school day, or if he/she misses half a day due to a late arrival or early dismissal, he/she will not be allowed to participate in afterschool activities including clubs, athletics, dances, etc.

What is the best way to communicate with the Division Head, Assistant Division Head or Counselor? We have an open-door policy and welcome meetings with parents. Appointments can be scheduled through the Middle School Office, (615) 507-3185. All administrators respond to email and voicemail messages within 48 hours. Parents are also welcome to drop by the Division Head’s Office with any questions.

How do my child’s teachers communicate with me? A teacher may phone you, write a note, or email you about concerns or progress. Also, teachers use the electronic homework planner as a way to communicate not only the homework assignments but also other information that needs to be communicated daily. Parents may also use this method as a way to ensure that information is given to the teacher each day.

How does the school communicate with me about news specifically about the Middle School? A weekly all-school newsletter is sent electronically. This communication provides
parents with information about field trips, curricular and classroom events, schedule changes, and any other pertinent information concerning Middle School and school-wide events. Time-sensitive information is directly emailed to families.

Who should I contact if my address or telephone number changes? We strive to keep your contact information current and accurate. You can help us by keeping your contact information up-to-date on My CIA.

When are parent/student/teacher conferences, and how will I be notified of these? There are four parent/student/teacher conferences each school year. These are held in August, October, February and May. Seventh- and eighth-grade students in the Middle School are expected to attend conferences in August, October and February as they have an active role in reporting their progress to their parents. Eighth-grade students will attend a portion of the May conference to discuss Upper School scheduling. Fifth- and sixth-grade students attend August conferences only. You will receive notice of your assigned appointment by email. You may always request additional conferences with a teacher and/or administrator at any time during the school year. If you need a specific day or time on the schedule conference days, call or email the Middle School Office well in advance of the conference week.

How will I know if the bus will run early due to an early dismissal? The bus regularly leave’s school shortly after dismissal each day (2:10 p.m. on Wednesdays or 3:40 p.m. any other day of the week). If the Middle School calendar varies from the school-wide calendar and causes a change in dismissal time for Middle School students only, you will be contacted about bus options for the days the Middle School schedule changes. Please contact the Middle School Office in the event you do not receive an email update prior to the day of the schedule change. If you have any questions or if your child’s regular bus riding schedule changes for any reason, please contact Yvonne de la Torre-Ugarte at (615) 507-3242, ext. 111 or yvonne.dltu@curreyingram.org.

Can my child’s laptop be used to access Facebook or download songs and/or movies from the Internet? The laptop is an educational tool and should not be considered an entertainment center. Students are prohibited from downloading items from the Internet as they may corrupt the hard drive. Please refer to the Technology Acceptable Use Policy for other details.

Can I get my child’s records sent to camps or other schools? Student records are carefully protected and are confidential property of the school. Requests for transcripts must be submitted in writing to the Middle School Division Head. The school may withhold records of students whose financial commitment has not been met or who have not promptly returned library books or other school materials.
Who completes psychoeducational, speech/language and occupational therapy assessments? Currey Ingram teachers, occupational therapists, and speech-language pathologists complete the educational testing, fine motor screenings, and language screening that helps to develop ILP goals; however, Middle School faculty do not complete a psychoeducational assessment, a comprehensive speech-language assessment or an occupational therapy assessment. A licensed psychologist or licensed psychological examiner must complete the psychoeducational assessment. If OT and/or speech-language assessments are needed, a licensed speech-language pathologist must complete the speech-language evaluation, and a licensed OT must complete the OT testing. These evaluations will be the responsibility of the parent.

How often do I have to update my child's psychoeducational testing? Currey Ingram Academy requires a re-evaluation of each student’s cognitive and educational functioning (i.e., psychoeducational assessment) at least one time every three years. Three year re-evaluations that are due on or before January 31 must be completed and results received before re-enrollment contracts are sent out. Re-enrollment contracts will be held until results for re-evaluations due by January 31 are received. Either a psychologist or psychological examiner needs to complete this type of assessment. This assessment will help us determine areas that continue to need intervention. Often the examiner will want the classroom teacher to complete rating and other information forms. These forms should be given to the Division Head, who will distribute these to the student’s teachers.

After the evaluation has been completed, please provide the Division Head with a copy of the report. The results of this assessment will be presented to the student’s teachers and discussed with you to determine if additional services need to be provided or changes need to be made to your child’s program. Currey Ingram teachers and speech-language pathologists complete educational testing and language screenings to develop goals for the individualized education plans; however, we do not complete a psychoeducational assessment.

Are teachers at the Middle School certified to teach special education? Currey Ingram Academy prides itself on its outstanding and experienced staff trained in diagnostic-prescriptive teaching, gifted education, academic remediation, modifications and adaptations. CIA’s teachers are recognized as leaders in their fields, and faculty members hold undergraduate and graduate degrees from universities and colleges throughout the country.

Teachers are certified in one or more of these areas: special education, middle grades education, speech and language, and specific subjects (mathematics, science, history, reading, English, etc.). Teaching teams work together to create a positive learning experience for each student.
A strong professional development program enables both faculty and administration to keep abreast of research and educational advancements in their fields through conferences, workshops and graduate studies. In addition to teaching responsibilities, the staff is involved actively in professional organizations, leading workshops and giving presentations at local and national conferences.

**Does my child take exams?** Students in grades 7 and 8 will be assessed in academic classes at the end of each semester. Semester tests will expand in number as students progress through grades 7 and 8. Students’ performance levels on semester tests provide valuable indicators of whether a child can recall and apply concepts from an extended time period. This process is also used to reduce anxiety and to help prepare students for formal testing that will be taken throughout the high school years.

**How do Lower School and Middle School communicate about students?**
- Students’ permanent files are given to each Division
- Lower School provides spring assessment results, ILPs, PRs, and psychoeducational tests to review for each student
- Lower School administration meets with Middle School administration to discuss students’ specific needs and strengths
- Lower School teachers provide placement recommendations in the areas of Math and Reading
- Rising fifth-grade students visit in the Middle School during their fourth-grade year
- Counselors meet to discuss students’ needs
- Cross-divisional activities occur during the year
- Middle School administrators observe individual students and classes
- Speech-language pathologists and occupational therapists meet to ensure continuity for language services across Divisions
- Division Heads meet to discuss and review curriculum and program components to ensure a child-centered approach is being maintained across Divisions and to address any specific divisional needs

**How do Middle School and Upper School communicate about students?**
- Students’ permanent files are given to each Division
- Middle School provides spring assessment results, ILPs, PRs, and psychoeducational to review for each student
- Upper School administrators meet with Middle School administrators to discuss rising ninth-grade students
- Upper School administrators attend May conferences with eighth graders to introduce their program
- Upper School administrators seek recommendations from Middle School administrators regarding placements for English, Spanish, Math, and Reading Instruction
- Middle School students visit Upper School classes
• Cross-divisional activities occur during the year
• Counselors meet to discuss students’ needs
• Upper School administrators observe individual students and classes
• Division Heads meet to discuss and review curriculum and program components to ensure a child-centered approach is being maintained across Divisions and to address any specific divisional needs

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 stored with an advisor 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.

ATTENDANCE, ARRIVAL and DISMISSAL PROCEDURES
(See COVID-19 Addendum)

School Hours – The school day for Middle School students begins at 7:45 a.m. Being on time for the beginning of the school day is extremely important. Morning announcements begin at 7:45 a.m. and attendance is then taken in advisory. To allow for reasonable flexibility, supervision for students is provided from 7:15 to 7:45 a.m. Students may not be dropped off prior to 7:15 a.m., as there is no supervision and no access to inside the school. Classes begin promptly at 8 a.m. after which time a parent must accompany the child to the Middle School Office to be signed in.

Excused Absences – Regular attendance and punctuality are essential to maximize each student’s learning. It is the school’s expectation that all students will be in school except for illness or injury, family emergencies, funerals, and observation of religious holidays – which will be considered excused absences upon receipt of a parental note. Required testing (i.e.,
psycho-educational evaluation) is also considered an excused absence. On days students are sick or unavoidably absent, a parent must telephone or email the Middle School Office no later than 9 a.m. the day of the absence in order for it to be excused. A physician’s note is required for medical absences that exceed more than three consecutive days. If a student is absent on a school day, he/she will not be allowed to participate in afterschool activities including clubs, athletic events, or any other school-sponsored events on that day. A student may attend a scheduled doctor’s appointment and/or required testing sessions and still attend the after-school activity.

Unexcused Absences – Absences that have not been reported by a parent are unexcused. Skipping classes and absences without prior approval are also considered unexcused. Skipping class may also result in suspension from school and/or zeros for missed work.

Anticipated Absences/Vacations – It is encouraged that occasions such as family vacations and trips be scheduled during students’ breaks. If there is a “once in a lifetime” trip opportunity, requests to miss school MUST go through the Division Head at least a week prior to the event. The Division Head has the right to deny the request. Family time is highly valued, however interruption in the instructional process cannot be recaptured since students engage in applications of skill that cannot be replicated at later dates. Students are responsible for collecting and completing all missed assignments, whether excused or unexcused. Students may receive two excused absences for planned absences per semester. Absences exceeding two may affect grades for the missed classes.

Late Arrivals/Tardiness – The school day begins at 7:45 a.m. with morning announcements and advisory. Students who are not in their advisories nor prepared for the school day by 8 a.m. must pick up a tardy slip from the Middle School Office. Students arriving to school after 8 a.m. must be signed in by a parent/guardian in the Middle School Office.

Excessive Absences/Tardies – A good attendance record reinforces a strong work ethic. Therefore, parents of students who miss nine days or have nine unexcused tardies within a semester will be required to meet with the Division Head to develop a plan of action that will encourage commitment to attend school on time every day, barring serious illness or other family emergency. Students having 18 absences, regardless of excused or unexcused, will be under review for eligibility to advance on to the next grade level.

Early Dismissals – Parents must notify the Office in advance of planned early dismissals for physician, dentist, or other scheduled appointments. We ask that you make every effort to plan these appointments after 2 p.m. on Wednesday afternoons as not to disrupt the routine of a scheduled school day for students. Safety requires that parents come into the Middle School Office to sign out their child when they remove their child prior to normal dismissal. Students are NOT allowed to meet parents outside for any reason. Each child will be required to make up class assignments missed during his/her time away.
Making Up Academic Work – When requested by the parent or guardian by 9 a.m., homework and classwork will be prepared and in the Middle School Office by 3:30 p.m. on the day of the absence. Otherwise, each student’s missed assignments will be given to the student on the day of his/her return to school. Unless special circumstances cause homework to be excused by your child's classroom teacher, all students are expected to make up missed assignments. Students have one day for each day of excused absences to complete and turn in assignments. Once a student misses more than three days in a row, an individual make-up work schedule should be designed with each teacher to determine the most effective plan for work to be completed. A schedule for taking missed tests must be individually arranged with each teacher. Students with excessive absences due to illness will be provided with a modified assignment plan to finish classwork and homework.

ARRIVAL AND DISMISSAL PROCEDURES

Currey Ingram Academy is committed to providing a safe and secure environment for our parents, students, staff and faculty. A security system is located in the interior and on the exterior to ensure student and staff safety. Our buildings also are equipped with security cameras and an intercom system that will facilitate school-wide communication in the event of an emergency and allow us to monitor building entrances.

Parents and visitors to the school are expected to sign in at the Middle School Office. During the school day, visitors and parents should not go to the classroom without checking in first at the Office. The doors to the building are locked during the school day. To gain entrance, the individual must press the call button outside the main entrance. The receptionist will view those requesting entrance using a monitor at the front desk. Faculty and staff have key cards that will allow them and their students to access the building at all times of the day.

We are asking all parents and students to help keep our campus safe by reading and following our school safety procedures. If you have any questions about safety, please call the Middle School Office at (615) 507-3185 for clarification.

We have detailed our drop-off and dismissal procedures below. We ask that all parents carefully review this information. Please also support our safety program by discussing these procedures with your child.

MORNING DROP-OFF PROCEDURES (7:15-7:45 a.m.)

On-time Arrival Procedures

- Enter the campus from Murray Lane in single file. Cross Henderson Bridge and proceed to the 4-way stop. Middle School drop-off is to the left.
- Be sure to obey the STOP signs in the center of the drive and follow standard traffic rules of the road for 4-way stop signs and observing the right-of-way at intersections. The posted speed limit is 7 MPH.
• Have all possessions packed up as you enter the right drop-off lane. If at all possible, students should have their possessions within easy access.
• Stop the vehicle next to the sidewalk in front of Eskind Hall. Students can exit the vehicle and go directly to the Middle School Commons Areas on the first floor (grades 5 and 6) or the second floor (grades 7 and 8).
• Always pull as far forward along the curb as possible.
• As soon as your vehicle stops, encourage your riders to open the doors and be on their way.
• If students need extra time to gather belongings or for assistance with an unwieldy project, drivers may park in the parking lot of Eskind Hall and escort children to the entrance; students are never allowed to cross without proper supervision. Please do not leave your car unattended in the drop-off lane.

Please note: Students are not allowed in the building before 7:15 a.m. If you arrive early, please wait with your child.

Late Arrivals
• After using the arrival intercom, students arriving late MUST be escorted by a parent/guardian to the Middle School Office to be signed in and given a late pass for class. Any student without a late pass will be considered as unexcused tardy.

PICK-UP / DISMISSAL PROCEDURES  (3:20 p.m. on M, T, Th, Fri; 2 p.m. on W)

Pick-up Procedures
• Enter the campus from Murray Lane in single file. Posted speed limit is 7 MPH. Middle School pick-up is to the left. Please follow standard traffic rules of the road for 4-way stop signs and observing the right-of-way at intersections.
• Make sure your pick-up sign is clearly displayed in the windshield of your vehicle. You will receive this sign at the August conference.
• After turning left at the four-way stop, begin to form two lines and proceed in two lines to the pick up area.
• Pull your car as far forward as possible.
• Drivers and siblings must remain in their vehicles.
• All students will remain on the sidewalk until their vehicle arrives; please encourage your student to be looking for your vehicle at all times.
• Once all students have loaded into their cars, the Traffic Controller will announce to drivers to exit one lane at a time; after the loaded cars have exited, the next round will begin until all students have loaded.
• If parents park in the parking lot, they must escort their child from the building to their car.
• Our priority is to ensure your child’s safety and to operate a smooth and efficient pick-up. You can help us by not engaging in discussions with your child’s teacher. Please enter the Eskind Hall parking lot and park if you need to check in with a
teacher. For safety and privacy, medication may **not** be dropped off in the pick-up line. Thank you for your cooperation and support for our procedures and guidelines.

**Late Pick-Up**
- Students who are not picked up by 3:40 p.m. (2:20 p.m. on Wednesday will be escorted to the Middle School Office. Parents arriving after that time will need to call the Office, and a staff member will walk your student to the car.

**Athletic Practice Pick-Up**
- Following athletic practices, students may be picked up in front of the Jan Carell Field House.
- Coaches will wait with athletes until students are picked up. Please contact your coach directly if changes occur that may affect timely pickup.

**RAINY-DAY / SNOW DAY PICK-UP PROCEDURES**

**Arrival**
- Procedures stay the same. See daily arrival procedures.

**Dismissal**
- Enter the campus as detailed above and stop when cones have been placed in front of Eskind Hall. Follow signals from the Traffic Controller who will direct drivers when and where to stop in the pick-up lane; please have pick-up signs clearly posted in the vehicle’s front window.
- The procedures will remain the same as those listed above except children will remain in Eskind Hall until their names are called.
- If inclement weather is imminent, attempts will be made to contact you. Please keep cell phone, home and work numbers current with the school. If you will need to pick-up your child early due to bad weather, we will notify you using the automated system. On days when inclement weather is predicted, please plan to be near one of your phones and/or email.

**MIDDLE SCHOOL FEES**

We have made every attempt to capture all necessary instructional supplies costs at the beginning of the year so that parents will **not** be asked to purchase additional materials throughout the year. The Business Office will bill you at the beginning of the first semester for materials, supplies, and textbooks.

**Student Materials and Supplies Fee**

$140
- Academic Materials—novels and other supplemental instructional materials
- Planner and organizational materials
Study Skills Supplies - spiral notebooks, folders, notecards, post-its, markers, highlighters, poster board, construction paper, scissors, glue, paper clips, brads, etc.

Students are responsible for purchasing:
- 3-ring binder (2-inch)
- Pencil pouch
- Pencils
- Notebook paper
- Headphones (not wireless)
- Athletic shoes for P.E.
- P.E. clothes (Grades 7 & 8)
- Face covering

Student Activity Fee
- $90 (Grades 5 & 6)
- $100 (Grades 7 & 8)

Field Trip experiences, dances, Spirit Week, grade level breakfasts, Pi Day, and so much more!

Other Fees that may be incurred based on individual student participation and extracurricular activities:
- Athletics
- Boost (clubs, study hall, aftercare)

Textbooks

Grade 5
Houghton Mifflin Harcourt Tennessee
Science.................................................................$28
Sadlier Math books/ALEKS.................................................................$85
Calculator (for student with accommodation).................................................$8

Grade 6
Savvas, Tennessee Interactive Science.........................................................$26
McGraw Hill, Discovering Our Past—A History of the World Early Ages (online access).................................................................$17
Sadlier Math books/ALEKS.................................................................$85
Calculator (for student with accommodation).................................................$8

Grade 7
Savvas, Tennessee Interactive Science.................................................................$26
Sadlier Math books/ALEKS...................................................................................$85
Red Hot Root Words...............................................................................................$17
Calculator (for student with accommodation).......................................................$8
TI-84 Plus CE Calculator (for Algebra I student)....................................................$114

Grade 8
Savvas, Tennessee Interactive Science.................................................................$26
Sadlier Math books/ALEKS...................................................................................$90
Red Hot Root Words...............................................................................................$17
Calculator (for student with accommodation).......................................................$8
TI-84 Plus Calculator (for Algebra I student).........................................................$114
Dress Code Policy
CIA’s Mills Uniform Company School Code: 3812
Mills Website

Philosophy
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.

Students found in violation of the dress code will be required 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 Middle School Division Head.

Grades 5/6
Updated for 2020-21

Girls’ Clothing
In addition to girls/boys 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-sleeve girls’ fit gray, yellow, or dark navy cotton/poly pique polo
- Short sleeve, poly-wicking navy polo

REQUIRED: Please note, the dark navy (short or long sleeved) polo will be required to be worn on specified “dress” days as determined by the Head of School or Middle School Division Head.

Khaki pants:

- Girls’ stretch-twill skinny pants
- Khaki shorts (boys) - twill flat-front
Skirt and skort:
Skirt/skort hem bottom should be no shorter than three inches from the top of the knee. The three-inch side of a standard 3” x 5” index card will serve as measurement.

- Plaid girls’ box-pleat (reg) skirt
- Plaid girls’ 2-in-1 skort
- Khaki twill 2-in-1 skort

Tights and leggings:
- Any vendor: Solid navy, hunter green, or white opaque or cable tights or leggings
- CIA Spirit Shop: CI leggings

Headbands and hairbows:
- CIA Spirit Shop: red, navy, white, hunter green bows
- Mills Uniform Company: plaid headbands and bows

Boys’ Clothing
In addition to girls/boys items below

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

REQUIRED: Please note, the dark navy (short or long sleeved) polo will be required to be worn on specified “dress” days as determined by the Head of School or Middle School Division Head.

Khaki pants and shorts:
- Khaki pants - twill flat-front
- Khaki shorts - twill flat-front

Girls’ and Boys’ Clothing
In addition to items above

Corduroy pants:
- Any vendor: Must be similar in color to the traditional khaki items offered by Mills Uniform.

Belts:
● Any vendor: Solid or braided brown leather belt

CIA outerwear:

● **REQUIRED**: Purchased from Mills - Navy sweater with quarter-zip and CI monogram. (Will be required to be worn on specified “dress” days as determined by the Head of School or Middle School Division Head.)
● **OPTIONAL**: Purchased from Mills - Navy Unisex Fleece Front-zip Jacket
● School-issued outerwear including fleece and rain jackets and sweatshirts/hoodies purchased in CIA Spirit Store or through MS Division with the CIA name/logo. Gear issued from extracurricular activities is also allowed, as long as it includes the school name/logo.

*Non-Currey Ingram outerwear may not be worn inside the buildings but may be worn when students are outside.*

Shoes:

● Any vendor: Tennis shoes or dress shoes. Tennis shoes must be closed-toe and have velcro or laces, should not be distracting, i.e., bright colors, embellishments, zippers, or wheels. Dress shoes (i.e., no platform/heels), boat-style shoes, Wallabees, Moc shoes, Ugg-style boots (female only); material must be leather or suede and the approved colors are tan, brown, navy, grey, stone, oatmeal, or beige.
● **REQUIRED** - Tennis shoes are required on PE days.

Socks:

● Any vendor: Socks must be plain solid white, grey, navy or black. Socks must be worn at all times and visible above the ankle.

**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 Jennifer & Billy Frist Hall. 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) 635-0253.
Grades 7/8
Updated for 2020-21

Grades 7-8 Casual Uniform Dress Code

Girls’ Clothing
In addition to girls/boys items below

Shirts:

● Short- or long-sleeved unisex gray, dark navy, or hunter green cotton/poly pique polo
● Short-sleeve girls’ fit gray, yellow, or dark navy cotton/poly pique polo
● NEW ITEM: Short sleeve, poly-wicking navy polo
● Short- or long-sleeved girls’ oxford blouse with button down collar and front pocket.

REQUIRED: Please note, the dark navy (short or long sleeved) polo will be required to be worn on specified “dress” days as determined by the Head of School or Middle School Division Head.

Khaki pants and shorts:

● Girls’ stretch-twill skinny pants
● Khaki shorts (boys) - twill flat-front (no shorter than 3” from top of the knee)

Skirt:
Skirt hem bottom should be no shorter than three inches from the top of the knee. The three-inch side of a standard 3” x 5” index card will serve as measurement.

● Plaid girls’ box-pleat (reg) skirt
● Khaki skirt (only Parker Brand available)

Tights and leggings to be worn under skirt:

● Any vendor: Solid navy or solid hunter green tights or leggings that are either cable knit or opaque

Boys’ Clothing
In addition to girls/boys items below

Shirts:

● Short- or long-sleeved unisex gray, dark navy, or hunter green cotton/poly pique polo
● Short- or long-sleeved unisex oxford shirt with button down collar and front pocket.
● NEW ITEM: Short sleeve, poly-wicking navy polo

**REQUIRED:** Please note, the dark navy (short or long sleeved) polo will be required to be worn on specified “dress” days as determined by the Head of School or Middle School Division Head.

**Khaki pants and shorts:**

- Khaki pants - twill flat-front
- Khaki shorts - twill flat-front

**Girls’ and Boys’ Clothing**

In addition to items above

**Belt:**

- Any vendor: Brown or black leather belt that is either solid or braided

**Socks:**

- Any vendor: Socks must be plain solid white, grey, navy or black. Socks must be worn at all times and visible above the ankle.

**CIA outerwear:**

- School-issued outerwear including fleece and rain jackets and sweatshirts/hoodies purchased in CIA Spirit Store, Mills, or through MS Division with the CIA name/logo. Gear issued from extra curricular activities is also allowed as long as it includes the school name/logo.

**Shoes:**

- Any vendor: Tennis shoes or dress shoes. Tennis shoes must be closed-toe and have velcro or laces, should not be distracting, i.e., bright colors, embellishments, zippers, or wheels. Dress shoes (i.e., no platform/heels), boat-style shoes, Wallabees, Moc shoes, Ugg-style boots (female only); material must be leather or suede and the approved colors are tan, brown, navy, grey, stone, oatmeal, or beige.
- REQUIRED - Tennis shoes are required on PE days.
Grades 7 - 8 Dress Uniform Days  
On Designated Mondays and Special Event Days (TBD by Division)

Girls’ Dress Uniform Day Clothing  
In addition to girls/boys items below

Shirts:
- White long- or short-sleeved oxford cloth shirt with button down collar and front pocket.

Skirt: Skirt hem bottom should be no shorter than three inches from the top of the knee. The three-inch side of a standard 3” x 5” index card will serve as measurement.
- Plaid girls’ box-pleat skirt
- Girls’ stretch-twill skinny pants

Tights and leggings to be worn under skirt:
- Any vendor: Solid navy or solid hunter-green tights or leggings that are either cable knit or opaque.

Boys’ Dress Uniform Day Clothing  
In addition to girls/boys items below

Shirts:
- White long- or short-sleeved oxford cloth shirt with button down collar and front pocket.

Khaki pants:
- Khaki pants - twill flat-front

Girls’ and Boys’ Dress Uniform Day Clothing  
In addition to items above

Belt:
- Any vendor: Brown or black leather belt that is solid or braided
Socks:

- Any vendor: Socks must be plain solid white, grey, navy or black. Socks must be worn at all times and visible above the ankle.

CIA outerwear:
REQUIRED: Navy quarter-zip mock collar sweater with school monogram. Monday, October 26, 2020, will be the first day for students to wear this item in the 2020-21 school year. Non-Currey Ingram outerwear may not be worn inside the buildings but may be worn when students are outside.

- **OPTIONAL:** Purchased from Mills - Navy Unisex Fleece Front-zip Jacket

Shoes:

- Any vendor: Tennis shoes or dress shoes. Tennis shoes must be closed-toe and have velcro or laces, should not be distracting, i.e., bright colors, embellishments, zippers, or wheels. Dress shoes (i.e., no platform/heels), boat-style shoes, Wallabees, Moc shoes, Ugg-style boots (female only); material must be leather or suede and the approved colors are tan, brown, navy, grey, stone, oatmeal, or beige.
- REQUIRED - Tennis shoes are required on PE days.

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 with school code 3812.

**The CIA Spirit Shop:** located in the Jennifer & Billy Frist Hall. 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) 635-0253

If they so choose, students may wear the Dress Uniform on Casual Uniform Dress Code Days, but will not be required to do so.
MIDDLE SCHOOL
DRESS CODE GUIDELINES

All students are expected to be neat and well-groomed. Clothing should be clean and in good condition (i.e. free of holes, tears, or stains). CIA is not responsible for lost clothing. Please label all items, including shoes.

Shirts/Blouses
- Shirts must be tucked into skirts or pants, with the exception of the over blouse for girls, which is intended to be worn outside skirts or pants. Only the top button of the shirt may be unbuttoned.
- 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/blouse is to be worn under all sweaters, fleeces and sweatshirts.

Sweaters, Fleece and Sweatshirts
- Currey Ingram Academy sweatshirts and fleeces may be worn and are available for purchase through the Currey Ingram Academy Spirit Shop.
- 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 Skirts
- Items listed above must be no shorter than three inches above the knee and should not be inappropriately snug.
- Leggings may be worn under garments during cold/cool weather only (approximately November - March)
- Shorts may be worn under skirts as long as they are not visible.
- Skorts and skirts, should be neatly hemmed (i.e., no pins) and may not be rolled at the waist in order to shorten the length.
- Skorts are for 5th and 6th grade only.

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 tie, have Velcro closings, or slip on; no zippered shoes are permitted.
Athletic shoes in good condition are required for P.E. classes for all students.
Shoes with wheels (i.e., Heelys) or spinning discs (i.e., Skechers Bella Ballerina) are not permitted inside the building.

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 offensive 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 for boys should be cut so that it does not fall below the midpoint of the ear on the sides and below the collar in the back. If longer than this, the hair must be in a ponytail.
- Sideburns should be trimmed so they are not excessively think and do not reach below the bottom of the ear.
- Facial hair (i.e. mustache or beard) is not allowed

Make-up
- Must be in good taste.
- Unusual colors, combination of colors, designs, or excessively heavy make-up may not be worn.

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).

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

Face masks and face shields should follow guidelines of the Currey Ingram dress code 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.

TRADITIONS
(See COVID-19 Addendum)

Success Assemblies are held at the end of each semester. The faculty and administrators recognize student accomplishments in work ethic, responsibility, perseverance, and a variety of other areas. Recognition is determined by student accomplishment and not every student receives awards at each assembly. Success assembly information (dates, times, locations) can be found in the Middle School newsletter and all-school calendar. Recognition is also given for 100% homework completion, 100% dress code compliance, and 100% arrival on time and prepared for class.

Field Trips and Class Trips are taken during the school year to further develop the connections between the classroom and the world beyond. These experiences help the students to better understand periods and events of history, elements of literature, science concepts, and the performing arts. Field trip costs are covered under the Student Activity fee and/or overnight class trip fee.

Social Events are scheduled for our students throughout the school year to facilitate age-appropriate social skills. The following guidelines will help ensure a successful event:

- Students must be dropped off and picked up at designated times and locations for after-school events
- Students must remain in designated areas of the building. Loitering outside or in other unsupervised areas is prohibited.
- Students are expected to adhere to all rules and follow the guidelines provided for appropriate behavior.

Currey Ingram Academy dances are only for seventh- and eighth-grade Currey Ingram students. The student activity fee includes social events.

Service Learning and Philanthropic Activities – The Middle School years are an excellent time for instilling the volunteer spirit. We believe it is important to provide students the experience of serving others. The rewards are numerous and have a lifelong impact.
We apply our monthly character traits to service learning so that students can correlate the action to the trait.

**Fine Arts Celebrations** - Each year, the Middle School showcases the arts programs for grades 5-8. These events feature the band and choir groups, performing arts presentations, and visual arts displays.

**Field Day** - During Field Day, students in grades 5-8 participate in field events and other outdoor activities designed to promote fun and team-building.

**Celebrating Strengths and Talents** - Middle School faculty and staff consistently employ strategies to recognize and develop students’ specific strengths and talents. Each year, the students participate in individual and group activities to present their individual strength areas.

**AFTER-SCHOOL CLUBS AND ACTIVITIES (BOOST)**

**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 pm – 5:45 pm and Wednesday from 2:00 pm – 5:45 pm.

**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>
<thead>
<tr>
<th>Days per Week</th>
<th>Fee per Semester</th>
</tr>
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<tbody>
<tr>
<td>1 day</td>
<td>$300</td>
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<tr>
<td>2 days</td>
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<tr>
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<td>5 days</td>
<td>$1,225</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 masks or face shields and maintain physical distance. Students will be trained in the protocols during the first week of Boost.

**Special Fees and Attendance Information:**

**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.

Contact Information

Nick Quijano, Director of Afterschool and Summer Programming
Boost Main Phone: (615) 507-3197
nick.quijano@curreyingram.org or afterschool@curreyingram.org
ACADEMICS AND ENRICHMENT
MIDDLE SCHOOL SCHEDULE

ACADEMIC CLASSES
All students take four academic classes, which meet on a rotating block schedule: English/Language Arts, Social Studies, Mathematics, and Science. Psychoeducational evaluation results, standardized testing results, school performance, and teacher and administrator recommendations are all considered for academic placement. The academic subject areas have corresponding expectation goals and skill sets that each child needs to acquire to navigate the course successfully.

English/Language Arts content focuses on developing comprehension, decoding skills and fluency through direct instruction. Similarly, targeted instruction in the areas of grammar, spelling, vocabulary building and written expression will occur. Classes concentrate on learning how to learn and advance to applying these skills in challenging assignments. Instruction focuses on the student’s developmental level and proceeds to advanced levels as students demonstrate proficiency. The goals include targeting each student’s potential, while challenging students to become independent thinkers as they cognitively develop abstract thinking.

Social Studies in the fifth grade program is a chronological history of the United States, from the 1870’s through the Civil Rights Era along with a semester of Tennessee history. Through the study of our culture and environment, students learn about important events, people, and trends in American history. Sixth- and seventh-grade students study world cultures. Through the study of ancient civilizations, students appreciate how people use what they learn from history. Eighth-grade students study American history and how decisions, events, laws and wars were a result of the culture, knowledge, and technology of the day.

Science instruction in the Middle School targets developing a general fund of knowledge and a working vocabulary that is built upon each year. At each grade, science fosters and encourages problem-solving and reasoning skills, imagination, experimentation and exploration. Students will conduct hands-on labs to practice the application of the scientific method and develop an awareness of how the method guides problem-solving in everyday life. Proficiency at lab report writing will be stressed in both seventh- and eighth-grade curriculums.

Mathematics instruction targets defining operations and vocabulary while developing computational, thinking, and problem solving skills. The rate of instruction is targeted to meet individual needs. While continuing to develop and maintain computational skills, instruction targets further development of mathematical thinking. Making connections to the real world is essential while developing comprehension of math concepts.
Semester Exams - Seventh- and eighth-grade students take semester exams to assess students' skills, understanding, and application of material learned in an academic course. These tests provide students an opportunity to implement study skills and test-taking strategies, and the schedule is a developmentally-appropriate progression where students build up to having tests in all five academic areas. The schedule is as follows:

**Seventh Grade**
Semester 1: English/Language Arts and Math  
Semester 2: Science and Social Studies

**Eighth Grade**
Semester 1: English/Language Arts, Math, and Social Studies  
Semester 2: English/Language Arts, Math, Social Studies, and Science

**ENRICHMENT CLASSES**  
(See COVID-19 Addendum)

Enrichment classes meet throughout the week to develop skills and interests while providing opportunities for creativity.

**Art** – Students explore a variety of materials and methods as they learn to express their creativity and develop an appreciation of art in its various forms. Art appreciation includes exploring well-known artists and their works. Artwork will be showcased during the Winter and Spring Fine Arts Celebrations.

**Music** – All students are required to take a music class. Fifth-grade students are in a general music class. Students in grades 6-8 are given options to meet this requirement: band, choir, Music Appreciation (grade 6) Music Technology (grade 7) and Video Technology (grade 8).

**Middle School Band** is for students wanting to learn the basic skills of a selected instrument. The band director will individually assist students in identifying an appropriate instrument to play. Students will learn to read music and develop a working vocabulary of foundational terms. Students are responsible for providing their own instrument and practicing outside of school in order to develop skills learned in class. Two mandatory concerts are scheduled, one in winter and another in spring, to celebrate success achieved during each semester.

**Choir** is open to any student in the Middle School. Students receive vocal instruction while meeting twice per week. Choral presentations are included in the required winter and spring Fine Arts Celebrations. The choir has historically been requested to sing at various school-wide events each year.
Music Appreciation is open to any sixth-grade student. This course will increase students’ musical awareness and give students the tools to actively listen to, discuss, and critique various styles of music. Students will learn the basic elements of music: melody, rhythm, harmony, form, texture, tempo and dynamic. Students will explore music of world cultures and discuss a variety of musical genres, including classical, jazz, rock, hip hop, pop, musicals and world music.

Music Technology is open to any seventh-grade student. Students participating in this course will receive instruction in basic music theory, acoustic and digital musical instruments, music notation, audio recording and editing, audio effects and mixing techniques, film scoring, animation, sound effects, podcasting and song writing. Students will learn to use state of the art computer applications in numerous class projects.

Video Technology is open to any eighth-grade student. Students in this course will explore video and technology through the study of visual arts and technologies. They will investigate the history of video media and learn video production with iMovie. Students will have the opportunity to develop understanding of video production with listing and recording techniques and will create individual projects.

P.E. – The physical education program is designed to promote healthy lifestyles and the enjoyment of physical activity. Skill development, fitness and wellness, and positive group interactions are emphasized. Opportunities for participation are provided in a supportive environment. Students in grades five and six will need athletic shoes and will not dress out. All seventh- and eighth-grade students are required to dress out for P.E. class. Clothing can be brought from home or a P.E. uniform can be purchased at the Spirit Shop. Clothing must include a plain or Currey Ingram t-shirt, plain gym shorts (no shorter than four inches above the knee), socks, and athletic shoes. Students choosing not to dress out for class will earn dress code infractions. Students who cannot participate in P.E. due to a medication condition will need a note from their physician in order to be exempted on any given day from P.E. class participation.

MIDDLE SCHOOL COMMUNITY TIME

During the Middle School Community blocks, students will be involved in activities to develop social-emotional learning skills and competencies and to strengthen executive function skills. The Community time will also include assemblies for Bold Voices speakers and other Middle School topics.

RECESS, LUNCH and BIRTHDAY CELEBRATIONS
(See COVID-19 Addendum)
**Recess** - Students in all grades have outdoor recess. Although specific activities depend on weather, students are encouraged to exercise and engage in social activities.

**Lunch** is provided daily for students and faculty. Sodexo provides a variety of choices to accommodate most dietary needs. At this developmental age, we encourage students to try new foods and healthy choices. Meat and vegetables bar, soups, salads, sandwiches, and fruits are offered daily.

The dining hall is a great place for students to practice social skills and etiquette. As with all environments at Currey Ingram Academy, we see the dining hall as an extension of the classroom. Student lunch groupings vary by grade level.

Parents are invited to have lunch with their son or daughter. We ask that you limit these visits to no more than once per month with a maximum of three guests at a time. Please call the Middle School Office by 9 a.m. on the day you would like to eat lunch with your child.

**Birthdays** — Recognition of your child’s birthday should be scheduled with your child’s advisor ahead of time. If you choose to send a small, pre-approved, birthday treat, please limit the number to the members of your child’s advisory. Birthday treats must be dropped off at the Middle School Office.

**SUPPORT SERVICES**

**Speech-Language Services** – Speech and language services are an important component of students’ academic success. Services are provided to students individually, in small groups, or indirectly through consultations with teachers. Sessions vary according to each student’s individual needs. Therapeutic services are designed to strengthen the form and function of oral language and are based upon a child’s specific skill profile as determined through formal evaluation and parent/teacher report.

Children with language needs within the social (pragmatic) domain receive consistent support in the classroom whether or not they also receive services in a more structured therapeutic setting. Classroom activities reinforce the appropriate use of pragmatic skills such as: initiating and maintaining topics of conversation, maintaining eye contact, turn-taking, demonstrating polite communication behaviors, and using and interpreting body language correctly.

**Occupational Therapy Services** – Students presenting identified needs in the areas of fine motor skills, spatial awareness and sensory integration will have programs designed to address targeted skills in a small-group setting or through classroom consultation.
Social Learning – Many students seek coaching on how to navigate adolescent social situations. Our program provides direct instruction for social skills and social behavior development in everyday life situations. Application of skills is the primary focus.

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.

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 your son or
daughter’s 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 Academy, a speech-language pathologist in your son or daughter’s Division will meet with you to discuss.

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. 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 diagnostian, contact your son or daughter’s Division Head.

Note: A psychoeducational re-evaluation must be completed once every three years. Three-year re-evaluations that are due on or before January 31 must be completed and results received before re-enrollment contracts are issued. 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 your 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.

**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 4-6 p.m. Financial agreements and payments are made through Currey Ingram’s Business Office.

**Student Planning Process**

Parents who are considering leaving Currey Ingram are encouraged to 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 that 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. ILP’s in the Lower School are not the deficit-based IEPs used in the 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.

ILPs, PROGRESS UPDATES AND CONFERENCES

*Individualized Learning Plans and Progress Reports* are issued by semester and will be emailed home. ILP/PRs are developed for each student and reflect targeted areas including
organization, proactivity, self-advocacy, goal setting, problem solving, self-awareness, behavior, executive function skills and language skills. Grades for each class are included along with the skills and concepts addressed and a narrative summary of each student’s progress on subject-specific expectation areas. Testing modifications are also documented on the ILP/PR, as well as additional services provided. Individualized Learning Plans and Progress Reports should be reviewed by parents to track progress.

**Interim Grades** Daily grade updates can be viewed on My CIA. Parents will be notified by email to review their students’ grades at interim time. Teachers will provide specific feedback for improvement for any grades 75 or below. The Middle School Administrative Assistant will provide each family with My CIA access information at the beginning of the school year. Parents should address any questions or concerns to the teacher.

**Grading Scales**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>Failing</td>
<td>59 or lower</td>
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</tbody>
</table>

Please refer to the online Middle School Calendar for reporting and conference dates.

**HOMEWORK POLICY**

Homework is an important component of the learning process; it not only reinforces concepts presented throughout the day, it teaches responsibility, follow-through, problem-solving and time management skills.

The parent’s role is key to this process as we ask for you to assist your child in developing a homework routine and defined area to complete homework. We ask you not to re-teach concepts or sit with your child while he/she works, but to support your child’s efforts by allowing him/her to independently complete assignments. This will allow teachers to gain a clear understanding of areas of strength and areas that need additional instruction.

We also ask that you support the policies listed below. Students can expect to have assignments in Math and English/Language Arts, along with assessment preparation activities. The amount of time needed to complete homework varies, but the general guideline for Middle School is 45-75 minutes for grades five and six for assignments, assigned study, and reading. Students in grades seven and eight will transition to 75-110 minutes. Students need to feel and believe they can complete the work with quality. Allowing your child to work independently sends him/her the message that you believe he/she can do
it and that you value their knowledge. Students may require support in preparing for an upcoming test. The Middle School emphasizes the application of study skill strategies and requires skills to be used in test preparation. Middle School is a time to empower growth and self-sufficiency.

**Homework Policy / Expectations**
- **Students** will have homework assignments nightly. (Each teacher will provide specifics for their class requirements at Back to School Night).
- **Students are expected to complete work on time and demonstrate effort for quality and neatness.**
- **Students are required to record their daily assignments in their planners during designated class times.**
- **If a child is having difficulty with an assignment, it should be noted on the assignment indicating the area of difficulty and signed by the parent. The parent may also email the teacher. Students should seek the assistance of the academic teacher during morning advisory.**
- **Parents will be notified when students are not meeting homework expectations. Students will be required to attend after-school academic restoration sessions for recurring incidents of late or incomplete homework.**
- **Students with habitual infractions or with class grades below C will not be able to attend or participate in school-sanctioned extracurricular activities, including sports, until all assignments are current and/or all grades are raised to a C average.**
- **Parents and students may also be required to attend a conference to develop an action plan to address homework issues.**
- **All assignments will be completed to reinforce work ethic and responsibility even if the assignments are past the due date.**
- **Mandatory after school academic restoration takes precedence over other school related extracurricular activities including sports, theatre, and music. The goal is for students to stay current with their learning.**

**Teachers will:**
- Assist students with organizational skills during advisory and all academic and enrichment classes.
- Monitor the students’ planners.
- Provide time during class for students to record assignments in their agendas.
- Be available to any student having questions about an assignment before or after school.
- Problem-solve with students when faced with obstacles.

Our homework policy is designed to give students a firm foundation for learning while developing responsibility and independence. Clear expectations and responsibilities are
essential, but they cannot be achieved without parental support. Thank you for your assistance.

ADVISORY

Currey Ingram Academy’s Middle School Advisory Program fosters a supportive environment that addresses the unique strengths, talents and needs of each student through a group structure. The goals of each advisory include promoting self-advocacy, character development, social and communication skills, and academic success.

The Advisory Program strengthens connectedness at the Middle School level. Advisors carefully structure this time to include components such as student organization, social and communication skills, character education, team-building, school service, and academic coaching. Advisors communicate regularly with parents, faculty, and administration. Parents are encouraged to contact their student’s advisor for questions, concerns, and any needed information.

ADVISORY SCHEDULE FORMAT

- Students meet with advisors a minimum of two times per day.
- Morning advisory is designated as a period for students to get checked in, print assignments, get questions answered, prepare for the day, and team-build.
- Afternoon advisory is designated as an organizational period at the end of the day for students to ensure that they have all homework assignments and materials needed for that night. This time is also used for developing peer relationships, recognizing strengths and accomplishments, and promoting citizenship.

MONTHLY CHARACTER EDUCATION TRAITS

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 school-wide service activities planned and promoted by the faculty and Division Student Council.
DIGITAL CHARACTER

The Currey Ingram Digital Character program is taught through integration and alignment with the schoolwide character education program.

MIDDLE SCHOOL BEHAVIOR AND SOCIAL EXPECTATIONS PLAN

The Middle School staff recognizes that the emergence of adolescence marks a period of growth and change in the physical and social status of our students. Our belief is that students and teachers form a community of learners where we recognize individual differences and strive to develop responsible student behaviors. Fundamental beliefs include the showing of mutual respect, concern for the well-being of others, self-discipline, cooperation, decency, and adherence to standards of safety. This section outlines Currey Ingram Academy’s expectations of parents and students in grades 5-8. Please read carefully. When you signed your contract for the 2020-21 school year, you agreed to the policies outlined in this document.

Middle School Behavior and Social Expectation Plan

The Middle School’s behavior philosophy is based on the premise that a caring, nurturing environment is the best approach to building positive behaviors in students. Our positive behavior support plan is modeled after the work of Sugai and Horner (1999) and Lane, Menzies, Bruhn and Cmnbori (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 Middle 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 Middle School receive Tier One prevention supports, such as Character Education, schoolwide 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 our Success Assemblies and Caught with Character recognition.

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, goal setting through a behavior reflection process, support for self-monitoring strategies, and discussions with the Advisor and/or Dean of Students.
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, and/or Behavior Contracting. Interventions at Tier Three may also include individual or small-group guidance focusing on conflict management and/or social/emotional learning.

The Middle School uses many positive behavior supports throughout the school day because research validates that punishment alone will not result in behavior or social change. Appropriate consequences are employed in response to inappropriate behaviors. These may include taking breaks, loss of privileges, positive practice of the targeted behavior, student-written action plan, written behavior report, a phone call to the parent, or a parent conference. In some situations, an in-school suspension (ISS), after-school detention, and/or out-of-school suspension (OSS) are used. Students who are suspended are not in the classroom for a period of time and are supported in reviewing and refining strategies for successful academic engagement and respect for self and others. Students will complete a reflection activity focusing on which behaviors/actions led to the suspension, how the situations could have been managed with better choices, and what they have learned for future application. Parents will be notified when a student receives ISS, OSS, or a detention.

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.

RULER, a program developed by the Yale Center for Emotional Intelligence, is used 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 an individual’s ability to understand and regulate his/her own emotions and to consider and empathize with how others are feeling.

The Middle School faculty and staff support the development of social, emotional and behavioral skills in our students 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.

Throughout the year, teachers clearly communicate and teach school and classroom rules and expectations and the rationale for these. Parents will be informed of the classroom expectations and procedures and are expected to support appropriate student behavior. Our goal is to teach students to make responsible decisions regarding their behavior. It is
expected that students will treat their classmates, teachers, and themselves with respect at all times.

**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 Middle 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, and the behavior is repeated, or has the potential to be repeated, over time.

During the school year, differences between bullying and typical pre-adolescent and adolescent conflict are discussed with students, staff members and families. If bullying actions are witnessed or reported by students or adults, Middle School Administrators will complete a thorough investigation of the incident(s) and meet with student(s) and parents relevant to the incident before determining an action plan. The Middle School has a zero tolerance policy for bullying behavior.

**SEARCHES**

For the safety and protection of all students, anything brought onto the school premises (in a locker, in a car, in a book bag, on their person, etc.) is subject to search by school authorities.

**ACADEMIC INTEGRITY POLICY**

It is our expectation that Currey Ingram Academy students demonstrate the highest standards of academic honesty. Academic dishonesty includes providing or copying homework, providing or receiving information during quizzes or tests, and providing or using unauthorized materials during quizzes or tests. Academic dishonesty also includes plagiarism, which is using the words or ideas of another person as one’s own without giving credit. Whenever a student is not honest on a test, quiz, or assignment, he/she will receive no credit on the assignment, quiz, or test. Any student who plagiarizes will also receive no credit on the assignment. He/she will be required to re-do the plagiarized assignment. Further consequences are at the discretion of the administration and may include detention, disciplinary probation, suspension and/or expulsion.

**DRUGS & ALCOHOL PREVENTION POLICY AND INTERVENTION PROGRAM**

Currey Ingram Academy is a drug-free and smoke-free campus. It is the goal of Currey Ingram Academy to provide a safe learning environment that is free of illegal drug and
alcohol possession and/or its use. This includes using or distributing over-the-counter or prescription drugs in a manner in which they are not prescribed or intended.

**Prevention Philosophy**
As stated in our history and educational philosophy, it is the ultimate aim of the Currey Ingram program to meet the needs of our students and to enable our students to pursue their full potential and to become responsible, sensitive, individuals prepared to contribute productively to society. Our educational philosophy further states that learning takes place in a challenging yet supportive atmosphere in which children have the opportunity to develop self-discipline and acquire self-confidence. If a student violates the student no-use contract, our Drug and Alcohol Prevention Policy and Intervention Program is designed to embody our philosophy in that the student is given the opportunity to learn from his/her actions and to make better choices in the future. Research states that drug and alcohol use is a major concern among our nation’s youth. Therefore, our Drug and Alcohol Prevention and Intervention Policy is also designed to be proactive in helping students understand the ramifications of their actions, adhere to consequences, and learn to make more appropriate choices in the future.

**Student No-Use Contract**
I (student) promise to abstain from the use, possession, and/or distribution of illegal drugs and alcohol while I am a student at Currey Ingram Academy. I also promise to use prescription drugs and over-the-counter drugs only in the manner in which they are prescribed and/or intended. I realize that if for any reason I am unable to keep this promise, I will adhere to consequences as described in the Drug and Alcohol Prevention Policy/Intervention Program.

**Drug & Alcohol Testing**
For the safety and protection of all students, alcohol and other drug screenings are completed throughout the school year. These screenings are completed on a random basis. Alcohol and other drug screenings may also be given to any student exhibiting concerning behavior, any student admitting to alcohol or drug use/distribution, and any student volunteering for treatment.

**Parent Permission for Drug and Alcohol Testing**
I understand random drug testing occurs throughout the year and give permission for my student to have drug and alcohol testing through Currey Ingram Academy as deemed necessary. I understand the drug/alcohol test will be sent to an independent laboratory. I understand the results of such testing will be shared with myself, my son/daughter, Currey Ingram Academy and any other health professionals currently working with my son/daughter.

**If a student violates the student no-use contract, procedures of the Drug and Alcohol Prevention Policy and Intervention Program are as follows:**
○ A drug screen will be completed.
○ There will be a meeting with the student, parent, and administration as soon as possible.
○ A professional independent counselor, chosen by Currey Ingram Academy, will conduct a drug and alcohol assessment, and the student will be required to follow the recommendations of the counselor and Currey Ingram Academy administration in order to remain at Currey Ingram Academy.
○ The student will remain subject to unscheduled drug and alcohol testing for the remainder of his/her enrollment at Currey Ingram Academy.
○ If a student violates the student no-use contract a second time, the student will be required to leave Currey Ingram Academy as this demonstrates the inability of the student to remain drug- and alcohol-free with the awareness of unscheduled drug and alcohol testing and with interventions.

It is the responsibility of Currey Ingram Academy administration to implement these procedures and impose disciplinary action if necessary on any student who violates the student no-use contract, regardless of whether the behavior occurred on or off campus.

Students who come forward voluntarily to seek help for a chemical dependency problem will be assisted by the administration. The student will be subject to the procedures of the Drug and Alcohol Prevention Policy and Intervention Program.

MIDDLE SCHOOL FACULTY AND STAFF

ADMINISTRATION
Please use (615) 507-3185 to reach any of the following staff members by phone.

Mary Ragsdale (Division Head)  mary.ragsdale@curreyingram.org
Shannon Polk (Assistant Division Head)  shannon.polk@curreyingram.org
Michael Follis (Dean of Students)  michael.follis@curreyingram.org
Amanda-Jo Serrano (Counselor)  amanda-jo.serrano@curreyingram.org
Wendy Zamora (Administrative Assistant)  wendy.zamora@curreyingram.org

ACADEMIC AND ENRICHMENT

MJ Anderson (SLP)  mj.anderson@curreyingram.org
Ryne Anderson (Social Studies)  ryne.anderson@curreyingram.org
Elizabeth Banks (ELA)  elizabeth.banks@curreyingram.org
Shannon Bevins (Instructional Assistant)  shannon.bevins@curreyingram.org
Bryan Bradbury (Science)  bryan.bradbury@curreyingram.org
Sharon Burns (Music/Performing Arts)  sharon.burns@curreyingram.org
Shelly Cunningham (Instructional Assistant)  shelly.cunningham@curreyingram.org
Dganit Eldar (Science)  dganit.eldar@curreyingram.org
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, 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 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) 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, that 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 students 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:

- Fever of 100 degrees or higher – may return after student has been fever-free for 48 hours
- Vomiting and/or diarrhea — may return 48 hours after symptoms subside
- 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@curreygram.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.

<table>
<thead>
<tr>
<th>Day</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Monday</td>
<td>7:45 a.m. - 4:30 p.m.</td>
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<tr>
<td>Tuesday</td>
<td>7:45 a.m. - 4:30 p.m.</td>
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<td>Wednesday</td>
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<tr>
<td>Thursday</td>
<td>7:45 a.m. - 4:30 p.m.</td>
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<tr>
<td>Friday</td>
<td>7:45 a.m. - 4:00 p.m.</td>
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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. Among 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.


**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
email: 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, amanda-jo@curreyingram.org
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, jh.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 Handshy, 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