<table>
<thead>
<tr>
<th>Department</th>
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<tr>
<td>Upper School</td>
<td>(615) 620-6256</td>
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<tr>
<td>Middle School</td>
<td>(615) 507-3185</td>
</tr>
<tr>
<td>Lower School</td>
<td>(615) 507-3200</td>
</tr>
<tr>
<td>Business Office</td>
<td>(615) 507-3174</td>
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<tr>
<td>Student Billing</td>
<td>(615) 777-4820</td>
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<tr>
<td>Diagnostic Center</td>
<td>(615) 620-6255</td>
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<tr>
<td>Head of School</td>
<td><a href="mailto:jeff.mitchell@curreyingram.org">jeff.mitchell@curreyingram.org</a></td>
</tr>
<tr>
<td>Upper School Division Head</td>
<td><a href="mailto:jane.hannah@curreyingram.org">jane.hannah@curreyingram.org</a></td>
</tr>
<tr>
<td>US Academic Dean</td>
<td><a href="mailto:jared.clodfelter@curreyingram.org">jared.clodfelter@curreyingram.org</a></td>
</tr>
<tr>
<td>US Dean of Students</td>
<td><a href="mailto:levi.hamilton@curreyingram.org">levi.hamilton@curreyingram.org</a></td>
</tr>
<tr>
<td>US Counselor</td>
<td><a href="mailto:jody.camp@curreyingram.org">jody.camp@curreyingram.org</a></td>
</tr>
<tr>
<td>College &amp; Career Counseling</td>
<td><a href="mailto:tara.miller@curreyingram.org">tara.miller@curreyingram.org</a></td>
</tr>
<tr>
<td>Director of Residential Life</td>
<td><a href="mailto:eric.vinson@curreyingram.org">eric.vinson@curreyingram.org</a></td>
</tr>
<tr>
<td>US Administrative Assistant</td>
<td><a href="mailto:jackie.phelps@curreyingram.org">jackie.phelps@curreyingram.org</a></td>
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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 and boarding 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.

ACADEMIC HONOR PHILOSOPHY FOR THE UPPER SCHOOL

The foundations of Currey Ingram’s Academic Honor System affirms that we value learning and the attributes of honesty, respect, personal responsibility, and integrity. Students are responsible for demonstrating these qualities in all their actions. The faculty and school leadership will support each student in acquiring and continuing to display these attributes and other attributes that foster a growth mindset.

Core Values Embedded and Reflected in the Honor Philosophy
Academic Honesty: Students will submit their own work for tests and assignments without unauthorized assistance. When sharing ideas and the writing of others, students will properly cite the work. Students will not provide unauthorized assistance to other students.

Trusting in Others: To ensure that there is a positive culture within the academy, students will trust others with academic honesty.
Respecting Others: Regardless of the differences inherent in each student, each student will be respected and valued.

Personal Responsibility: Students will assume responsibility for demonstrating their best effort in preparing for and completing academic assignments and tests.

Integrity: Students will build and maintain a commitment to academic honesty.

Academic Honesty Consequences
- Honesty builds academic integrity for the student, as well as the school.
- Students will have the privilege of participating in extracurricular activities, including student council, theatre practices/productions, athletic practices/games, etc.
- Students will be fulfilling their roles to further enhance the school and students’ ethical standards.
- Students will receive positive recommendation letters for college or work as it relates to integrity and honesty.
- By demonstrating the honor code, students will be preparing themselves for college and life.
- Since honesty supports intellectual and social-emotional growth, students will grow in these areas as well.

Academic Dishonesty
- When a teacher suspects a violation of the honor code, the teacher will inform the Dean of Students about his/her concerns with possible dishonesty.
- The Dean of Students investigates the concerns and then meets with the student.
- If found to be a credible violation, the Dean of Students meets with parents to discuss options to resolve the situation.
- Dishonesty on any assignment or test/quiz:
  - The student will receive a “0” on the initial submission of the assignment regardless of its nature.
  - The student will resubmit a new assignment to the teacher or retake the test for a new grade at a deadline set by the teacher.
  - The Dean of Students will determine an appropriate consequence given the circumstances of the offense.
- Currey Ingram follows National Association of College Admission Counselors (NACAC) recommendations regarding the student maintaining open and honest reporting of disciplinary actions. This reporting is required both before and after acceptance into a college or university.

Plagiarism – Everyone who submits written work to the school must be the author of his/her own work. When a student uses facts or ideas originating from others, the student must clearly cite its source. Failure to make such a distinction is to be guilty of offering, as one’s own, what is in fact someone else’s.

Collusion – Collusion is a form of copying another’s work. Collusion is when two or more individuals collaborate to produce or construct the wording and/or syntax of entire phrases, sentences, and/or paragraphs that are in turn presented as a single person’s work. (Word for word phrasing, identical syntax, or verbatim sentences on two or more students’ papers or quizzes are examples of collusion.)
ACADEMIC SUPPORT

Through an intentional, personalized approach to the teaching, Currey Ingram Academy cultivates a learning environment throughout the entirety of the school day and afterschool that promotes academic learning. Furthermore, executive function skills are vital for students to learn as they prepare for what lies beyond graduation. Students are encouraged to seek help from their classroom teachers as needed. Office hours are provided four days per week to allow students to receive additional academic support during the school day. Students needing additional academic support beyond time provided during office hours may request additional time to meet with teachers.

For students who need remedial assistance, the Upper School also provides intervention in reading, writing, and math. Reading intervention for students with dyslexia or language deficits is provided in Literacy Lab three days each week. The Wilson Just Words program is used in these classes. Students who need written language and math intervention receive these in either Writing Lab or Math Lab three days per week.

Students who live on campus are required to participate in proctored study hall sessions Sunday through Thursday (7-8:30p). Exceptions will be granted based on academic exemptions and/or permission from the assigned advisor, such as extracurricular events or school-sponsored activities. If it is determined that additional study hall sessions are necessary for a student to complete work and maintain appropriate academic preparedness, residential life staff will coordinate such opportunities, as necessary.

Occasionally, parents will inquire about a faculty member tutoring their student outside the regular school day. Currey Ingram 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 teacher 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. Financial agreements and payments are made through Currey Ingram’s Business Office.

ACCOMMODATIONS

Students with a diagnosed disability, such as dyslexia, ADHD, math disability, processing speed deficit, will be provided academic accommodations to support their learning, as well as when taking tests or exams. These accommodations must be identified in the psychoeducational assessment report and will be listed on the cover page of the student’s ILP. Possible accommodations may include audio books, speech-to-text, text-to-speech, extended time, and use of calculators. When these accommodations are listed on the ILP, the college the student attends will be more likely to continue to provide these accommodations.

Curriculum modifications are only allowed when students are not receiving high school credit for a course; thus, Upper School students do not receive modifications in the academic standards.
ADVISORS FOR RESIDENTIAL LIFE

In addition to the faculty mentor program in the Upper School, each student living on campus will be assigned an advisor. The advisor serves as a guide and sounding board for the student’s entire journey at Currey Ingram by working alongside teachers, coaches, dorm staff, mentors, counselors, division heads, and any other faculty member that consistently interacts with the advisee. The advisor is the primary point of contact for all parent/guardian communication, even if the student has a different dorm staff member assigned to them within the residence hall.

AFTER-SCHOOL

After-School Procedures for Upper School Students
Students remaining on campus after 3:45 p.m. will be required to be in approved after-school locations, such as after-school study hall, theatre, athletics, Rock Band, clubs, residence hall or other school-sponsored activity.

Day Students in the Residence Hall
- Day students are allowed in the residence hall common spaces after school hours when approved by Residential Life staff.
- Day students are not allowed in the residence hall during school hours.
- Day students must sign the checkout form in the Upper School Office in order to go to the residence hall after school.
- Day students are not allowed in a dorm room without the residential student present and permission of the residential staff.
- All students must follow residential hall guidelines and protocols set forth by residential hall staff.

ANIMALS ON CAMPUS

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.

ARRIVAL & DISMISSAL PROCEDURES

See the addendum to this document that will be in place while under the COVID-19 Policy and Procedure Guidelines.

The following procedures will be in place to ensure the safety of each student on the Upper School campus:

1. Upper School students who do not live on campus may not be dropped off prior to 7:15 a.m. (During Semester 1, drop-off time is at 7:35 a.m.) There is no supervision before this time, and students will not be permitted to enter the Upper School building before this time. (During Semester 1, students will immediately go to their locker and then to their mentoring class.)
2. Students who do not live on campus and are not picked up by 3:45 p.m. will be asked to wait inside the Upper School main office and a parent/guardian will be contacted. This excludes students participating in athletics or other extra-curricular activities.
3. When a student needs to leave school early for an appointment, the parent/guardian and/or advisor must grant permission, via an email or a call to the Administrative Assistant as early in the day as possible. Students must sign out at the US main office.
4. Once a student arrives on school property, he/she may not leave until the appropriate dismissal time unless otherwise approved by the US leadership. Upon arrival, students may not miss any class, assembly, lunch or any other scheduled event without prior US leadership approval.
5. If a student becomes ill during the day, he/she is to notify his/her teacher and report directly to the front office. The school nurse will be notified.

ASSISTIVE TECHNOLOGY

Based on information provided in each student’s psychoeducational assessment report, some students may need assistive technology to gain the independence he/she needs to complete assignments. The faculty and administration in collaboration with the Currey Ingram Educational Support Team will identify technology devices and apps for the student to try. For example, a student with dyslexia may need audio books, such as Learning Ally. Some of these devices and apps are provided by the school; whereas, others may need to be purchased by the parent.
ATHLETICS - MUSTANG ATHLETICS

Mission of Mustang Athletics
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
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 time, as designated by their coach. Out-of-season opportunities for training are also available.
The Varsity sports offered* are as follows:

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<td>Coed Cross Country</td>
<td>Girls’ Basketball</td>
<td>Coed Golf</td>
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<tr>
<td>Girls’ Volleyball</td>
<td>Boys’ Basketball</td>
<td>Coed Soccer</td>
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<td></td>
<td>Cheerleading</td>
<td>Coed Tennis</td>
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*Offerings are based on interest and participation numbers and vary annually. Additional clubs may be offered through sport sign-ups as well (i.e., tennis club, weight training club). Fees are based on participation level and range from $80-$130 per season.

ATTENDANCE POLICIES

Regular attendance is necessary to meet the educational needs of students. It is our expectation that all students will be in daily attendance.

School Hours
M/T/R/F: 8:00 - 3:30
W: 8:00 - 2:00

Students who do not live on campus may be dropped off no earlier than 7:35 a.m.

Absence Policies and Procedures
The information in this section is for a typical school year; however, in the 2020-2021 school year, more frequent absences may occur due to the COVID crisis. School administrators and teachers will work with individual families to determine the best approach for continued instruction, which may include virtual schooling options and recording class instruction.

When your son or daughter is absent from school, please call (615-620-6256) or email the Upper School Administrative Assistant by 9 a.m. on the day of the absence. The following procedures apply to absences:

- Upper School teachers and the Administrative Assistant will maintain an accurate record of attendance. The attendance record will appear on My CIA. For questions, please contact the Upper School Administrative Assistant.
- Attendance is recorded by class period. To be counted as present, the student must be in class for more than half the period.
- Students are allowed five absences per course per semester. Students who exceed the five absences per semester in a course may not be granted credit for the course. All absences count toward the five absences permitted per semester with the following exceptions:
  - An absence that is initiated by the school, which may include school-scheduled field trips, extra-curricular activities, and school sporting events;
  - Religious holidays;
  - Pre-approved college visits; and
  - Psycho-educational testing
• Additionally, every five tardies accrued per class count as an absence towards the courses total absences, which in turn could potentially affect exam exemptions.
• Students are responsible for all work missed. See Make-up Work Policy below for more details.
• Truancy may result in service hours, suspension, disciplinary probation, or expulsion. In determining the consequences, the US leadership will consider all circumstances regarding the truancy and the student’s disciplinary record. These absences may also impact Exam Exemptions.
• When extenuating circumstances occur (i.e., family member’s death, surgery, hospitalization, etc.), exceptions to the absence policy may be made by Upper School Leadership.

Eligibility for Extracurricular & Co-Curricular Activities
Students must be in attendance for a minimum of 50% of the school day* in order to attend or participate in extracurricular activities that day: this includes practices, athletic games, performances, dances, theatre, rock band, and all school-sponsored activities. Students will have the privilege of participating in extracurricular activities (including student council, theatre practices/productions, athletic practices/games etc.) if they have a minimum grade of a C in all subjects. Grades will be checked weekly. If a student has a D or below in a subject he/she will be required to complete the following in order to remain eligible for extracurricular activities:

• Meet with his/her teacher(s) of relevant subjects during Office Hours for extra help to improve the grade(s).
• Show progress in the completion or revision of assignments.

If a student successfully completes the above steps and is unable to raise his/her grade to a minimum of a C, it is at the discretion of school leadership as to whether the student is able to participate in his/her extracurricular activity. If at any time a student does not meet the requirements listed above, he/she may lose the privilege to participate in extracurricular activities. Students will be re-evaluated on a weekly basis until they have a minimum grade of C in all subjects.

* Exceptions are: school visits, doctor’s appointments (with note), and other approved absences.

Additionally, students who live on campus are required to participate in one school-sponsored, extracurricular activity per semester (i.e., club, arts, athletics). The opportunities offered vary each semester and are dependent upon availability, enrollment and interest.

Extended Absences
An extended absence is defined as a planned absence of three or more consecutive school days. The school recognizes that extended absences from school are sometimes necessary or desirable for families; however, it is also seen as an interruption to classroom instruction and planning.

• Parent(s)/Guardian(s) are required to notify the Upper School office in advance and complete the Extended Absence form at least one week prior to the first day of the planned absence.
• Students are required to put an academic plan in place with each teacher before their departure.
• Failure to complete the form and follow procedure may result in the consequence of Late Work policies as stated in the handbook.
Tardy Policies and Procedures
A student is considered tardy to a class if he/she arrives after the tardy bell rings. Each tardy will be documented by the classroom teacher in My CIA.

- For every five tardies to a class, the student will be given one absence for that class that will go toward the five allowed absences for the semester.
- Absences accumulated by tardies count toward the exam exemption policy.
- Students arriving to campus late must sign-in at the US Main Office before going to class.
- Students who accrue 2 tardies in a single week for a single class will remain at school for an additional 60 minutes on the following Monday for Service Hours.
- If a student is required to stay for a Help Session then Service Hours will be scheduled the following school day.

Make-up Work Policy
It is the student’s responsibility to contact the Upper School Office and classroom teachers if he/she will be out for an extended period of time. (See Extended Absence Policy)

Students who demonstrate a consistent pattern of absences for tests, quizzes, or projects will be referred to the Upper School Dean of Students.

Homework/Daily Assignments:

Unplanned Absence:
- It is the student’s responsibility to obtain and turn in missing assignments.
- Class assignments will be posted on My CIA.
- Students are encouraged to email their classroom teachers regarding missed work or assignments.

Planned Absence:
- Any assignment due on the day(s) of a planned absence MUST be turned in prior to the absence. This includes but is not limited to any school-related activities (sports, field trips, college visits, etc.).
- Major assignments (for example: long-term projects, term papers, take-home quizzes, etc.) due on a day a student is absent are still required to be turned in to that teacher by the beginning of class on the day that it is due. Students must submit the assignment directly to the teacher, or via email or Google Drive.

Major Projects/Assignments
If a student is absent (planned or unplanned) on days that major assignments or projects are due (e.g., research papers), it is the student’s responsibility to make arrangements to have the work turned in by the beginning of class on the day that it is due.

Tests
Unplanned Absence:
- If a student is absent for a test, he/she must take the test within two school days (exceptions may be made on a case-by-case basis).

Planned Absence:
- If a student knows in advance that he/she will be missing a scheduled test, before the planned absence occurs, he/she must schedule a date to take the test. The test may be
Procedures for Leaving Campus During the School Day
Students are allowed to leave campus only for medical appointments, illness, or funeral. However, all absences, even those for appointments, illnesses or funerals, count towards the allowed five absences per semester. Students are not to leave campus for errands, hair appointments or other non-critical purposes. The school reserves the right to make determinations as to the necessity of leaving campus.

- A parent/guardian and/or advisor is asked to communicate with the Upper School if the student needs to leave campus during school hours. If notification is not received, the student will not be allowed to leave campus until a parent/guardian or advisor is reached to give permission for the dismissal. Students must sign out with the Upper School Administrative Assistant prior to leaving campus.
- If returning to school after the appointment, the student should sign in with the Upper School Administrative Assistant and receive an Admittance Pass to class.
- Parent(s)/Guardian(s) may occasionally pick up their son or daughter for lunch. Families must follow the checkout procedures described above and should not overuse this privilege.

BACKPACKS

Students are expected to leave backpacks in their lockers during the school day. Time is allowed throughout the day for students to access needed materials. Laptop bags and classroom materials should be placed in their locker before going to lunch or during breaks.

CELL PHONE AND MOBILE DEVICE POLICY

Upper School students in grades 10-12 are permitted to have their cell phones with them during the school day and within school-sponsored events/activities; however, to continue this privilege, students must follow the cell phone and mobile device policies as outlined below. Students in 9th grade must bring their phone to the designated area in the US office before 8 a.m. each day.

Mobile devices general use:
- All students’ mobile devices are subject to the “Student Technology Acceptable Use Policy.”
- All students’ mobile devices should be set to silent mode during regular school hours (8:00-3:30).
- Students who live on campus should observe other silent-mode times as designated by Residential Life staff.
- Device use is not permitted in the following locations:
  - Bathrooms
  - Serving Line in Dining Hall
  - During Meetings
Mobile devices expectations for grades 10-12:

Before/After School: Mobile devices can be used for texting and other applications. If a student is playing music or using an app that has audio, the student is required to use headphones.

Transitions: Mobile devices can be used for texting and other applications. Headphones are not permitted in the hallways between periods.

Dining Hall: Mobile devices and headphones are not permitted in the food service area.

Field Trips: Trip coordinator will communicate expectations

Mobile devices expectations for 9th Grade:

Freshman are required to turn in their cell phones to the front office before 8 a.m. each day of the week and may pick it up at dismissal.

Before/After School: Mobile devices can be used for texting and other applications. If a student is playing music or using an app that has audio, the student is required to use headphones.

Field Trips: Trip coordinator will communicate expectations

Earning Phone Privileges: Students in the 9th grade may earn the privilege of having the phone during the day. This privilege will be shared after the school opens.

Mobile Device (voice/video call use):

Students are not permitted to make phone calls with their mobile device during the school day outside of the US main office (8:00-3:30). If students need to contact a parent/guardian/advisor, they need to report to the US main office and either use the office phone or get permission from an administrator to use their mobile device to call home in the office.

Mobile devices in the classroom:

Phones during instructional time (i.e., classroom) are not permitted to be out unless the classroom teacher is requesting its use for an instructional purpose.

Mobile devices in the residence hall:

Mobile devices should be used appropriately and respectfully within the residence hall in alignment with the expectations of Residential Life staff. If mobile-device use is in violation of any predetermined guidelines, restrictions may be placed on the student’s usage.

Mobile devices off-campus during school-sponsored event/activity:

Mobile devices should be used appropriately and respectfully within all school-sponsored events/activities in alignment with school faculty/staff. If mobile-device use is in violation of any predetermined guidelines, restrictions may be placed on the student’s usage.

Mobile devices and the teenage brain:

We recognize that mobile devices are an important part of socialization for our students. Though this technology has made many things in our lives more convenient, they also present a challenge for our students’ developing brains and social needs. If Currey Ingram faculty, staff, or administration perceive that a student is using his/her mobile device in such a way that causes harm, intervention that will require parental support may be necessary.

If a student is in violation of the stated policy, the following will occur:

● First Offense - The student’s mobile device will be turned into the main office. Parent/Guardian/Advisor will be notified and the student can retrieve the mobile device at the end of the day.
- Second Offense - The student’s mobile device will be turned into the main office. The parents/guardian/advisor will be notified and required to retrieve the mobile device.
- Third Offense - Further disciplinary action may be taken as decided by the administrative team.

COLLEGE & CAREER COUNSELING

Currey Ingram Upper School provides a comprehensive college and career counseling program for students in grades 9-12. Students first learn the profile of a successful post-secondary student and then work to develop college and career readiness skills. In the Freshman Seminar Class, students learn executive function skills, social-emotional learning skills, and how to utilize available resources. They also take the “Do What You Are” career-interest inventory. Based on inventory results, students are exposed to communication skills and career clusters. Juniors discover college majors or trade schools that coordinate with the career interest inventory and begin looking at the post-secondary application process in detail. Seniors actively apply for post-secondary programs, participate in mock interviews, and prepare for the transition from Currey Ingram.

Admission Testing Schedule
At Currey Ingram, students are assessed annually to determine individual growth and development (Freshman- PreACT; Sophomore- PreACT; Junior-PreACT; Senior-ACT). Most students are not developmentally ready to take a scored ACT or SAT exam until spring of Junior year. In some cases, it is best to defer taking the ACT or SAT until fall of Senior year. Assessing students annually helps Currey Ingram determine which exam is best for each student.

Test Accommodations
In the fall of junior year, students will apply for test accommodations for the ACT. Psychoeducational evaluations must be current within three years. These assessments and the student’s ILP Accommodation cover page are important components to the student being granted accommodations for the ACT. If approved for accommodations, students may take the ACT at Currey Ingram during multiple days with extended time. Applying for accommodations does not guarantee approval. A student can re-apply for accommodations if new information is provided.

Test Preparation
During the junior year, students may participate in test preparation in one of the elective classes. The workshop will focus on ACT test strategy and techniques as well as each section of the test (English, Reading, Math, Science). Taking practice tests under conditions similar to those of the actual ACT is considered one of the best test preparation strategies.

College Visits
Sophomores will participate in an instructional college tour. During this day tour of several Middle Tennessee colleges, students will learn what questions to ask the tour guide and how to interact with college admission personnel.

Juniors and Seniors are permitted four excused college visit days each school year. After April 1 of the senior year, students may only visit colleges to which they have been accepted for admission.
To be an excused college visit day, students must be approved by the Currey Ingram's Director of College and Career Counseling and participate in the official tour/event through the college admissions office. Approval for college visits must be obtained at least three days in advance by completing the College Visit Form. Only students in good academic standing will be approved. Student work due while on a college visit should be submitted prior to departure unless alternative arrangements are made with the teacher.

While on college visits, the student is representing himself/herself as well as Currey Ingram. Students must follow all Currey Ingram conduct policies as well as dress appropriately for the activities planned. Business professional attire is suggested for formal interviews. Business casual attire is suggested for college tours. Modest clothing is suggested for social outings.

**Conduct After College Acceptance**
Acceptances issued by colleges are conditional pending successful conclusion of the student's senior year. Students are expected to complete the year with grades and behavior at or above the level established at the time of the application. Mid-year and final transcripts are automatically sent to applied colleges, where they are subject to review and action by admissions personnel.

Currey Ingram is committed to open and honest relationships with colleges and universities. Applicants must be open and honest in reporting any disciplinary issues about which colleges inquire. In the case of an out-of-school suspension or expulsion, students should report and present what has been learned from the experience. If an infraction occurs after the student submits an application or after a college acceptance has been offered, the student is asked to report to the college. If the student fails to report within two weeks, Currey Ingram will give a brief description of the incident to the college. Emphasis will be given to the lessons learned by the applicant. Currey Ingram will work closely with the student and family to report infractions in the most positive way.

**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.

**Upper School Newsletter**
The majority of Upper School Events and Activities will be included in the Weekly Newsletter. This newsletter will arrive by email each Thursday afternoon. All students and their families are encouraged to read the newsletter. If you miss a newsletter, you can find it on My CIA under the Resource tab.

**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](http://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](mailto:billing@curreyingram.org).

**COMMUNITY OUTREACH**

**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](http://www.curreyingram.org/communityeducation) or contact Courtney Gallaher at (615) 507-3242 or [courtney.gallaher@curreyingram.org](mailto:courtney.gallaher@curreyingram.org).

**CONDUCT EXPECTATIONS**

**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,

**Behavior Philosophy of Upper School**

The Upper School community takes responsibility for guiding students toward decisions that promote supportive relationships, increasing student ownership, and preparing them to be contributing citizens and leaders of their communities.

The Upper School community’s discipline process, or learning experience, teaches students to take ownership of their mistakes, find ways to avoid repeating those mistakes in the future and when appropriate, seek to restore trust with leadership, teachers, and fellow students.

The Upper School community strives to resolve matters quickly and justly. The Upper School community’s goal is for students to grow in self-discipline, self-regulation, and self-awareness so that external discipline measures are minimized.

**Student Expectations**

- Currey Ingram students will demonstrate respect and courtesy toward self and others and will not discriminate on the basis of race, gender, sexual orientation, gender identity and expression, transgender status, religion, national or ethnic origin, age, and disability.
- Currey Ingram students will avoid the use of racial slurs or other slurs that will serve as a negative communication targeted to another student. Racial slurs will not be tolerated and consequences will occur when used.
- Currey Ingram students will avoid the wearing of costumes, uniforms, or other paraphernalia that degrades another person, their culture, or their nationality or race.
- Currey Ingram students will attend school daily, arrive punctually each day, and remain throughout the school day.
- Currey Ingram students will adhere to the school dress code and other school regulations.
- Currey Ingram students will strive to complete all homework assignments.
- Currey Ingram students will respect the school and others’ property.
- Currey Ingram students must refrain from using aggressive behavior toward self, others, or property.
- Currey Ingram students will refrain from harassment, making threats, or bullying, whether physical, verbal, written, or supposedly made in jest.

**Parent Expectations**

- Currey Ingram parents will demonstrate respect and courtesy toward students, faculty, staff, and administrators.
- Currey Ingram parents will have a comprehensive psychoeducational assessment completed for their son or daughter at least once every three years.
- Currey Ingram parents will attend conferences on the regular scheduled conference days.
- Currey Ingram parents will attend at least two educational presentations or meetings in order to better understand learning differences and to learn methods to support their teen’s education.
● Currey Ingram parents will read weekly newsletters.
● Currey Ingram parents will maintain professional boundaries with Currey Ingram teachers and will not ask a teacher to babysit, transport a student in a personal vehicle, or tutor their son or daughter without prior approval from the Division Head or Head of School.

**Conduct Referrals**
Should a student’s conduct become a distraction to his/her classmates and the learning environment cannot be protected, a teacher may need to refer a student to the Dean of Students and/or Director of Residential Life.

1st Offense - Teacher will meet with the student to address the behavior and work together with the student to find a solution whereby the student can meet behavioral expectations. The teacher will also ensure the student knows that should the behavior be repeated, parents will be contacted.

2nd Offense - Teacher will meet with the student to address the behavior, reminding the student that parent(s)/guardian(s)/advisors will be notified. The teacher and student will revisit the previous plan and determine what adjustments need to be made to help the student meet expectations. The teacher will email the parent(s)/guardian(s)/advisor and cc US Leadership in order to partner with the family to address the concern.

3rd Offense - Teacher will meet with the student to communicate that a referral will be made to Upper School leadership. The teacher will email the parent(s)/guardian(s)/advisors and cc the Dean of Students. The Dean of Students and/or Residential Life Director will follow up with the parent(s), guardian(s), or advisors to determine next steps.

Blatant and continued dis-respect of the Currey Ingram Conduct Policy is a signal to the school that the student is no longer aligned with the Currey Ingram Community. Consequences may include but not be limited to service hours, ISS, OSS, or expulsion.

**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.

Bullying
It is normal for young people to experience typical social conflict. This type of conflict can be addressed through an individual action plan; however, bullying is a more serious matter.

Definition of Bullying
The Upper School defines bullying behavior as when an individual or group keeps hurting, frightening, threatening or humiliating another person. Bullying is deliberate, repeated over time, and often involves a situation in which one person has more power than the other. It may also include leaving someone out on purpose. Bullying can be done with words or with technology such as cell phones and computers; it can also be physical or involve personal property.

Incidents of bullying may include, but are not limited to, a pattern of behavior involving one or more of the following:
- Mocking, taunting, and belittling
- Spreading malicious rumors
- Intentional exclusion that humiliates
- Verbal and physical intimidation

Bullying versus Personal Conflict
It is important to differentiate bullying from personal conflict. Personal conflict is a disagreement between two or more people about a particular idea, thought or action. Arguing or avoiding contact with a classmate, or rejecting an offer of friendship, are not necessarily acts of bullying. Such acts can be one-time incidents or be repeating. Personal conflict often occurs when people fail to value the wishes of others.

Any member of the faculty or staff who becomes aware of student bullying must report the facts to his or her Division Head. Students and parent(s)/guardian(s) are to report bullying to a classroom teacher or an Upper School administrator. Once an allegation of bullying behavior is received, parent(s)/guardian(s) of those involved will be informed and a prompt investigation of the charge will be conducted by Upper School leadership.

Any charge determined by the investigation to be true will result in formulating specific intervention plans and disciplinary measures to address and redirect the behaviors. 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. School administrators may request that a student be dismissed from Currey Ingram if the student does
not respond over time to the specific intervention plans and/or displays issues that are not in keeping with the mission of Currey Ingram Academy.

Conduct in Building
Students are expected to behave in a quiet and orderly manner when inside, including hallways and foyers. Eating or drinking in classrooms is only allowed with teacher permission.

Public Displays of Affection
Interactions among members of the community should be mindful and sensitive to the feelings of others and should allow the entire school community to be comfortable in its surroundings. This is especially true in public settings. Students should refrain from intimate displays of affection, such as kissing or other conduct that may make others uncomfortable. While these displays may not be objectionable away from school and in private, they are not acceptable at any location on campus, on the school buses, or at a school event. This rule is applicable whether or not both parties are Currey Ingram students. Currey Ingram faculty and staff reserve the right to intervene at their discretion should interactions be deemed inappropriate.

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.

After-School Service Project
Students who have accrued tardies, repeated dress code infractions, or other infractions as determined by US leadership, the consequence will be to complete a one-hour Service Project. This service project will be completed after school from 3:30-4:30 Monday, Tuesday, Thursday, or Friday. During this time, the student will spend some time in the Dean of Student’s office, with the service project being in a building on campus (e.g., vacuuming the classroom) or outside the building (e.g., pulling weeds). The Dean of Students will spend a portion of that time reviewing expectations and will provide necessary instruction to avoid repeated offenses.

In School Suspension (ISS) & Out of School Suspension (OSS)
The Upper School believes that students should be held accountable for their choices and behavior and views suspension as an intentional learning opportunity. Students serving In-School suspensions are not in the classroom for the period of time of the suspension and are located with the Dean of Students. This is a structured time for the student to reflect upon his/her action(s). This time also provides the student with the opportunity to process ways to make better decisions moving forward. For Residential Life students, the Dean of Students and the Director of Residential Life will confer regarding disciplinary matters.

In ISS, students are required to write a reflection essay. This is completed throughout the day as part of a conversation with the Dean of Students reflecting on the behavior in order to learn from the choices that led to the behavior. The goal is to help students make better informed choices in the future. The student will review and discuss his or her essay with the Dean of Students. Students are able to speak with the Upper School Counselor while in ISS as an additional opportunity for self-reflection and support.
• Homework must still be completed and is due on the day of the ISS. It should be submitted to the appropriate teacher electronically or through the Dean of Students.
• Grades will not be reduced for homework submitted on time on the day of the suspension.
• Missed class work will be treated like an absence. See Make Up Work Policy.
• The student will eat snack and lunch with the Dean of Students.
• The student is only allowed to use his/her computer to work on assignments under the supervision of the Dean of Students.
• Students are required to take all tests and quizzes during ISS.
• A student who is serving an ISS may be ineligible to participate in extracurricular activities on the calendar days of the suspension. Participation may be deemed allowable at the discretion of school leadership.
• A student who is serving an OSS will be ineligible to participate in and/or attend extra/co-curricular activities on the calendar days of the suspension.

Expulsion
A student who has been expelled is not welcome on school property or at any school function without prior consent from the Head of School. If the student is on school property or at any school function without prior consent by the Head of School, the student will be asked to leave.

Fighting
Fighting on school property or at a school-related event off campus will not be tolerated under any circumstances. Any fight will result in a mandatory meeting with Upper School leadership and/or Residential Life staff, if appropriate.

FireArms/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.

Leaving Campus without Permission
Students may neither leave nor drive on the campus during the school day without permission. Doing so will result in a meeting with US leadership and Residential Life staff, as warranted.

Off-Limit Areas
The following areas are off-limits for students, unless supervised by a staff member or given proper permission:
• Wooded areas
• All parking areas unless granted specific permission
• The Field House, including locker rooms, unless a student is in a scheduled class or activity.
• Henderson Auditorium and backstage
• The Middle School
• The Lower School
• Residence Hall: Students are not permitted to enter the residence hall during the academic day unless permission is granted by Upper School faculty and Residential Life staff.

Searches of Property
For the safety and protection of all students, anything brought onto the school premises or to a school-sponsored event (in a locker, in a car, in a book bag, purse, on their person, etc.) is subject to
search by school authorities. Rooms within the residence hall are subject to search by residential life staff and/or school administration at any time.

**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.

School faculty/staff should not use their personal phone numbers to communicate with students or parents. A member of the Residential Life staff will have a school issued cell phone that students and parents will be able to call or text as needed. Other communication will occur through a school approved platform only.

## CONFERENCES

The Upper School has four scheduled conferences each year, with students leading two of these conferences.

- The first conference, held in August, is an opportunity for parents and students to meet the student’s mentor, review procedures for the Upper School, and learn about the Upper School.
- Two student-led conferences (fall and winter) give students the opportunity to discuss their learning profile, strengths, challenges, progress, and goals with parents and teachers. Parents and teachers also provide students with positive feedback, corrective feedback, and/or recommendations for improvement. This process provides students with a clearer understanding of their challenges and what accommodations are beneficial to their learning. The student-led conference also builds confidence within the student in preparation for college interviews.
- The spring conference is led by the student’s mentor and is a time to share standardized test results and information about the next year’s course of study. Graduating seniors and senior parents are not required to attend this conference.
- In addition, parents, students, and/or teachers may request other conferences at any time during the year.

## COUNSELING

School counseling plays an important role in the total educational process for students. School counselors work strategically as part of an instructional team to promote student success. The 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 and community service 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.

COURSE CHANGE REQUESTS

Course changes are subject to space availability, prerequisites, scheduling factors, and extenuating circumstances. Additional assignments for a course may still be required regardless of when a student adds the course.

- A student may add or drop a class between August 1 through the first 10 school days.
- The drop period for honors extends through the first 20 school days.
- Students may request changes for second semester courses during the first ten school days of the second semester.
- All course-change requests require a completed Course-Change Form with appropriate signatures, including the Academic Dean.

COURSE OFFERINGS AND REGISTRATION

All courses are offered based on sufficient enrollment, teacher availability and consideration of other circumstances, which may warrant change. Students are counseled to take courses commensurate with their ability, interests, and future plans for postsecondary schooling. Course registration for the school year will take place in Semester Two of the previous school year. Students will select courses for Semester One and Semester Two based on the required credits for graduation, a student’s college/career interests, and the stated prerequisites.

CREDIT RECOVERY

Credit recovery is required for students who receive a failing semester grade in all required courses (please note that Currey Ingram does not offer courses for credit recovery during the summer). Should a student fail a required Upper School course, the student must retake the course at Currey Ingram during the school year (schedule permitting) or pursue credit through a Currey Ingram pre-approved program (see Academic Dean). Credit recovery may not be obtained through any means without prior written approval from the Academic Dean.
Transcripts will reflect a numerical grade for each semester of every high school course a student completes at Currey Ingram (except in select Pass/Fail courses). If a student repeats a semester of a course due to failure, both the failing grade and the passing grade will be reflected on the transcript and calculated into the GPA. The student will receive credit for the successful semester.

**CURREY INGRAM REACH INITIATIVE (CIRI)**

CIRI is an approach to academic learning that empowers students to achieve their fullest potential. In partnership, the Upper School leadership team, the student and the parents select the best-fit online course for a student that is challenging, but one in which the student can be successful. CIRI helps Currey Ingram individualize the student’s academic experience. A CIRI course is defined as one that challenges a student in regards to academic rigor, sharpens a student’s skill in regards to a strength or talent, or hones a specific interest by exposure to experts in the field of study.

**Eligibility to CIRI**

Rising juniors and seniors with a 3.5 cumulative GPA and who have successfully completed a minimum of one Currey Ingram Honors Course are eligible to enroll in a CIRI course. Upper School faculty and its leadership make decisions for entrance into the program. Students may request to be considered. Same as all student scheduling, courses are determined based on graduation progress, psycho-educational testing, teacher observations, daily performance, and areas of strength and challenge. Students must meet prerequisites for chosen institutions and courses. Comparable courses to those offered at Currey Ingram may not be taken as a CIRI course option. Successful CIRI students are committed and motivated and can navigate course planning regardless of the Currey Ingram schedule and activities (i.e., Fall/Spring Break, Spirit Week, and Odyssey). Eligible students will be allowed to participate in one course each semester.

**Student Support**

The Academic Dean will support students in their online learning. Through regularly scheduled check-ins as well as individual meetings on an as needed basis, the Academic Dean will assist students in creating and maintaining a schedule for completing online coursework. Additionally, the Dea will serve as a liaison between the student/family and the online school in which the student is enrolled.

**Types of CIRI Courses**

CIRI courses will be either on-campus Advanced Placement (AP) courses or courses with online formats. Online course options range from a highly structured independent study, a teacher-led dual-enrollment (DE) course, or web-based AP course. Course timelines vary from semester-based courses, full-year courses, to self-paced options. The requirement for collaboration within the courses is diverse. While some courses have no collaboration, others incorporate discussion boards, and still other courses require students to work together to complete projects. An Honors designation will be placed on AP courses and DE courses and will count towards the Honors Diploma.

**Course Withdrawal for CIRI**

Withdrawing from a CIRI course follows the institutional guidelines of the course. All course change requests require a completed Course Change Form with appropriate signatures, including Academic Dean and Director of CIRI.
Transcript
CIRI courses will be displayed on the Currey Ingram transcript as COURSE NAME @ COURSE INSTITUTION (i.e., AP Calculus AB @ One Schoolhouse). Institutions that give numeric grades (ex. One Schoolhouse) will be associated with a letter grade and point value from the Currey Ingram grading scale. Institutions that give letter grades will translate to the Currey Ingram grading scale. Please refer to Grading Scale/Letter Grade Point Values.

Parent Partnership with CIRI
Even more than the Currey Ingram campus courses, students and parents should realize that CIRI courses require rigorous, daily preparation and dedication. The Upper School leadership requests special responsibilities and commitments from CIRI parents as well.

Tuition and Fees for CIRI Courses
When a CIRI course is chosen to fulfill a graduation requirement*, Currey Ingram assumes the total cost of the CIRI course tuition. (*Exceptions made for math courses.) Currently, Currey Ingram is awarding a stipend to each invited student annually. The award helps pay for CIRI course tuition, materials and fees. The parent assumes tuition costs beyond the awarded stipend. CIRI course tuition will be controlled through the Currey Ingram business office.

DANCES
Upper School dances are scheduled twice a year. The following guidelines will help ensure a successful event:

Homecoming & Prom
- Students in 9th through 12th grade are eligible to attend.
- Students are allowed to bring guests from another high school as long as they have completed and submitted the School Dance Permission Form prior to the dance.
- All guests must be of high school age. No middle school students will be permitted.
- No admittance will be permitted 30 minutes after the designated start time, unless the student has prior approval by US leadership.
- The event ends promptly at the designated time.
- All guests should be picked up no later than 30 minutes after the designated end time.
- Tickets will be sold at the door the night of the dance. Only current Currey Ingram US students in good standing may purchase tickets to the dance.
- Students and guests are expected to behave in a manner which shows respect for themselves and others. Students who violate this policy will be removed and their parent(s)/guardian(s)/advisor will be contacted. They will remain in the US Office until parents arrive or other action is determined by the staff/administration involved.
DRESS CODE POLICIES

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.

Students are required to follow the uniform guidelines during the school day Monday through Friday with special requirements on Mondays and Special Event days. Students who earn a dress code pass, will have a dress down day on Friday of said week. If they so choose, students may wear the Monday Dress Uniform on any day, but will only be required to wear it on Monday or special event days.

Guidelines for US Students*

- All clothing must be of appropriate size, worn modestly, and in good repair.
- 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 his/her face covering should it be deemed inappropriate.
- Shirts: Approved vendor (see Where to Find Uniform Items). Shirts are not to 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 (i.e., sweater vest). Undershirts worn under uniform shirts must not be visible beneath the uniform shirt. Undershirts must be free of logos, messages and graphic
- Belt: Any vendor: Brown or black leather belt that is either solid or braided to be worn with pants and shorts.
- Socks: Any vendor and style as long as they are not a distraction
- Shoes: Any vendor: Athletic style shoes or other shoes that are closed-toe (no zippers or shoes that pose a distraction to learning).
- Hair: must be clean and neat and not extreme in color or style. Hair accessories may not be extreme in style and should coordinate with the uniform colors. Facial hair should be neatly trimmed.
- Jewelry: Earrings are the only acceptable form of body piercing. Rings, posts, and plugs are permitted only through the ears. Jewelry may not be noisy or distracting.
- Gear issued from extra-curricular activities may be allowed with permission from US Leadership (i.e., basketball warm ups).
- Any clothing (including masks or face shields) that has the name/logo for another school is not permitted.
- Hats are not permitted inside school buildings.
- Currey Ingram athletic uniforms are not permitted as approved dress code attire (i.e., uniforms). Exceptions may be made by leadership in order to promote special events.
- Throughout the school year, Upper School students are encouraged to participate in College Day, Spirit Week, Henderson House Days and other events that will differ from standard dress code. Specific dress guidelines will be communicated to students and families prior to each event.

*If a student has special circumstances (e.g., sensory, sizing, allergies) and cannot wear the uniform material from Mills, please contact the Upper School Dean of Students.
Approved Clothing for Students who Identify as Female

**Tops**
- Short- or long-sleeved unisex gray, dark navy, or hunter green cotton/poly pique polo; short- or long-sleeved female fit gray, yellow, or dark navy cotton/poly pique polo; short- or long-sleeved female oxford blouse with button down collar and front pocket; Short sleeve, poly-wicking navy polo.
- Female students must have long- or short-sleeved oxford cloth shirt tucked in. Female students may wear pique knit shirts, poly-wick polo, or jersey knit shirts over skirts and pants.
- Female students may wear their shirts with only the top most button open.

**Bottoms**
- Female stretch-twill khaki skinny pants or twill khaki shorts; plaid box-pleat (regular) skirt (Skirt hem bottom should be no shorter than three inches from the top of the knee. Undergarments should not be exposed when a student bends over. The three-inch side of a standard 3” x 5” index card will serve as measurement); solid navy or solid hunter green tights or leggings that are either cable knit or opaque (from any vendor) may be worn under the skirt.

Approved Clothing for Students who Identify as Male

**Tops**
- Short- or long-sleeved unisex gray, dark navy, or hunter green cotton/poly pique polo; Short sleeve, poly-wicking navy polo. Shirts must be tucked in. Male students may wear the top most button undone on the white oxford short- or long-sleeved shirts on dress up days as long as it is not visible under the tie. Male students may wear the top most button open on Casual Uniform Dress Code days. If a shirt has collar buttons, they must be buttoned.

**Bottoms**
- Mills Khaki pants or shorts with twill flat-front.

Mondays and Special Event Days
All US students are required to wear the White long- or short-sleeved oxford cloth shirt with button down collar and front pocket. Additionally, beginning Monday, October 26, 2020, the navy quarter-zip mock collar sweater with school monogram is required to be worn over the oxford shirt.

**Female Students**
- **Bottom**: Plaid box-pleat skirt or the female stretch-twill khaki skinny pants
- **Tie/Bowtie** (Optional): Students may wear any tie/bowtie, as long as it is in good taste.

**Male Students**
- **Bottom**: Khaki pants (no shorts) - twill flat-front
- **Tie/Bowtie**: Students may wear any tie, as long as it is in good taste.

Dress Down Fridays
Fridays will be a Dress Down day for students who have earned it. Students earn this pass by being in dress code all week and having no infractions for said week. There is no fee for this earned dress code pass.

- **Bottoms**: Jeans, khaki pants, jean shorts, khaki shorts are permitted. Athletic pants, pajama pants, athletic shorts are not permitted. Shorts must be no shorter than three inches from the top of the knee. The 3” side of a standard 3”x 5” index card will serve as a consistent means of measurement. Female students are permitted to wear solid color leggings in place of pants only if a shirt/sweater is worn that hangs below the swimsuit bottom area.
- **Tops**: T-shirts, sweatshirts, long sleeve t-shirts, hoodies are permitted. Tank tops are not permitted. Female students are permitted to wear dresses. Dresses must be no shorter than three inches from the top of the knee. The 3” side of a standard 3”x5” index card will serve as a consistent means of measurement. Strapless dresses are not permitted.

- Clothing that promotes a political cause, alcohol, or drug product is not permitted.

- Clothing that exposes the midriff or undergarments is not permitted.

- Shoes must adhere to the dress code.

**Currey Ingram Outerwear**

US students are permitted to wear school-issued outerwear purchased in the Currey Ingram Spirit Store or from the approved vendor inside the buildings throughout the day. Non-Currey Ingram outerwear may be worn in the transition from the US to other buildings as weather or a student’s needs require (i.e., rain jackets, winter coats). However, non-Currey Ingram outerwear should not be worn inside the Upper School building. Blankets are not considered outerwear and are not permitted.

**Casual Dress within the Residence Hall and during Residential Life Events/Activities**

Casual Dress may be worn at meals, on weekends, and during evening free time for students that live on campus, as well as students who may be joining residential life events/activities. Students should always dress respectfully and remain respectful of the sensitivities of others. Clothing should not be too revealing in any way. Students are not permitted to wear:

- Clothing that is too short, too tight, too low cut, or exposing midriff;
- Pants that are short enough or low enough that undergarments are exposed;
- Clothing that advertises, promotes or displays alcohol, drugs, sex, or tobacco;
- Clothing that represents other secondary schools in the greater Nashville area; or
- Clothing deemed inappropriate by residential hall staff.

**Where To Find Uniform Items**

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

- **Mills Uniform Company**: The 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 Currey Ingram Spirit Shop**: Please check the website or your Division Office for hours of operation. Used uniforms are available for purchase as well as new outerwear items. Contact Christine McGill with any questions at (615) 507-3180, ext. 461.

**Dress Code Infractions**

If a student is found to be noncompliant with these guidelines, the following approach will be followed:

1. The student will be told, by Currey Ingram faculty or staff member, that their attire does not comply with Currey Ingram’s dress guidelines.
2. The teacher will email the infraction to the student and the Dean of Students.
   a. First dress code infraction of the week, the student will be asked to correct the infraction. If corrected, the student is given a “grace.”
   b. Second dress code infraction of the week, the student will correct the infraction and will lose the privilege of a dress code pass on Friday.
   c. Third dress code infraction of the week, the student will be required to attend an after-school session with the Dean of Students, which will include a School Service Project.
d. Any student who displays consistent and repeated noncompliance with the Currey Ingram Dress Code is sending a signal to the school that he/she may no longer be aligned with the Currey Ingram Community. US Leadership will meet with the student and parents, guardians, or advisor to determine what concerns might be present that keep the student from complying with the dress code guidelines.

**DRIVING POLICIES FOR STUDENTS**

Driving is a privilege for all students. To assure maximum safety by minimizing flow and speed of traffic on and off campus, each student must comply with the following rules and guidelines to obtain and retain the driving privilege.

- Students who live off campus and who need to acquire a TN driver’s license will pick up a compulsory attendance form from the US Main office signed by US Leadership.
- Only students who live off campus, possess a valid TN driver’s license, or are granted a hardship license by the state of TN may drive to school.
- Any student who lives off campus driving to school must have the appropriate insurance required by the State of Tennessee.
- Student drivers are required to demonstrate the highest standards of safety, respect, and responsibility on our campus. This includes parking in designated student parking, observing appropriate speeds, and observing appropriate volume of vehicle sound systems. Any violation of appropriate behavior may result in the student losing the privilege of driving to school or on campus.
- Students who drive to school and do not live on campus may not leave campus during the school day without written permission from the parent(s)/guardian(s), nor are they allowed to visit their cars during the day without permission from a teacher or administrator.
- After completing the Student Driver Form on MyCIA, student drivers who do not live on campus are required to obtain an assigned numbered parking space from the Dean of Students. There will be a $10 fee for the space that will cover the immediate school year and will be added to the student’s Smart Tuition account.
- Students are required to park in their assigned space during the school day.
- Students are only permitted to transport other students if their license allows them to transport other students and proper permission has been given. It is the student driver’s responsibility to abide by their license privileges.
- Currey Ingram leadership reserves the right to alter or amend these requirements, to refuse to grant the privilege of driving to school to any student, and to revoke driving privileges when deemed necessary.
- Students who live on campus are not allowed to have a vehicle until they are upperclassmen in good standing and received proper permission from parent(s)/guardian(s)/advisor and Residential Life staff.
EXAMS

Semester exams/projects will be given only at the end of each semester with the following guidelines:

● Semester exams/projects will calculate as 20% of the semester grade.
● Semester exams/projects will assess only the current semester’s content. Exams in Math and World Language may include applicable cumulative skills and content to demonstrate mastery.
● Students must take semester exams during the scheduled time, and students may not take a semester exam early.
● Students who fail a semester exam may retake the exam if they had a passing grade in the class prior to taking the exam. All semester exam retakes must occur within 30 days of the original exam.

Exam Exemption Policies

Meeting the criteria listed below does not automatically ensure that a student will be exempt from an exam. Specific courses require that students must take semester exams. The student’s teachers will inform students if an exam is not exempt. Below are the guidelines for exemptions:

● Students may be exempt from their final exam if they have a 96 semester average going into the semester exam, and they fulfill attendance criteria.
● Students may be exempt from an exam if they have accumulated no more than four absences in the class for the semester (this excludes school-related activities such as college visits, fine arts, field trips, and athletics events).
● Students having a 96 average going into the final exam and meet the attendance requirements, it is each student’s responsibility to ask the teacher if he/she may be exempt from the semester exam.
● Each student may be exempt from a maximum of two courses each semester.

EXECUTIVE FUNCTION (EF)

Research on the developing brain has identified a set of skills that are essential for school and life success. These skills are referred to as executive function skills. Executive function relies on three types of brain functions: cognitive flexibility, working memory and inhibitory control. The three work together to engage in goal-directed thought, action, and emotion.

The Upper School faculty maintains a growth mindset when helping students to build executive function skills. We believe that all students can improve these skills through instruction, practice, experience, and repeated problem solving. Since EF skills are not fully developed until the mid-20’s, these skills will continue to be taught and practiced during a student’s high school years.

Through the Upper School Seminar Program, students will build their executive function skills necessary for success in high school and post-secondary life. In Seminar, students will become goal-directed learners by receiving instruction in approaches to setting goals, planning, and reflecting on their progress. Strategies, skills, and habits learned in Seminar will be reinforced and applied in subject area courses.
EXPLORE COURSES

As Frances E. Jensen, M.D., Neuroscientist at the University of Pennsylvania, has stated, “during the teen years is the time to identify strengths and invest in emerging talents.”¹ Thus, the Upper School will be offering three Explore courses to enrich students’ strengths and talents. Explore class offerings cover a wide variety of topics and are non-graded. Students are encouraged to explore not only areas of interest but also to consider topics that may be new. Selection for Explore courses will be made at the beginning of each semester.

FEES, SUPPLIES, AND MATERIALS

Laptops
Each student will be issued a laptop at the start of the school year, which is to be utilized as a learning tool. Laptops that are damaged or need repair should be turned in to the US office. Unless permission is granted, computers are required to remain at school during the summer.

Planners
Currey Ingram will provide students with academic planners, either paper or digital. These planners are required of all students and will become a part of the Upper School’s Executive Function instruction in Seminar class.

School Supplies
Students are required to purchase the following school supplies before school starts and may need to replace supplies throughout the school year. Teachers may request additional supplies.

- Notebook paper, graphing paper, pens, pencils, and multi-colored highlighters
- TI-83 or TI-84 calculator and extra batteries
- Headphones or earbuds
- Facemask or face shield
- Binder(s) for Grades 10-12: choose to purchase a binder that is two inches or larger with dividers or a smaller binder for each class
- Binder for Grade 9: the school will provide freshmen with a 2” binder. If a freshman would prefer a zipped two-inch binder, the family will need to purchase it.

Textbooks
Families will be billed through Smart Tuition for the price of required textbook and workbook purchases or rentals. In some classes, families will be provided the option to purchase a physical copy of the textbook and/or an online version of the textbook. A list of these fees will be sent at a later date.

Fitness and Tennis Gear
All students taking a Fitness or Tennis elective class are required to dress out for class. Students should wear appropriate workout clothing such as t-shirts, gym shorts and athletic (tennis) shoes. Students should bring their own tennis racket for tennis class.

Photography
All students taking the Photography elective class are required to have a camera and extra batteries.

Fees
Some classes will require fees for materials and textbooks. A list of these fees will be given to families during the August conference.

FIELD TRIPS & SCHOOL-SPONSORED ACTIVITIES

Field trips and school-sponsored activities are an integral part of the Currey Ingram’s multi-sensory curriculum and Residential Life initiative. All students will participate in field trips as scheduled; however, during the fall semester, no field trips will be planned due to COVID-19. Currey Ingram students in every grade participate in field trips and quality programs that lay the foundations for a heightened understanding of others, an appreciation of differences, and a knowledge of qualities shared by all people. Students who live on campus will be required to attend some weekday/weekend activities, and students who live off campus are invited to join Residential Life sponsored events.

Odyssey Trips
Spring Trips include components of our curriculum and support student ILPs by promoting self-advocacy, building and sustaining healthy peer relationships, and encouraging appropriate time management, organizational skills and problem-solving. Spring trips provide an extension of the classroom experience, giving students an opportunity to select a topic of choice to study more deeply.

International Trips
International Trips are offered by invitation only, exclusively to rising sophomores, juniors, and seniors. International travel opportunities require that students demonstrate exceptional behavior and high levels of independence. On a cyclical basis, trips will focus on specific subject areas to provide students with a vast array of experiences including Spanish Language, Arts, History, and Science.
GIVING TO CURREY INGRAM

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 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.

GRADING IN THE UPPER SCHOOL

At the end of each semester, each student will have a semester grade point average (GPA). It will be calculated with the standard 4-point system used by most colleges and universities. At the end of each academic year, each student will have a cumulative grade point average. This will be determined by averaging all grades earned for high school credit at Currey Ingram. Cumulative GPAs are recorded on students’ official transcripts. Official transcripts will be sent to the schools or colleges where a student is sending an application for admission.

College level courses (Advanced Placement, Dual Enrollment) are weighted to reflect the rigor of the course. Passing grades in these courses receive an extra GPA point when overall GPAs are calculated.
Extra Credit Policy
While a student may have an opportunity to resubmit an assignment or assessment for a course, Currey Ingram does not offer extra credit for the purpose of increasing a semester grade. For re-submissions, the student must have attempted to follow the guidelines of the original assignment.

Final Grades in Math and World Language
Math and world language classes are different from other academic disciplines because of the cumulative aspect of the curriculum. Therefore, if a student fails the first semester of a math or world language class but passes the second semester with a 70 or above, the student will receive full credit for the class. However, the first semester grade will not be changed on the official transcript. The second semester grade will not replace the first semester failing grade in the cumulative grade point average.

Grades: Where are they?
Students and parents may check a student’s progress via the parent and student portals on My CIA. If there is a concern about a student’s grade, the parent or student should contact the course teacher.

Grading Policies
● All semester grades are recorded as numerical grades except in select Pass/Fail courses.
● Grade calculation details for high school courses are outlined in each teacher’s course syllabi.
● A transfer student’s courses and grades will not be loaded onto the student’s Currey Ingram transcript nor calculated in the student’s Currey Ingram GPA. Transcripts from all high school credit awarding institutions will be sent along with their Currey Ingram transcript at the time of college application.
If a student repeats a semester of a course due to failure, both the failing grade and the passing grade will be reflected on the transcript and calculated into the GPA. The student will receive credit for the successful semester.

Currey Ingram issues report cards at the end of each semester, and they are available to parents and students via My CIA. Grades on report cards will reflect the actual numeric grades earned in courses.

Grading Scale/Letter Grade Point Values

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 - 100 A</td>
<td>4 points</td>
</tr>
<tr>
<td>80 - 89 B</td>
<td>3 points</td>
</tr>
<tr>
<td>70 - 79 C</td>
<td>2 points</td>
</tr>
<tr>
<td>60 - 69 D</td>
<td>1 Point</td>
</tr>
<tr>
<td>0 - 59 F</td>
<td>0 Points</td>
</tr>
</tbody>
</table>

Sample Report Card

GRADUATION REQUIREMENTS

Students are required to complete 22.5 credits to be eligible for a Currey Ingram Upper School diploma.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 credits (4 years)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 credits (3 years)</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3 credits (3 years)</td>
</tr>
<tr>
<td>Science</td>
<td>3 credits (3 years)</td>
</tr>
<tr>
<td>World Language**</td>
<td>2 credits (2 years)</td>
</tr>
<tr>
<td>Health**</td>
<td>0.5 credit (1 semester)</td>
</tr>
<tr>
<td>Financial Literacy**</td>
<td>0.5 credit (1 semester)</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1 credit (variable)</td>
</tr>
<tr>
<td>Fitness/Athletics</td>
<td>1 credit (variable)</td>
</tr>
</tbody>
</table>
Senior Capstone Project 1 credit  
Electives 3.5 credits  
Service Learning (30 hours) 0 credit - required for graduation

*While three credits of math, science and social studies are required for a Currey Ingram diploma, Currey Ingram recommends that students planning to attend a four-year university earn four credits in these subject areas during the high school years.

**Under certain circumstances, this requirement may be waived with approval from the Currey Ingram Academic Dean.

Graduation Requirement Notes
1. Required courses are listed above.
2. Students earn semester credit in a high school credit course with a final semester grade of 60 or above.
3. Transfer students’ credits earned at another high school will not be added to their Currey Ingram upper school transcript. When applying to colleges, all high school transcripts will be sent to the universities.
4. A minimum of two World Language credits in the same language is required. (This requirement may be waived by the Academic Dean for certain learning differences).
5. Transfer students may have variations in courses and subjects but must earn the required number of credits for their graduating class.
6. Fitness/athletics credit may be earned by completion of a Currey Ingram athletics course (0.5 credit per sport), or completion of a pre-approved athletic activity not offered at Currey Ingram (Fitness Credit Verification Form required).
7. Fine Arts credit must be earned by successful completion of a Currey Ingram Upper School Fine Arts course.
8. Highly selective colleges and universities require competitive academic accomplishments for admission. Therefore, students are encouraged to consider the following recommendations: honors level courses, at least three credits of World Language, at least four credits in core courses, and involvement in additional courses/activities of interest.
9. Currey Ingram Upper School requires all seniors to perform 30 hours of service-learning. These hours can be completed starting in the summer before senior year and must be completed two weeks prior to graduation.

Class Ranking
A traditional ranking system provides an inaccurate comparison of Currey Ingram graduates to students from larger schools. Therefore, Currey Ingram only provides a numeric rank (based on the high school cumulative GPA) for the top two students in the senior class, in order to determine Valedictorian and Salutatorian. See Honors/Awards to see full eligibility for Valedictorian and Salutatorian.
HEALTH & MEDICATION INFORMATION

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.

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
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 mentor**: Parents will contact teachers and mentors 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 - field trips where lunch is provided
  - End of Year field days

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

**Diabetes**

Our staff takes a team approach to caring for the unique needs of diabetic students. In addition to having a trained Registered Nurse on staff, multiple people within a Division are trained to assist with the care of students with diabetes. As each diabetic has unique needs and guidelines to follow, we ask that the parent/guardian provide the nurse with a current care plan from their primary care physician or diabetic care clinic prior to the start of school. Unless otherwise instructed, this care plan will be the daily reference for our school personnel to assist our diabetic students with their care. Parents will be required to provide and maintain any supplies that may be needed on a daily basis including, but not limited to, lancets, needles/syringes, insulin, glucose tablets, or other snacks and juices for low blood sugar, urine ketone strips, Glucagon injections, test strips and meter, etc. Parents of students with diabetes are strongly encouraged to meet with the School Nurse prior to the start of school to discuss their child’s plan and any unique needs for the school year.
Head Lice
Head lice do not pose a serious health risk, but they are a nuisance and can result in unwanted absences from school. Therefore, students may be screened for head lice during school hours only if there is a reported or suspected case of lice. This lice screening involves assessing the “hot spots” for lice (crown of the head, behind the ears, nape of the neck) and will be performed by the School Nurse. If a student is found to have live lice, the student will be asked to be picked up by a parent. If a student is diagnosed with lice or nits, her parents are encouraged to notify other families that have come in close contact with their child in the prior three weeks. If you find evidence of lice, check other children in your family as a precaution. For further information, you may want to consult your pediatrician.

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

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

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

Serious Injuries and Illnesses
In the unlikely event of an injury or serious illness, parents will be contacted. In some situations, 9-1-1 may be contacted as well. Thus, parents must supply emergency contact numbers for themselves, as well as other contact names and numbers in the event a parent cannot be reached. When leaving town, parents must also send a note or email their child’s Division Head indicating who is responsible for the student in their absence. The school will notify the designated emergency contact if further medical attention is needed. An accident report will be completed and placed on file in the Nurse’s office.
Student Illness
If a student comes to school with a medical condition (e.g., bladder infection), a note or email should be sent to the teacher, School Nurse, and/or Division Administrator. If a student becomes ill with any of the illnesses listed below, or at the discretion of the School Nurse, the student’s parents will be notified and will be required to pick the student up from school:

- Vomiting and/or diarrhea – may return 48 hours after symptoms subside
- Fever of 100° degrees or higher – may return after student has been fever-free for 48 hours
- Strep-Throat – may return after 24 hours of antibiotic treatment
- Infection – may return after 24 hours of antibiotic treatment
- Pink Eye – may return after 24 hours of antibiotic treatment and eye discharge is gone
- Head Lice – may return accompanied by a written statement from the student’s physician or a lice-treatment center stating the proper treatment has been administered and that the student is free of lice and nits
- Fifth’s Disease – may return after nasal discharge is gone
- Flu - may return accompanied by a written statement from the student’s physician stating the date of return. (However, the Center for Disease Control states that most healthy individuals may be able to infect others beginning one day before symptoms develop and up to seven days after becoming sick.)
- Any other unusual or unexplained symptoms – Please have your child examined by his/her primary care physician.
- NOTE: Please refer to the COVID-19 Addendum regarding protocols for students who have COVID-19 symptoms or register a 100° or higher temperature.

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

If your student is diagnosed with a concussion, he or she will be held from all activity (including involvement in sports) until a physician releases him or her for activity. You must provide a physician's order stating what academic limitations your student should have. This information will be shared with the student's Division Head and teachers with additional recommendations for comfort measures for the classroom (i.e., dim lighting, limited screen time). In order for restrictions to be removed and for a student to return to normal academic routines and activity, a physician's note must be provided.

Currey Ingram Academy abides by the Center for Disease Control's "HEADS UP" recommendations for concussion/head injury (https://www.cdc.gov/headsup/index.html).

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

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.

HOMEWORK

In 2006, Duke University Professor, Harris Cooper, completed a meta-analysis on the topic of homework. He found that achievement improved when students completed homework. However, he found a weaker relationship between homework and academic performance for the lower grades and a much stronger correlation in grades seven through 12.\(^2\) In John Hattie’s meta-analysis, the effect size for secondary students was 0.64 (strong).\(^3\) Using these analyses, we can conclude that homework completion for Upper School students has an excellent effect on academic performance.

Based on this evidence, Upper School teachers will continue to assign homework; however, they will consider these factors when doing so.

1. Teachers will consider the ability of students to work independently and design the homework with the goal that students will be able to complete it.
2. Teachers will assign homework that is realistic for the student’s age and skill levels, and recognize that too much homework diminishes the positive effects on achievement. We recommend approximately 1 1/2 to 2 hours per night for high school students.
3. Teachers will provide feedback to the student on the homework assignment.

Homework serves two basic purposes. First, it is an important component of learning, understanding and applying specific academic skills. Second, homework establishes and improves daily work habits, personal discipline, and organizational competence so that these become permanent life skills.

Students who have missing assignments from the previous week, will attend a “Help Session” on Monday afternoon from 3:30 - 4:30 p.m.

HONORS/AWARDS

Valedictorian and Salutatorian
Designation of Currey Ingram’s Valedictorian and Salutatorian Awards shall be based on cumulative high school GPA at the end of a student’s senior year. The Valedictorian and Salutatorian are those students

\(^2\) [https://time.com/4466390/homework-debate-research/](https://time.com/4466390/homework-debate-research/)

\(^3\) [http://www.teacherstoolbox.co.uk/T_effect_sizes.html](http://www.teacherstoolbox.co.uk/T_effect_sizes.html)
who have completed grades 9–12 at Currey Ingram, have earned an Honors Diploma and who hold the highest and second highest GPAs respectively.

**Honors Graduates**

Currey Ingram designates Honors Graduates as those students who have successfully completed a minimum of six honors courses during the student’s high school career at Currey Ingram. Advanced Placement and dual credit courses also count toward the honors course requirement. With approval of the Academic Dean, advanced courses completed outside of Currey Ingram may count toward the honors course requirement.

**Perpetual Awards**

- **Integrity Award**
  Granted to the student who consistently portrays outstanding emotional, intellectual and moral character.

- **Most Improved Student Award**
  granted to the student who makes the most significant improvement in their academic performance.

- **School Spirit Award**
  granted to the student who continually demonstrates enthusiastic support for Currey Ingram.

- **Shannon Rose Grady Award**
  granted to the student who has, without fail throughout one’s entire high school career, exhibited respect as well as kindness to others and in addition, has been punctual, conscientious and trustworthy.

- **Nancy R. Hill Perseverance Award**
  granted to the senior student who consistently exhibits dedication, steadfastness and outstanding work ethic.

- **Outstanding Capstone Award**
  granted to the senior whose Capstone embodies excellence in the scholarly pursuits of researching, writing and public speaking.

**HONORS LEVEL COURSES**

Currey Ingram offers a wide variety of honors courses throughout the curriculum for students interested and capable of taking on a more challenging course load. Honors courses are distinguished by targeting the following criteria: advanced curricular material and topics; advanced analytical reasoning and critical thinking skills; and higher-level problem solving and decision-making.

- A high school credit course at the honors level recognizes an "above and beyond" commitment on the part of the student.
- Individual course descriptions note eligibility requirements.
- Summer reading assignments and/or projects may be required in some honors level courses.
ID BADGES

To promote responsibility and safety and enhance education and extracurriculars, students in grades 9-12 will be issued personal access ID badges. These badges will be distributed at the start of the school year, and are to be used by the assigned owner only. ID badges should be carried or worn by students daily and will allow students access during certain hours of the day and to all Upper School doors, Frist Hall Dining Hall and Grand Lobby, and the Field House. Students that live on campus will also have access to the Residence Hall. Schedules of access will be provided to students with their badges. All entry attempts on campus will be electronically recorded, including failed attempts, and are subject to inspection by Currey Ingram’s facility maintenance team and school administration. Students may be asked periodically to produce their access ID badges. If unable to produce the badge within 24 hours, a badge will be considered lost. Students are permitted one replacement access ID badge for a lost/misplaced/stolen card free of charge. Upper School Leadership then reserves the right to charge a fee of $15 for issuing replacement access badges, billable through Smart Tuition.

INDIVIDUALIZED LEARNING PLANS (ILP)

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

ILP goals will be written in the areas of Executive Function, Academic Classes, Literacy Lab, Written Language Lab, Math Lab, Elective Classes, and any other area that is needed. Progress toward meeting these goals will be shared by the student in the Student-Led Conference.

ILLNESS

See information under the “Health & Medication Information” section in this handbook.

LEGAL MATTERS

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.)

Drug and Alcohol Prevention Policy/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 for Drugs and Alcohol
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 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. All students are subject to drug testing. 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 drug testing may occur 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 me, 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.

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.

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.

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.)

LIBRARY SERVICES

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.

Monday 7:45 a.m. - 4:30 p.m.
Tuesday 7:45 a.m. - 4:30 p.m.
Wednesday 7:45 a.m. - 2:00 p.m.
Thursday 7:45 a.m. - 4:30 p.m.
Friday 7:45 a.m. - 4:00 p.m.
Students will have access to the library as needed during class times as well as during specified or approved times. Please adhere to the following guidelines when using the facilities.

Respect others who are working in the space
- Choose appropriate spaces for the work you are doing.
- Keep all audio muted or use headphones.
- Maintain quiet conversation levels at all times.

Respect the space
- Furniture has been arranged for social distancing and should NOT be moved.
- Books used in the library, but not checked out, should be placed in one of the bins located around the library.
- Clean up any personal items - don't forget your charger.
- Do not leave any trash behind.
- Food is not permitted in the library.
- Sodas and other beverages are allowed if they have a lid (i.e., no cans).
- Water that is in a container with a lid is allowed.

LOCKERS
Each US student is assigned a locker at the beginning of the school year.
- Students are expected to notify US faculty and staff of any damage to the locker immediately.
- Students are not permitted to use any locker other than the one assigned.
- Open food and beverages without lids are not allowed in lockers.
- Students are not permitted to go into another student's locker.
- Students are responsible for cleaning and emptying their locker at the end of the school year or will be subject to a $10 cleaning fee.

MEDICATIONS
See "Health & Medication Information" Section in this handbook.

MENTORING
Each student is assigned a faculty mentor. Grade-level mentoring groups meet multiple times a week. The overall goal of the mentor/mentee program is to establish meaningful and supportive relationships between students and faculty. Upper School teachers serving as student mentors play a key role on the front lines of fostering the targeted strengths, skills, and mindsets by helping students set personal goals and monitor their own progress. Mentors provide students with accountability and encouragement for achieving their goals.
NATIONAL HONOR SOCIETY

Students can qualify for National Honor Society during 10th, 11th, and 12th grade based on their cumulative GPA at the end of semester one. Students must have at least a 3.5 cumulative GPA to qualify for National Honor Society.

In addition to the student maintaining a GPA of 3.5 or higher, a student must demonstrate leadership, character, and service. The student’s leadership and character will be evaluated by teachers and administrators. The student’s service will be evaluated by the National Honor Society’s faculty sponsors based upon the student’s participation in required National Honor Society service projects. The Currey Ingram National Honor Society requires 10 additional service hours each year to remain in good standing with the NHS.

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@currey Ingram.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@currey Ingram.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@currey Ingram.org.

**PSYCHOEDUCATIONAL TESTING**

Currey Ingram requires a psychoeducational re-evaluation of each student’s cognitive and educational functioning at least once every three years. A licensed psychologist or licensed psychological examiner must complete a psycho-educational 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 student’s Division Head who will distribute to teachers. Once the assessment has been completed, parents should provide the Division Head with the completed report. Results will be reviewed to determine if changes or additional services should be implemented at Currey Ingram.

Recommended locations for the psychoeducational evaluation include the following:

- 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 at Currey Ingram can complete this type of assessment. To request this assessment through the Diagnostic Center, call (615) 507-3171.
- These are other licensed providers in the community who can complete these assessments. For assistance in locating a diagnostician, contact your student’s Division Head.
SAFETY PROCEDURES

Covid-19 Pandemic
During the Covid-19 pandemic, the Upper School will follow the safety standards set forth in the school policies in the addendum to this document and in the formal printed material.

Elevator Use
In a typical year, the elevator in the Upper School may only be used by seniors (senior privilege) or with prior approval (i.e., injury). Students who are on crutches, in wheelchairs or have a medically documented reason for not climbing stairs may have one assigned student to assist with belongings. During the Covid crisis, the elevator will only be used by those with an injury or a disability.

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

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

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

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

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

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

**Evacuation/Emergency Procedures**

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

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

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

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

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

**SERVICE LEARNING**

Volunteering for community service provides an opportunity for students to develop interpersonal and organizational skills, enhance self-esteem, and gain an understanding of important social issues. Therefore, Currey Ingram Academy Upper School requires all seniors to perform service-learning. Our goal is to help students develop a habit of volunteering and to assist them in finding the most meaningful service opportunities possible. Seniors shall complete a minimum of 30 hours of service during the summer before their senior year and before April 2021.

**SOCIAL-EMOTIONAL LEARNING**

Social-Emotional Learning (SEL) refers to the process through which individuals learn and apply a set of social, emotional, behavioral, and character skills required to succeed in schooling, the workplace,
relationships, and citizenship⁴. To fulfill the goals inherent in SEL, Currey Ingram selected the RULER approach that was developed at the Yale Center for Emotional Intelligence. RULER is used across all grades and with all students. The knowledge, attitude and skills taught and reinforced in RULER are as follows:

- R-Recognizing emotion in self and others
- U-Understanding the causes and consequences of emotion
- L-Labeling emotions accurately
- E-Expressing emotions in helpful ways
- R-Regulating emotions effectively

One goal for using RULER is to improve the quality of school interactions so that the school culture is supportive, empowering and engaging. This is accomplished by integrating skill-building lessons and tools so that teachers and students further develop their emotional intelligence. The Upper School curriculum is divided into four years, with each year containing 20 lessons that will be taught in Seminar classes.

Through research, RULER has been shown to help students be less anxious, exhibit fewer attention problems, improve their academic performance, and have greater leadership skills. Teachers have been shown to be more engaging, supportive, and effective in RULER schools. Classrooms also have more positive climates and less bullying. Because RULER is a Tier One Social-Emotional Learning Program, some students may need greater support than this model offers. Thus, additional interventions will be recommended in these situations.

### STANDARDIZED TESTING

Currey Ingram administers standardized tests to Upper School students to assess students' academic progress, to allow Currey Ingram to assess the quality of its educational programs, and to prepare students for college admissions tests.

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<th>Freshmen</th>
<th>Sophomores</th>
<th>Juniors</th>
<th>Seniors</th>
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<td>PreACT or PSAT*</td>
<td>ACT**</td>
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<td>Spring</td>
<td>Stanford Achievement Test</td>
<td>ACT</td>
<td>Capstone</td>
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- The Stanford Achievement Test, 10th Edition is a standardized test designed by Pearson to measure the academic progress of students.
- PreACT: The PreACT provides students with a structured testing environment similar to what they will experience when taking the ACT, ACT test-quality questions, and predictive scores on

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the familiar 1–36 scale. This helps students get comfortable with the test and understand how they’re doing in core subjects.

- **PSAT/NMSQT**: The National Merit Scholarship Program is an annual academic competition among high school students for recognition and college scholarships. The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is the qualifying test for entry to the National Merit Program. *The PSAT/National Merit Scholar Qualifying Test is offered in the fall of Junior year by invitation.*

- **ACT**: The American College Testing (ACT) test is a national college admissions examination. It is a curriculum-based education and career-planning tool for high school students that assesses the mastery of college readiness standards.

**STUDENT PLANNING PROCESS**

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

1. Parents give all requests for transcripts and letters of recommendations that are required for admission into another school to the Division Head (not teachers) or to the Admission Office. 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.

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

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

2. At the time of registration, provide copies of evaluations and any medical needs.

3. You may want to ask for a meeting with the school’s principal or school psychologist to share your information and concerns.

4. Once your child has been enrolled and school begins, you may request a General Referral or a referral to begin the RTI process if there are concerns about a learning disability in reading, math or written expression to formally share your concerns.

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

**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.

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

To request an official transcript be sent to an academic institution, please use the Transcript Request Form found at:
https://www.curreyingram.org/page/Academics/Upper-School/College-Counseling/Transcript-Request-Form

UPPER SCHOOL DAILY SCHEDULE

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During the COVID crisis, dismissal times will be staggered:
- Seniors - 3:25 p.m.
- Juniors and Sophomores - 3:30 p.m.
- Freshman - 3:35 p.m.

VISITING STUDENTS TO THE UPPER SCHOOL

Visiting students are most often students who are actively involved in the admissions process. During the COVID crisis, no visitors are permitted in the Upper School other than those in the admission process. All student visitors must report to the Upper School office when first arriving on campus.
VISITORS TO THE RESIDENCE HALL

Visitors to the residence hall of any type (CIA students, non-CIA students, family/friends) will need to be approved by Residential Life staff. All visitors must follow the guidelines of the Residence Hall throughout the visit and are subject to consequences should behavior unaligned with the Currey Ingram community be observed or proven once reported. During the COVID crisis, no visitors are permitted in the Residence Hall.

The Currey Ingram Academy leadership reserves the right to alter or amend these guidelines, policies and procedures based on individual student circumstances.
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<tr>
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<tr>
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</tr>
<tr>
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Reid McFadden, Associate Athletic Director Grades 5-12, (615) 507-3187
Ty Avolio, Director of Tennis, Grades K-12, (615) 507-3180, ext. 262
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Billing (Business) Office
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Christine McGill, Director of Events and Logistics, (615) 635-0253

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Annette Eskind Institute of Learning and Neuroscience and Education Symposium
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Currey Ingram Parent Organization (CIPO)
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Dress Code
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ACCREDITATIONS AND MEMBERSHIPS OF SCHOOL & FACULTY

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 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 faculty and staff are individual members of many organizations, including:
Academy of Orton Gillingham Practitioners and Educators
American Art Therapy Association
American Council for International Studies (ACIS)
American Counseling Association
American Occupational Therapy Association
American Psychological Association
American School Counselors Association
American Speech-Language and Hearing Association
Archaeological Institute of America
Association for Middle Level Education
Association for Supervision and Curriculum Development
Association of College Counselors in Independent Schools
Association of Independent School Librarians
Basketball Coaches Association of Tennessee
Cheekwood
Council for Exceptional Children
Frist Center for Visual Arts
Geological Society of America
Habitat for Humanity Williamson County
International Dyslexia Association
International Literacy Association
International Society for Technology in Education
International Thespian Society
John Maxwell Group of Leadership Coaches
Middle Tennessee Math Teachers
Nashville Area Association for the Education of Young Children
Nashville Area Beekeeping Association
Nashville Coaching Coalition
Nashville Sports Council
National Art Education Association
National Association for the Education of Young Children
National Association of College Admission Counseling
National Association of School Nurses
National Association of School Psychologists
National Board for Certification in Occupational Therapy
National Board of Certified Counselors
National Council for Geographic Education
National Council of Supervisors of Mathematics
National Council of Teachers of English
National Council of Teachers of Mathematics
National Education Association
National Federation of State High School Associations Coaches Association
National Federation of the Blind
National Interscholastic Athletic Administrators Association
National Park Service
National Science Teachers Association
Southern Association of College Admission Counseling
Structured Literacy/Dyslexia Interventionist Certification through the Center for Effective Reading Instruction
Tennessee Academic Coaches Association
Tennessee Alliance for Health, Physical Education, Recreation and Dance
Tennessee Art Education Association
Tennessee Art Therapy Association
Tennessee Dept. of Health Nursing License
Tennessee Dept. of Health OT License
Tennessee Dept. of Health SLP License
Tennessee Interscholastic Athletic Administrators Association
Tennessee Licensed Educator
Tennessee Licensed Professional Counselors
Tennessee Math Teachers Association
Tennessee School Librarians Association
Tennessee Science Teachers Association
Tennessee Dept. of Education Professional School Service License
United States Tennis Association
Yoga Alliance