Lower School

2026-27 STUDENT HANDBOOK

BATTLE GROUND ACADEMY · FRANKLIN, TENNESSEE

BATTLE GROUND ACADEMY

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Once you have read this handbook, please sign the handbook agreement form in Magnus.

SECTION 1

Academic Program

Battle Ground Academy offers a dynamic academic program that values learning through inquiry, emphasizing mastery of foundational skills balanced with critical thinking and problem-solving in a vibrant learning community.

Students in grades K–2 are assigned to a self-contained classroom led by a homeroom teacher for all core content. Students attend co-curricular classes on a schedule that includes two co-curricular class periods per day (morning and afternoon), wellness, and outdoor recess (weather permitting). Co-curricular classes include: visual arts, music, Spanish, library, character education, wellness, and STEM lab.

Students in grades 3–4 are assigned to a class with a homeroom teacher. Each grade-level lead teacher focuses on one core content area. Of two third grade teachers, one teaches reading and the other teaches math. Of three fourth grade teachers, one teaches reading, one teaches writing, and the other teaches math. The homeroom teacher serves as the primary contact and student advisor. Students attend co-curricular classes on a schedule that includes two co-curricular periods per day (morning and afternoon) and daily outdoor recess (weather permitting). Co-curricular classes include: visual arts, music, Spanish, library, character education, wellness, and STEM lab.

PREVIEW AND WELCOME (PAW) DAY

Preview and Welcome (PAW) Day kicks off the academic year with all Lower School students and parents on campus. Students and parents will participate in an opening assembly, meet teachers, visit classrooms, and explore campus to ensure they're ready for their first day of class.

PAW Day takes place on August 11 this year; specific check-in times and instructions will be communicated closer to the start of school.

DAILY SCHEDULE / LATE-START WEDNESDAY

The school will operate according to the academic calendar published online unless otherwise noted in the weekly newsletter. The academic day at the Lower School starts at 8 a.m. on Monday, Tuesday, Thursday, and Friday with drop-off beginning at 7:15 a.m. All students should be in the classroom, ready to learn, by 8 a.m.

- **7:15 a.m.** — Drop-off begins
- **7:45 a.m.** — Students dismissed to class (8:20 a.m. on Wednesday)
- **8 a.m.** — Class begins (8:30 a.m. on Wednesday)
- **11 a.m.–1 p.m.** — Lunch periods
- **2:50 p.m.** — Dismissal for Grades K–4

Wednesday mornings are designated for faculty professional development. The academic day starts at 8:30 a.m. on Wednesday (see noted exception). Early care is available beginning at 7:15 a.m.

To accommodate all-school faculty meetings, the Lower School academic day will start at 8:45 a.m. instead of 8:30 a.m. on the specific dates listed on the Lower School 2026-27 Major Dates Calendar:

- September 23
- November 11
- January 20
- March 31

Extended Late-Start Days

On October 28 and March 3, the academic day will have a 10 a.m. start to allow time for targeted faculty/staff professional development. We will run an alternate schedule for academic classes on those days.

HOMEWORK

Homework is designed to provide purposeful practice or to prepare learners for an upcoming class. As such, homework should be something that your child can complete independently. Parents can nurture a child's autonomy by offering encouragement and support to help a child determine what needs to be done while allowing the child to independently complete the task.

An average amount of time students may expect to spend on written homework each day:

- First Grade: 10 minutes
- Second Grade: 20 minutes
- Third Grade: 30 minutes
- Fourth Grade: 40 minutes

In addition to the estimates for written homework indicated above, all students are expected to engage in daily independent reading. Teachers assign homework that adheres to the above guidelines while providing opportunities for independent practice. If homework exceeds a reasonable amount of time, or your child is feeling frustrated, please notify your child's teacher.

Homework Tips for Parents

- Establish effective homework routines.
- Designate a specific time and place.
- Remove distractions.
- Have supplies and resources readily available.
- Monitor assignments and provide guidance.

REPORT CARDS / PROGRESS REPORTS

Student progress is evaluated based on a collection of evidence in student work as well as grade-level expectations that guide teacher observations about student performance. The progress report serves as a standards-based reporting tool that details student strengths, weaknesses, and progress toward grade-level expectations. Students are evaluated based on their demonstrated level of mastery within each reporting period.

Communication with parents about a child's academic progress and social development is crucial to the home-Academy partnership. Formal progress reports are issued three times a year and accessible with parent login on myBGA. In addition, parent/teacher conferences are scheduled twice a year.

While designated progress reporting and conferencing are scheduled throughout the year, teachers are proactive to share updates regarding student performance as needed. In addition, we encourage you to contact your child's teacher any time you have concerns about your child's academic progress.

- **October 7** — Parent/Teacher Conference Day
- **November 3** — End of Grading Period 1
- **February 3** — Parent/Teacher Conference Day
- **February 18** — End of Grading Period 2
- **April 16** — Interim Report
- **May 17** — End of Grading Period 3

ACADEMIC PERFORMANCE KEY

3 (Proficient): Student consistently meets standards, demonstrated by a body of evidence, and shows independent understanding and application of grade-level concepts.

2 (Basic): Student occasionally meets standards, demonstrated by a body of evidence, and shows inconsistent understanding and application of grade-level concepts.

1 (Below Basic): Student rarely meets standards, demonstrated by a body of evidence, and shows limited understanding and application of grade-level concepts.

Progress reports include the fourth scale starting in the second grading period in first grade and continuing through fourth grade.

4 (Advanced): Student consistently exceeds standards, demonstrated by a body of evidence, and shows advanced understanding and flexible application of grade-level concepts.

PERFORMANCE KEY FOR LEARNING SKILLS AND CO-CURRICULAR CLASSES

C: Consistently – A skill or behavior that a student frequently and independently exhibits.

S: Sometimes – A skill or behavior that a student demonstrates but does not fully and independently demonstrate with frequency.

R: Rarely – A skill or behavior that a student is not yet independently demonstrating without prompting or support. The student is still working to develop awareness and comfort with this skill or behavior.

SECTION 2

Academic Resources & Student Support

STUDENT SUPPORT TEAM OVERVIEW

We recognize that every child learns and grows at their own pace. While many students' needs are met through strong classroom instruction and caring relationships, we also provide layered support to nurture each child's academic and social-emotional development. We deeply value our partnership with families in helping each child thrive.

Classroom Teachers: Our first and most important resource for student success

- Address concerns specific to their class. This should be the first point of contact when addressing an academic or conduct concern.
- Offer help sessions before or after school as needed.
- Participate in parent-teacher conferences to support a shared plan for student growth.

Director of Learning Services

- Specializes in supporting students with diverse learning needs.
- Interprets assessments to identify learning differences.
- Develops learning plans that include instructional strategies rooted in brain-based research.
- Collaborates with teachers and Dean of Students to refer students for educational screening/testing.
- Facilitates meetings with students, families, and teachers.
- Provides targeted academic interventions.

Dean of Students / School Counselor: Supports student behavior, wellness, and social-emotional development

- Mentors students and meets individually as needed.
- Discusses social/emotional or behavioral concerns with students and families.
- Facilitates healthy communication, conflict resolution, and interventions when necessary.
- Reinforces school expectations and community values.
- Offers confidential counseling services.
- Refers students or families to outside specialists when needed.

Head of Lower School: Leads the academic program K–4; partners with faculty and families in service of a robust and positive learning community

- Provides leadership and vision for the Lower School and its school-wide goals.
- Meets with students and families to celebrate growth and address concerns.
- Leads the academic program in collaboration with teachers, instructional coaches, and administrators.
- Mentors students and supports their social and academic development.
- Communicates and enforces community expectations.
- Assists with conflict mediation and problem-solving.
- Promotes healthy communication among students and between students and faculty.

Assistant Head of Lower School: Partners with the Head of Lower School in the daily leadership and operation of the division

- Supports the academic program and day-to-day operations of the Lower School.
- Partners with families and teachers to support student growth and well-being.
- Assists with student support, community expectations, and problem-solving.
- Helps coordinate divisional programs, events, and transitions between divisions (ELC to LS and LS to MS).

HELP SESSIONS

Classroom teachers schedule morning or afternoon sessions for academic support as needs arise.

SECTION 3

General Policies

ATTENDANCE

Regular and timely attendance is essential for a student to grow and mature to their fullest potential and maximize the educational opportunity offered at BGA. Absenteeism and tardiness hinder the student's growth and development academically and socially. For this reason, parents should schedule trips and vacations during the regular school vacation periods as indicated on the school calendar.

Attendance and tardy records will be maintained as part of the student's permanent record. In order to be counted present for the day, a child must be in school at least four of the seven hours from 8 a.m. to 3 p.m. If your child will not be attending school, please email the office at lsoffice@mybga.org as well as your child's teacher and grade-level associate, or call the front office at (615) 567-2002 by 8 a.m. on the day of the absence.

Arriving on time and being in the classroom each day establishes consistency and predictability for students. Because our program is academic in nature and one day of learning leads to the next, excessive absences and tardies do not serve students well. Once ten absences or tardies have been noted per semester, a meeting with the administrative team will become necessary.

Absences and tardies will be considered either excused or unexcused. The school distinguishes excused absences from unexcused absences as follows:

EXCUSED ABSENCES

The school will determine if an absence or tardy is considered excused. Generally, absences or tardies that are a) medical in nature, b) funerary, c) matrimonial, or d) otherwise significant family events may be considered excused at the discretion of the Head of Lower School. An excused absence or tardy allows the student, within a reasonable amount of time, to make up missed work without penalty.

The school realizes that medical and dental appointments cannot always be made after school hours; however, parents are urged to make these appointments after school hours if possible. Students are required to bring an appointment-verifying note from the physician upon returning to school in order to "excuse" an absence.

PLANNED ABSENCES

In order for a student to receive consideration for an excused absence for reasons other than illness, parents must submit a completed Planned Absence Form (also available on the Lower School tile in the myBGA parent portal) at least one week prior to the anticipated absence. The planned absence will be considered by the Dean of Students or Head of Lower School, and the absence will either be approved as excused or determined to be unexcused.

UNEXCUSED ABSENCES

Any absence not expressly excused by the School shall be considered unexcused. Students will not be excused the day before or the day after a vacation period, except in extreme circumstances, such as severe illness or emergency, or rare exception. If a student leaves early or returns late from vacation time without special permission from the Head of Lower School, this absence will be considered unexcused.

EXCESSIVE ABSENCES

As a matter of process, the Dean of Students will run attendance audits regularly, and families will be notified should a student accrue an excessive number of absences. Students who are absent for more than 20 days during the school year jeopardize their ability to successfully complete the academic program at BGA.

TARDINESS

As a matter of process, the Dean of Students will run attendance audits regularly, and families will be notified should a student accrue an excessive number of tardies. Students are expected to arrive at school on time and be in the classroom ready to learn by 8 a.m. Any student arriving after 8 a.m. must report to the Lower School front office and be signed in by a parent.

REQUESTS FOR ASSIGNMENTS AND BOOKS

When a student is absent, the student is required to make up classwork missed for that day(s). Parents should email the office and homeroom teacher BEFORE 10 a.m. to request assignments for the child to complete at home. In order to allow for sufficient time for all teachers to select and coordinate materials, assignments and books that are not available online may be picked up after 2 p.m. in the front office.

ARRIVAL AND DISMISSAL PROCEDURES

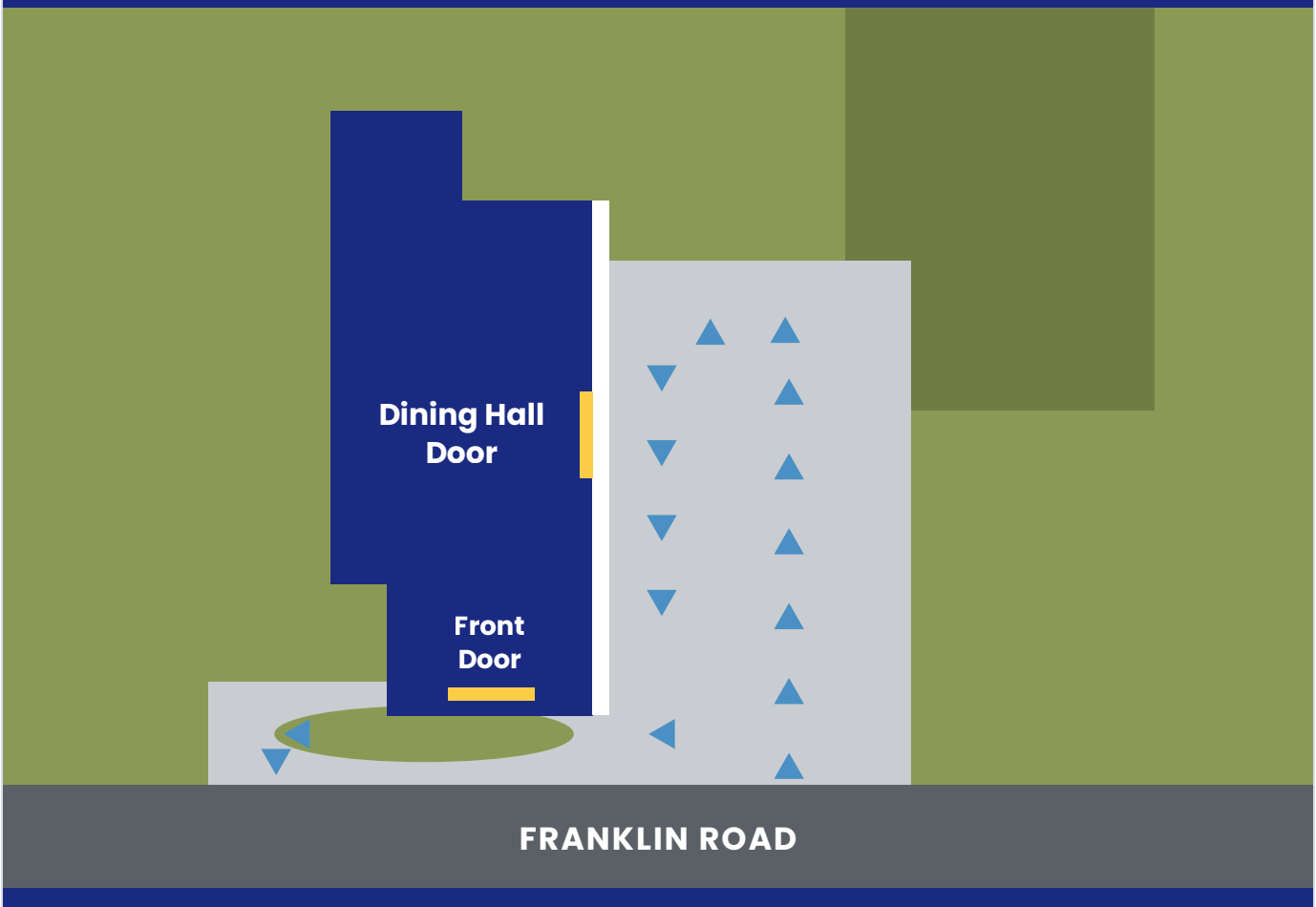
Arrival

Please enter through the south entrance of the Lower School and form a single line. Please drive all the way around the length of the parking lot following the oval-shaped drive. Students will enter through the dining hall doors. Students arriving after 8 a.m. (8:30 a.m. on Wednesday) must be walked inside to check in at the Lower School office.

Dismissal

Please enter through the south entrance and form two lines. Follow the same oval-shaped drive and stop at the painted line at the end of the sidewalk. A teacher will be at the front of the line during dismissal. Please display the carpool tag (given out at PAW Day) in your window with the name facing up. The teachers will call your child's name via two-way radio. Once your child is safely inside your car, please turn over your carpool tag so the teachers know you have your child. Please do not get out of your car, and do not allow children to exit your car after they are loaded. Once all students are safely secured in the cars, the teacher in charge will direct you out of the parking lot by lanes. You will exit toward the front of the school and out the north exit where a crossing guard will direct you onto Franklin Road. All students need to be picked up in the dismissal line. Students should not be dismissed through the front entrance of the school during this time, as it slows traffic and causes congestion for the intercampus shuttle.

LOWER SCHOOL CARPOOL MAP



This map shows the general flow of traffic for both arrival and dismissal. For arrival, there is only one lane of traffic, and for dismissal, there are two lanes of traffic.

Grades K–4 will begin dismissal at 2:50 p.m. You may arrive on campus for the carpool line no earlier than 2:35 p.m.

Students will remain in the school with a teacher during dismissal procedures until 3:30 p.m. After 3:30 p.m., students will be placed in Extended Care at the drop-in rate of $20/hour.

For everyone's safety, please observe the following guidelines:

- Make sure your vehicle is in park and wait to proceed until directed to do so.
- Please refrain from cell phone use once the dismissal procedure begins.
- All students need to be buckled in their seat belts before leaving the parking lot.
- When exiting the parking lot, please use the appropriate turn signal to assist our crossing guard in directing traffic.

Dismissal Changes or Delays

Inevitably, situations may arise that result in a change of dismissal plans for your child. In such instances, please contact the front office at lsoffice@mybga.org, as well as your child's teacher and grade-level associate teacher. If your child rides the bus and will not be riding, please notify the office and the bus monitor. If your child stays in Extended Care, please notify LowerSchoolExtended@mybga.org.

Early Dismissal

If a child must leave school before dismissal, other than in cases of emergency, advance notice from parents is requested. The parent should contact the front office, the child's teacher, and grade-level associate. This notice must designate who will be picking up the child and the time the child needs to be at the front office for dismissal. All students need to leave and re-enter through the

front entrance. An adult must sign out the student at the front desk. If the student returns to school that same day, the adult must sign in the child at the front desk.

Dismissal with Family or Friends

If your child will be riding home with a different driver, please email the teacher, grade-level associate, and the front office. When possible, arrangements should be made before the school day begins. Due to space limitations, the intercampus shuttle is not an option for transportation in these cases.

Intercampus Shuttle

The intercampus shuttle is a service offered to parents of Lower School students who have students attending school on both campuses. The shuttle transports Lower School students from the Middle School in the morning and back to the Middle School in the afternoon, affording parents the convenience of one drop-off and pickup location. Space is limited, and online registration is required. Contact the Lower School office with questions.

AFTER-SCHOOL PROGRAMS

Explore Programs

The Lower School Explore Program provides a variety of options to enrich a child's educational experience. These fee-based classes cultivate a love of the arts, sciences, humanities, and athletics while promoting creativity, problem-solving, wellness, and cultural awareness. Specific offerings will be made available at the beginning of each semester.

Extended Care

Extended Care is offered to support the busy work schedules of parents. Students in grades K–4 may be enrolled in after-school care on our Lower School campus.

For more information on our after-school programs, contact Lisa Leggieri at lisa.leggieri@mybga.org.

VISITORS

For safety reasons, on normal school days, all visitors to campus must report to divisional offices upon their arrival to register and undergo a background check through the VisitU system and receive a visitor badge to wear.

SECTION 4

Community Expectations

Character is an integral part of our mission and further articulated in our core values. Character is developed intentionally through education and daily interactions in a welcoming school community that cares for the well-being of others. We uphold the Honor Code by treating one another with respect, honesty, integrity, and generosity of spirit.

Children thrive in a school community that is truly inclusive – one that values every individual for their unique perspectives and contributions. Diverse experiences and ideas are vital elements of our shared humanity, and our programs are informed by, and responsive to, our core values. We equip our students with an understanding and appreciation for others that prepares them to be thoughtful and successful citizens of the world.

CODE OF CONDUCT

As stated in the parent handbook, BGA believes that in order for the school to "ignite and nurture student curiosity, intellect, and character," students need guidance, structure, and clear expectations as they grow and mature, and that by working in partnership with one another, the school and parents can provide an environment that helps us fulfill our mission. All students will make mistakes and missteps in their time at BGA, and the goal for the school's response is to recognize the natural growth area of young people and to ensure limited disruptions to the school learning environment. To that end, BGA considers two types of structures in regard to discipline: "Behavior Management" and "Incident Response."

BEHAVIOR MANAGEMENT

A major goal of behavior management is to clearly communicate expectations, empower children to use effective problem-solving strategies related to behavior, develop self-discipline, learn from mistakes, and make wise choices. We diligently seek to foster habits that are in the best interest of the child today and in the future.

Children are expected to conduct themselves in ways that support belonging and make our school safe, caring, and welcoming.

- BGA Wildcats must be respectful, responsible, and ready to learn. This means being a respectful listener with teachers and peers; a responsible community member who models good citizenship in word and deed; and an engaged and accountable learner.
- BGA Wildcats must treat others with verbal and physical respect in such a way that other members of our community feel safe and included.
- BGA Wildcats must respect the campus, school property, and the personal property of all community members.
- BGA Wildcats must demonstrate kindness and courtesy during interactions with others.
- BGA Wildcats must model appropriate behavior and adhere to school expectations at all times.

Behaviors that occasionally fall short of expectations may be successfully corrected with reminders, redirection, and logical consequences. If misbehavior persists, a variety of escalating responses will be utilized to reinforce expectations.

INCIDENT RESPONSE

Below is a general overview of school response to document student infractions in the Lower School conduct system. This is not a comprehensive list, but is intended to provide a framework for varying levels of infraction and the general school response. Repeated violations and significant offenses will trigger escalating incident responses.

Tier 1 Infractions

- Careless Use of Personal or School Property
- Failure to Follow Behavioral Expectations on Campus, Bus, or Field Trip
- Incidental Horseplay
- Minor Class Disruptions
- Uniform Violations

School response could include but is not limited to: Reminder, Redirection, Logical Consequences, Warning, Parent Notification

Tier 2 Infractions

- Persistent/Repeated Tier 1 Infractions
- Honor Offense
- Intentional Inappropriate or Demeaning Language or Behavior
- Inappropriate Horseplay
- Lack of Courtesy/Respect
- Unkind Treatment of Others
- Major Class Disruption
- Violation of BGA Technology Acceptable Use Policy
- Defiance / Willful Disobedience

School response could include but is not limited to: Infraction Card with Parent Notification, In-School Suspension, Loss of Privileges, Behavior Contract, Meeting with School Counselor, Recommendations for Professional Counseling, Meeting with Administration

Tier 3 Infractions

- Persistent/Repeated Tier 2 Infractions
- Intentional and/or malicious destruction of School Property
- Endangerment to the Welfare of Others
- Possession of Weapons

**Tier 3 Infractions are immediately referred to the Head of Lower School.*

School response could include but is not limited to: In-School Suspension, Out-of-School Suspension, Recommendations for Professional Counseling, Enrollment Contract Held, Meeting with Administration, Separation from School

Major offenses and corresponding disciplinary actions are determined by administration. Depending upon one's disciplinary history at school and the nature of the offenses, certain logical consequences will be implemented. Disciplinary actions for matters brought to the administration will be determined on an individual basis after the situation is evaluated, and consequences will remain confidential.

LOST AND DAMAGED BOOKS

Students are responsible for books they check out from Battle Ground Academy libraries. Books are considered lost if they have not been returned within 60 days of the due date. If a book is lost or damaged, the family will be responsible for paying the replacement cost of the book.

Payment for a lost book will be reimbursed should the book be found and returned in good condition within 30 days of payment. Refunds cannot be issued after the school year has ended.

TECHNOLOGY

The BGA Technology Responsible Use Policy is linked in the summer packet with other registration documents as well as posted on the Lower School tile in the myBGA parent portal. This policy requires consent and signature by the parent stating you have read, reviewed with your student, and agree to the policy.

The Lower School is equipped with iPads and MacBooks for use in class as needed.

SOCIAL MEDIA

We ask that parents adhere to the guidelines for social media that require children to be 13 years of age before opening an account. There is a great deal of research on the legal and social ramifications of this age limit, and it comes directly from the COPPA (Children's Online Privacy and Protection Act). From a developmental standpoint, children are not equipped to maturely and safely navigate online interactions, and the absence of face-to-face communications can make it difficult for children to develop empathy.

Our expectations regarding social media use and digital citizenship are consistent with community expectations. We expect students to treat others with respect, honesty, integrity, and generosity of spirit, whether in face-to-face interactions or on social

media. Messages and images exchanged via social media or text are considered public (and permanent) and can and will have consequences at school if necessary.

Per the BGA Technology Use Policy, the school reserves the right to apply disciplinary consequences for computer-related activities conducted on or off-campus if such activity adversely affects the safety or well-being of students or other members of our community or constitutes behavior embarrassing to the school.

CELL PHONES, SMART WATCHES, AND OTHER PERSONAL ELECTRONIC DEVICES

Phone calls by students must be made on a school phone with faculty permission and with adult supervision. No other phone is to be used by students without permission from a teacher. Parents should use the Lower School Office or grade-level teachers/associates to relay urgent messages to children.

In the context of a school environment, cell phones, smart watches, and other personal electronic devices serve as significant distractions and interruptions. Further, these devices can serve as conduits to inappropriate or unnecessary information and may expose children to unsuitable content. For these reasons, use of cell phones, smart watches, and other personal electronic devices are not permitted at school.

We recognize occasions may arise as children transition between homes with family and friends when it may be necessary for personal electronic devices to transition with the child. In such cases, devices must remain off and stored in the student's backpack. If a student is found to be in possession of or using a device during the school day, it will be held in the office until the end of the day. BGA will not be responsible for misplaced or lost devices.

UNIFORM POLICY

Home and school should carefully cooperate in the matter of dress. All students are expected to be well groomed, and clothing should be appropriately sized and worn as intended. Outerwear and accessories should be labeled with the student's name.

All Students

Flynn O'Hara Uniforms is an approved uniform vendor for Battle Ground Academy. Families may shop online or in person at their Brentwood location. The following uniform requirements apply to all students.

Belts: A belt must be worn with pants or shorts designed with belt loops.

Dress Uniform Requirement: Unless otherwise specified, Tuesday is Dress Uniform Day. Boys are required to wear the blue Oxford shirt with khaki pants or Flynn O'Hara khaki shorts. Girls are required to wear the blue Oxford shirt with the plaid skort.

Head Coverings: Hats and caps, including hoodies, are not to be worn inside the school building.

Jewelry: Jewelry (if worn) should be in good taste. Large or distracting jewelry is not permitted. No body piercings may be worn – other than earrings for girls – during the school day or when representing the school at a school event.

Outerwear: Anything worn over the BGA uniform shirt must be official BGA apparel. BGA apparel includes sweatshirts, fleeces, zip-front jackets, cardigan sweaters, vests, etc. These items may be purchased at Flynn O'Hara and the BGA Roar Store. In addition, winter coats of any design may be worn outside the school building.

Non-BGA Outer Garment: "Outer garment" includes winter coats and rain jackets only. "Outer garment" does not include sweaters, hooded sweatshirts, fleeces, etc. Non-BGA outer garments may be worn only outside school buildings.

Shoes: Tennis shoes and socks are required.

Spirit Day Dress: Unless otherwise specified to accommodate a special program or event, Fridays are Spirit Days. Spirit Day dress consists of uniform bottoms with any BGA shirt. Dress code requirements for belts and tucked shirts will apply. Families may purchase spirit wear at our Roar Store on the Glen Echo campus or online.

Boys

Hair: Regardless of the style selected, the guiding principles are that hair be neatly groomed and above the eyes and shoulder. Hair must be a natural color. Extreme styles, including mohawks, mullets, or razored designs, are not permitted.

Pants: Boys should select pants using the following guidelines.

- Khaki pants may be purchased from Flynn O'Hara or another supplier.
- Fabric should be of a natural type: cotton, poly-blend, or wool. No leather, plastic, or nylon pants should be worn.

- Neat cargo pants are allowed; however, zip-off pants are not allowed.
- Jeans may be worn on Monday, Wednesday, Thursday, and Friday unless a special occasion dictates otherwise. Jeans must be neat and in good taste, with no holes or frays (plain jeans only, no decorations).
- A belt is required for pants designed with belt loops.

Shirts: Boys should select shirts using the following guidelines.

- A blue Oxford shirt from Flynn O'Hara is required for Tuesday Dress Day and other special occasions. It may be either long- or short-sleeved.
- A royal blue polo from Flynn O'Hara is required. It may be either long- or short-sleeved.
- White and gray polo shirts are available from Flynn O'Hara in long- and short-sleeved styles.
- Gray and black cardigan sweaters are available from Flynn O'Hara.
- Shirttails are to be tucked in at all times.
- Any undershirt that is visible when worn under a collared shirt must be solid white. Sleeves and bottoms of undershirts may not be visible.

Shorts: Khaki shorts must be purchased from Flynn O'Hara. They may be hemmed no shorter than fingertip length.

Socks: Socks should be solid black, navy, white, or gray. BGA spirit socks may also be worn.

Girls

Accessories: Makeup and artificial nails should not be worn by Lower School students.

Hair: Regardless of hair style, the guiding principles are that it should be neatly groomed, of a natural color, and out of the eyes.

Pants and Jeans: Girls should select pants using the following guidelines.

- Girls may wear khaki pants/capris purchased at the store of their choice. This applies to Monday, Wednesday, Thursday, and Friday.
- Fabric should be of a natural type: cotton, poly-blend, or wool. No leather, plastic, or nylon pants should be worn.
- Neat cargo pants are allowed; however, zip-off pants are not allowed.
- Jeans may be worn on Monday, Wednesday, Thursday, and Friday unless a special occasion dictates otherwise. Jeans must be neat and in good taste, with no holes or frays (plain jeans only, no decorations).
- A belt is required for pants designed with belt loops.
- Jeggings may not be worn. Leggings may only be worn under a regular uniform bottom. See more under "Socks, Leggings, and Tights."

Shirts: Girls should select shirts using the following guidelines.

- All shirts must be from Flynn O'Hara.
- A blue Oxford shirt from Flynn O'Hara is required for Tuesday Dress Day and other special occasions. It may be either long- or short-sleeved.
- A royal blue polo from Flynn O'Hara is required. It may be either long- or short-sleeved.
- White and gray polo shirts are available from Flynn O'Hara in both long- and short-sleeved styles.
- Gray and black cardigan sweaters are available from Flynn O'Hara.
- Any undershirt that is visible when worn under a collared shirt must be solid white. Sleeves and bottoms of undershirts may not be visible.

Shorts: Khaki shorts worn to school must be from Flynn O'Hara. They may be hemmed no shorter than fingertip length.

Skorts: One plaid skort from Flynn O'Hara is required. Students also have the option to purchase the khaki skort. Plaid and khaki skorts must be from Flynn O'Hara.

Plaid Jumper (Grades K–2 only): Plaid jumpers are available at Flynn O'Hara. They are to be worn with a white Peter Pan collar shirt from Flynn O'Hara. Also, modest shorts should be worn with the jumper.

Socks, Leggings, and Tights: Girls are allowed to wear solid color (navy, black, white, and gray) socks, leggings, and tights under the regular uniform bottom. BGA spirit socks are also allowed. Patterned leggings, tights, or socks may not be worn.

FLYNN O'HARA UNIFORMS

204 Ward Circle #400, Brentwood, TN 37027 · 615-662-6582 · stores.flynnohara.com · BGA School ID #TN019

Monday	10 a.m. to 7 p.m.
Tue–Wed	10 a.m. to 6 p.m.
Saturday	10 a.m. to 5 p.m.

BGA ROAR STORE (FOR SPIRIT WEAR)

Located in the Harlin · Roar Store website · Check Sound Waves for special times.

Tuesday	7:30 to 10:30 a.m.
Friday	7:30 to 10:30 a.m.

Uniform reminders may be issued for students who are not dressed according to the requirements specified in the uniform policy. Questions regarding uniform policy may be directed to Jessica Cole, Assistant Head of Lower School.

SECTION 5

Student Life

ASSEMBLY PROGRAMS AND COMMUNITY MEETINGS

Assemblies and community meetings offer opportunities for shared experiences in our school. Programs may include character education, guest speakers, special events, or just fun. As assemblies are scheduled, open dates and times will be published in Sound Waves.

Lower School community meetings are regular, school-wide gatherings that build community, school pride, and shared values. Students across all grade levels have opportunities to lead by making announcements, sharing work, or guiding activities. These meetings support student leadership and strengthen a sense of belonging for all.

BIRTHDAYS

Birthdays are a special time for children, and they enjoy celebrating by sharing snacks with their classmates. Birthday treats shared at school must be allergy safe and store-bought (not homemade), so labels can be checked. Parents should coordinate with their child's teacher and Rachel Buck, our school nurse, if they plan to send a healthy, nut-free and allergy-safe snack for the homeroom class to celebrate the child's birthday. Any food items must be store-bought (not homemade) and approved through Nurse Rachel. Please do not send drinks, ice cream, favors, candy, etc. The teacher will distribute the birthday snacks at an appropriate time.

Parents who wish to join their child for birthday lunch are welcome to do so. You may check your child out for lunch off campus or bring a birthday lunch to eat with your child during their lunch period. Space is limited in the dining hall, and we can't accommodate visitors; however, you are welcome to enjoy birthday lunch on the porch or at picnic tables on the playground.

COMMUNITY SERVICE

Service-learning is fundamental to the BGA experience and an inclusive community that cares about the well-being of others. We plan regular, intentional opportunities for service to foster awareness of our social responsibility to others in the community. Each year, BGA highlights an Institution of Emphasis for a service partnership. Service opportunities will be announced in Sound Waves.

DINING SERVICE

Flik Dining is our food service provider. Parents will contract separately through the BGA Business Office (Tiffany Fernandez) for a meal plan, or students may purchase individual lunch tickets ($8) at the front office. Flik Dining offers a balanced menu of nutritious meals and snacks prepared without peanuts, tree nuts, or nut oils. Menus and complete nutritional information are available here. Students may purchase lunch or bring lunch from home. A healthy snack will be provided daily for all students.

FOOD ALLERGIES

We seek to provide and maintain allergy awareness; create reasonable accommodations; allow for personal student advocacy; provide safe, nutritional support to all students; and establish a supportive and compassionate community. Given the number of allergens, as well as the differing levels of risk relating to each student's allergic reaction, we need to make clear that Battle Ground Academy cannot and does not guarantee an allergen-free environment.

Battle Ground Academy has adopted a "nut awareness" policy to promote a safe and inclusive school environment for students with severe allergies to peanuts and tree nuts. The prevalence of peanut and tree nut allergies in children seems to rise every year, and these allergic reactions can be quite severe. For those with severe peanut and tree nut allergies, any exposure, through contact or ingestion, can cause an anaphylactic response.

Community practices that will help reduce the risk of serious allergic reactions:

- Flik Dining does not serve peanuts, tree nuts, or nut oils to school age children for lunch or snack. Sunflower butter is served in lieu of peanut butter on sandwiches at lunch.
- If your child has eaten peanuts, peanut butter, or nut products before coming to school, please be sure your child's hands and face have been thoroughly washed before coming to school.
- Please do not send any food items containing peanuts, tree nuts, or products (including peanut butter) to be shared as a snack at school.

- All lunch packed from home should be free of peanuts, peanut butter, or nut products. Soy and sunflower butters are alternatives to peanut butter.
- Foods brought to school for class celebrations must be approved by the school nurse in advance.

While we cannot guarantee a 100% nut-free environment, we can be aware and mindful of the risks involved with nut-related allergies and take proactive measures to reduce these risks. If your child has a serious food allergy, please coordinate a Food Allergy Plan with the school nurse.

FIELD TRIPS

The Handbook Agreement provides permission for your child to attend all school-sponsored field trips. Parents will be notified of field trips through grade-level communication as well as Sound Waves. Students will be transported on field trips via BGA buses except under special circumstances. All children will attend school field trips unless parents notify the school in writing. A request for an exception must be submitted in writing and approved by the Head of Lower School. Teachers will organize field trips. Parents are occasionally needed to chaperone. Please do not bring younger children along when serving as a chaperone.

LIBRARY SERVICES

The Lower School library is open Monday, Tuesday, Thursday, and Friday from 7:30 a.m. to 8 a.m.

PARTIES ON CAMPUS

All grade levels will have a Fall Party, a Holiday Party, and a Valentine's Day Party. There are no end-of-the-year parties scheduled during school hours. Our school nurse will work with grade-level liaisons to coordinate an allergy-safe menu for class parties.

PRIVATE PARTIES OFF CAMPUS

BGA is an inclusive community, and we encourage friendships in and out of school. When planning private, off-campus parties (birthday parties, sleepovers, swimming parties, skating parties, etc.), we ask that you consider the feelings of all children. Please encourage children not to talk about a party during school hours if everyone has not been invited. Invitations to all parties should be mailed from home. They cannot be distributed at school. In addition, gifts should not be exchanged at school.

SECTION 6

Lower School Contact List

Name & Role	Contact For	Email & Phone
Emily Butler Head of Lower School	Contact for after-hours emergencies.	Emily.Butler@mybga.org (615) 567-2002
Jessica Cole Assistant Head of Lower School	Contact for after-hours emergencies.	Jessica.Cole@mybga.org
Rachel Buck Lower School Nurse	Contact for student health, medications, and health forms.	Rachel.Buck@mybga.org (615) 567-2003
Melissa King LS Counselor, Dean of Students	Contact for student behavior, wellness, and counseling support.	Melissa.King@mybga.org
Dr. Suzanne Hayes LS Director of Learning Services	Contact for learning support and educational testing.	Suzanne.Hayes@mybga.org (615) 567-2017
Lisa Leggieri Administrative Assistant for the Lower School and LS Director of Extended Care	Contact for the LS office, attendance, check-in/ check-out, and extended care.	Lisa.Leggieri@mybga.org (615) 567-2002
Beatriz Morales LS Inclusion and Belonging Coordinator	Contact for inclusion and belonging.	Beatriz.Morales@mybga.org
Melissa Siegel Auxiliary Programs Coordinator and Director of Summer Programs	Contact for any enrichment program and summer program needs.	Melissa.Siegel@mybga.org (615) 567-9025
Ansley Page Associate Director of Admissions for Early Learning Center and Lower School	Contact for any admissions needs.	Ansley.Page@mybga.org (615) 567-2008
Katherine Lee, Rebecca Warren LS Parent Association Chairs	Contact for opportunities to be involved in our school community.	Kbender9485@gmail.com Rebeccawwarren@gmail.com
Andrew Phelps Assistant Head of School for Finance · Harlin – Glen Echo Campus	Contact for tuition, billing, or accounts needs.	Andrew.Phelps@mybga.org (615) 567-8519
Tiffany Fernandez Controller · Harlin – Glen Echo Campus	Contact for tuition, billing, or accounts needs.	tiffany.fernandez@mybga.org (615) 567-9009

SECTION 7

Lower School Major Dates

To access the Lower School Major Dates calendar, click here.