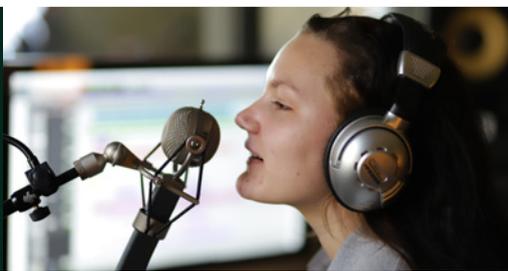


CURREY INGRAM ACADEMY
RESIDENTIAL LIFE PROGRAM

GRADES 9-12



**New Beginnings.
Endless Possibilities.**

WHY CURREY INGRAM ACADEMY

Currey Ingram Academy provides an individualized approach to teaching and learning because we know that each student learns differently. Our school's program is intentionally designed to promote students' strengths and support their differences.

Residential Life (Boarding) at Currey Ingram Academy continues the mission of the day school program by supporting and empowering students with learning differences to achieve their fullest potential - academically and socially - within an environment that fosters holistic student development.

BENEFITS OF BOARDING

Within a safe residential learning environment, students are instructed to be present, prepared, and proactive. These elements are explicitly defined and taught within an evidence-based residential life curriculum that is intentionally designed for students with learning differences to develop and enhance pragmatic and executive function skills.

- Well-rounded, extended academic support throughout the school day and into the evening and on weekends
- Fun, socially-driven experiences during the week and over the weekend
- Independence and responsibility within the intentional structure of residential life necessary for a successful transition to college and beyond
- Core life skills through social-emotional learning as part of the residential life community
- Deeper relationships and life-long friendships developed living within a residential life community

HOW WE EDUCATE

- Evidence-based curriculum
- Individualized Learning Plan
- Personalized academic instruction
- College preparatory
- 1:5 teacher-student ratio
- Executive Function (EF) skill development
- Pragmatic skill development
- Social-Emotional Learning (SEL) development



HOW WE SUPPORT STUDENTS ACADEMICALLY

Based on our students' learning profiles, some of the instructional practices and academic supports included in the Upper School are:

- Extended time for assessments
- Scaffolding and supplemental notes
- Interactive math notebooks
- Social-Emotional Learning curriculum
- Executive Function goal development
- Office Hours with faculty, four times a week
- Mentors Groups
- Literacy Labs (for students with dyslexia or language processing deficits)
- Math Lab (for students with a math disability or who find math challenging)
- Writing Lab (for students who need additional support in written expression)
- Movement breaks
- 1:1 technology

HOW WE SUPPORT STUDENTS WITH LIFE SKILLS

Through our very intentional residential life curriculum, we integrate Executive Function skills (organization, time management, self-advocacy, etc.), pragmatics (conversational skills, making new friends, building community), and social-emotional development skills (mindfulness, stress tolerance, balance, etc.) into daily living expectations.

At Currey Ingram, we recognize the crucial role that Executive Function (EF) plays in becoming a successful person at school and in life. EF is a set of core self-regulatory skills required for deliberate, goal-directed problem solving. Strong EF skills make it possible for individuals to pay attention, think flexibly, keep information in mind and resist distractions. We do know that with intentional practice, these skills are malleable and trainable. Currey Ingram faculty and staff share a collaborative goal of helping all students improve in this area. We recognize that when EF skills are strong, students have greater academic success, better self-regulation skills, and deeper peer relations.



We also believe that social-emotional learning (SEL) plays a critical role in student success. Currey Ingram Academy has adopted the RULER program, an evidence-based approach to teaching SEL, from the Yale Center for Emotional Intelligence. Through research, RULER has been shown to help students be less anxious, exhibit fewer attention difficulties, improve academic performance and have greater leadership skills.

DORM LIVING -- HOME AWAY FROM HOME

Residential Life at Currey Ingram does not just provide students with a place to sleep and study. Residential Life is about the ultimate student experience, life within and beyond the classroom. On campus, students will enjoy every inch of our peaceful 83 acres. On any given afternoon, students can be found walking or jogging on the trails, throwing frisbees on the quad, or reading on benches scattered throughout campus. Some will be rehearsing for Bandfest on the quad, while others are photographing the creek and rolling hills for photography class.

Afternoons are also filled with a strong varsity and club athletics program, service learning opportunities, and an array of other arts and activities specifically designed to promote growth and collaboration within the Currey Ingram community for all students.

Weekends offer extended opportunities for guided exploration of our surrounding area, which includes Nashville, just a mere 10 minutes away. With live music, professional and college sports teams, 12,000 acres of parks and greenways, and rich local and national history, the Nashville area is an ideal location to be a student.

WHO WE SERVE

Our Upper School program serves students in grades 9-12 with average to superior intelligence with learning differences, particularly in reading (dyslexia), writing (dysgraphia), math (dyscalculia), memory (long-term and working), processing speed, ADHD, executive functioning challenges or other learning differences that prevent academically capable students from achieving success in an educational setting.

WHO WE DO NOT SERVE

Currey Ingram does not serve students with intellectual disabilities and is not an appropriate environment for students with emotional-behavioral disorders.



FOR MORE INFORMATION

To learn more about our dynamic Residential Life program, visit www.curreygram.org/boarding or call 615-507-3242.



Currey Ingram Academy | 6544 Murray Lane | Brentwood, TN 37027
www.curreygram.org

Currey Ingram Academy does not discriminate on the basis of race, gender, sexual orientation, religion, color, national or ethnic origin, age, disability or military service in its administration of educational policies, programs or activities, its admission policies, financial aid programs, athletic programs or employment.