



2025-2026
Little Harding Handbook
for
Parents and Students
6 weeks - Junior Kindergarten

www.hardingacademymemphis.org

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INTRODUCTION

Harding Academy is a Christian coeducational day school for children ages 6 weeks through grade twelve. The Little Harding program (6 weeks-JK) operates in East Memphis inside the White Station Church of Christ building.

This handbook contains information pertaining to school policies, student conduct, student services, and extra-curricular activities. Each student is to comply with the school policies and regulations. Parents and guardians should be fully aware of the guidelines. When enrolling a child in Harding Academy, parents and guardians agree to abide by all school policies and regulations, recognizing the Academy's right to regulate student behavior. Parents are expected to cooperate with the school in teaching Christian values that lie at the foundation of Harding's disciplinary standards. Students and parents are encouraged to read this handbook carefully and to refer to it often.

The administration reserves the right to amend the rules, policies, expectations, or procedures outlined in this handbook whenever change is deemed necessary or desirable.

PAST AND FUTURE

Harding Academy first began in 1952 as Memphis Christian School. It was initiated through the efforts of many dedicated Christians who envisioned a school where the Bible could be taught alongside academic subjects.

During the first year, Memphis Christian School met in the Normal Church of Christ (later became Highland Street Church of Christ). The next year, the school moved into the King mansion at 1000 Cherry (now the Harding School of Theology).

In 1957, Harding College in Searcy, Arkansas, assumed control of the school and the name was changed to Memphis Harding Academy. The following year the school moved into the present building at 1100 Cherry Road. Harding Academy separated from Harding College in 1978 and became an independent school under its own Board of Directors. The Academy took on its current name, Harding Academy of Memphis, Inc.

In 1964, Harding began a long history of operating neighborhood elementary programs in the educational buildings of Churches of Christ throughout Memphis.

An early childhood program for two- and three-year old children was established at Cherry Road in 1991. Another early childhood program opened at the Cordova campus in 1997.

In 1996, Harding opened the first stand-alone elementary facility in Cordova at 8350 Macon Road. A second building opened at 8360 Macon in August 2001.

In 2012, the early childhood program and the elementary program were combined to form the lower school program.

In 2014, the early childhood program that had been housed on the Cherry Road campus was relocated to Harding's White Station location.

In 2018, grades SK through 12th grade became one unified campus at our Cherry Road campus.

In 2021, the Little Harding early childhood Cordova campus merged with the White Station campus in East Memphis. In addition to this merger and expansion, infant care beginning at 6 weeks of age, was added to the Little Harding program.

HARDING ACADEMY STATEMENT OF FAITH

Harding Academy is more than a school. We are a community united by a common faith. Over the years, we have wrestled with what that means, and with what a Christian school looks like in our society. Our faith does not make us immune from the influences of the larger culture, or the weaknesses of the human condition, but it gives us a vision, confronts us when we are wrong, holds us accountable, demands that we change and grow, comforts us with forgiveness and loving encouragement, and motivates us to strive always to improve –and to make every effort to instill the same faith in our students. Ours is a story of living for God. We do not seek to be renowned for greatness by some cultural standard. We seek only to serve God humbly and with a whole heart. If anything, that we accomplish or any students that we graduate are considered excellent or exemplary, *Soli Deo Gloria*.

We are monotheists. We use biblical names to refer to God but recognize that anything we say is an analogy or a figure of speech referring to a being who is beyond our comprehension. We use the term God to refer to a being whose existence is not dependent upon anyone or anything else, and upon whom everything else depends. God is spirit, unbound by time, space, or corporeal limitation. God is ineffable, and the only appropriate response when contemplating God is awe.

And yet, we do understand God to some extent. We understand God because he has mercifully chosen to reveal himself to us through his creation, the prophets, the Bible, and ultimately in the person of Jesus. Jesus is both the ultimate revelation and the ultimate paradox. We embrace the mysteries of the incarnation and virgin birth. Even so, there is much that we cannot explain. We cannot explain how God remained God the Father while simultaneously emptying himself to become God the Son. We cannot explain how Jesus was simultaneously divine and human. Even God's greatest revelation is not entirely within our grasp. Ours is not a story of understanding leading to faith, but of faith leading to understanding.

At the very heart of who we are, without which our hope would be despair, is the fact that God did not simply become one of us but sacrificed himself so that our sinfulness would not separate us forever from his holiness, and that Jesus demonstrated God's power over death by his bodily resurrection and ascension. In a sterile, disenchanted world that in the end offers only oblivion, we embrace this act of supreme love and supernatural power that allows the finite to approach the Infinite, allows the sinful to stand before the Holy, and gives the weak the forgiveness, strength, and purpose to live abundant, eternal life.

Harding is a place of struggle. When we put on Christ in baptism, we accept the Spirit of God into our hearts, resolve to be guided by the Spirit, die to sin, and live in righteousness. Yet we do not live in righteousness.

We continue to fall short of the glory of God. Our story is one of repeated falling, then by the grace of a loving God, we help one another back to our feet and continue the journey of faith together. Our ministry confronts us with an extraordinary tension. Any pretense that Harding employees are always righteous is not simply hypocritical but denies the purpose of Christ's sacrifice.

We must never set up a Pharisaical system of righteousness that condemns any employee who is struggling with sin. Harding would have no employees. Even so, Harding serves children and teenagers, ages when people are especially vulnerable.

This ministry entails extraordinary responsibilities to protect and nurture. For this reason, our handbook and contracts spell out in further detail the standards of attitude and conduct required of those who are employed by or enrolled in Harding.

At Harding, we believe that people are whole, and that we are wholly religious. Our culture tells us that a distinction can be made between the religious and the non-religious, that individuals and schools can choose whether to be religious, and that individuals can be religious while the school remains religiously neutral. We deny that religious neutrality is possible, or that being non-religious is possible. When one probes the alternatives carefully, it becomes apparent that, while not everyone believes in God as we know him, all humans find it necessary to put some entity into the place from which they have removed God. All humans worship something (in the literal sense of ascribing ultimate worth to something). All humans deify something. All schools take a position on deity. The notion that the universe-creating, death-shattering Almighty God can be constrained to the realm of private opinion, and that academic, economic, public, and professional activities can legitimately be carried on without reference to him is itself a provocative religious position. Public schools and secular private schools, while not Christian, are no less religious than Harding. God can be at the center, some other deity or deities can be at the center, an impersonal spiritual force can be at the center, human reason (individually or collectively) or some societal process can be at the center, or individual human pride or pleasure can be at the center. But one way or another, there will be a center that is functionally divine. Like Harding, all schools are religious. At Harding, we recognize it, and are unambiguously Christian.

All truth is God's truth. We are all created in the image of God and live in God's world. Even those who do not share our faith share a common experience of creation and a craving to know God, even though they may not express their faith in the same way. People are at different places on their journey to God. God loves them all, and so do we. We have deep respect for people from other traditions, recognize that we can learn from them, and are eager to share our faith with them. Even so, Harding is not pluralistic. We believe that God has revealed himself exclusively in the person of Jesus, and that only through Jesus is God truly known and human purposefully realized. The foremost mission of Harding is to educate students to be followers of Jesus Christ alone.

Although we believe that the church is critical to the survival of the individual Christian, that no one makes the walk of faith alone, and we expect every employee of Harding to be part of a local fellowship, Harding is not church-centered. Harding was founded by members of the Church of Christ, a branch of the Stone-Campbell movement. Members of this movement were frustrated by the fragmentation of Christianity into an ever-increasing number of competing denominations and sought to restore a simple vision of Christianity that went back to a time before the divisions began. They sought to be simply Christians, not a specific brand of Christian. They were often identified by their slogan, Christians only, but not the only Christians. Harding continues to embrace the best of that movement, with a focus upon the word of God, an emphasis upon spiritual and ethical formation, and a commitment to service and mission under the banner of Jesus Christ as Lord. We will not sustain human traditions when they cease to play a vital part in communicating the Good News to a

younger generation. Harding Academy is not a church, but a Christian school. While we embrace and appreciate our heritage, we recognize that God uses movements in space and time for his purposes, not for their purposes and perpetuation. Jesus is Lord. His church will continue until he returns.

But no specific temporal movement is lord. Harding seeks to be godly only, biblical only, and relevant to the students we serve.

Harding seeks to strengthen its relationships with all Christian fellowships who share the faith described in this document, that we may build one another up and work collectively for the growth of God's kingdom in Memphis. It is our desire to be an institution that intentionally serves our city as a source of restoration, reconciliation, and reformation. We embrace our kingdom obligation to be a source of hope in Memphis and for Memphis. The kingdom of God is global, and so will be the world in which our graduates serve. Yes, serve. Whatever else we teach them, however highly educated they may be according to conventional standards, the highest calling is to have the mind of Christ, the God who emptied himself and took the form of a servant. Because Memphis is a place of continual struggle, we believe that it is exactly the sort of place that Jesus would serve first. The multi-ethnic stew that is Memphis is an ideal environment for students to learn how to express their faith cross-culturally and build friendships that bridge socio-economic and ethnic boundaries –the very skills and attitudes that they will need to thrive in a globally connected world. Harding believes that God is powerfully present and at work in Memphis. We wish to be a part of his work and are committed to serving this city to the glory of God. We invite anyone who shares our faith to join with us in this exciting ministry.

HARDING ACADEMY MISSION

Harding Academy teaches students to love others as Christ loves them, to think creatively and learn with open minds, and to live courageously to the glory of God

STATEMENT OF EDUCATIONAL BELIEFS

Worldview

We believe that God is the omnipotent, unchanging Creator, Sustainer, and Lawgiver. We believe that the Bible is God's Word and that it is inspired, authentic, and authoritative. We believe that God created man in his own image and that God desires a relationship with man. We believe that all have sinned against the Creator and that he has provided redemption and restoration through his son Jesus whom we affirm as Lord and through whose Spirit we are empowered for holy living.

The Purpose of Education at Harding

The primary responsibility for rearing and educating children rests with their parents, who are the first and most important educators in a child's life. Harding Academy exists to help parents accomplish this God-given responsibility.

The most essential purpose of education is the development of the student in the image of God. Every student should grow in wisdom, in stature, and in favor with God and man. Christian education provides a context within which the desires of our hearts and the pursuits of our minds are integrated into a whole. Furthermore, Christian education involves moral education and the foundation of

Biblical faith for all of the disciplines in a manner enabling students to view themselves, all persons, and the world through the eyes of faith.

Our goal is, through precept and example, to inculcate in every student the Mind of Christ. Realizing that all people are children of God, students will be taught that all people should be valued - that they should be viewed as Jesus would view them and treated as Jesus would treat them.

We desire to inspire and equip students to view learning as an interesting, valuable, satisfying pursuit and to see learning as a lifelong process. Students will also be led to respect and care for their minds and bodies as God's creation and to regard physical and mental wellness as a lifetime endeavor. Because "it is the Lord Christ you are serving" (Colossians 3:24), students should be expected to put forth their best efforts in all endeavors. In every subject and at every level, students are expected to adopt a posture of submission to authority while also being led toward growing independence, able to apply godly wisdom in making choices and willing to take responsibility for themselves.

GOVERNANCE AND MANAGEMENT

Harding Academy is governed by a Board of Trustees. As the guardian of Harding Academy's mission, the Board of Trustees ensures that the mission, faculty, staff, facilities, and resources are appropriate, relevant, and vital to the community Harding serves. The board is charged with developing major institutional policies and with long-range planning for the school; with hiring the president; and with safeguarding the financial viability and stability of the school.

The day-to-day operations of the school rest with the president, administrative staff, and faculty. Under the president's leadership, these Harding Academy employees are charged with developing and implementing programs and operational policies that support the school's mission and goals.

ACCREDITATION AND PROFESSIONAL MEMBERSHIP

Harding Academy is approved by both the Southern Association of Colleges and Schools, a division of AdvancED, and the National Christian School Association. Both organizations are recognized national accrediting agencies; additionally, Little Harding is approved by the Department of Education of the State of Tennessee. The school is also a member of the Memphis Association of Independent Schools.

RESPONSIBILITY STATEMENT

The educational success of students is a collaborative effort of teachers, students, and parents. By fulfilling the following responsibilities, the goals set forth in Harding Academy's mission statement can be achieved.

It is the responsibility of a Harding Academy teacher to

- Be a Christian role model
- Treat children fairly and with respect
- Create an attractive and safe classroom environment
- Present the appropriate age level curriculum using effective teaching techniques
- Support and enforce school rules
- Establish behavior guidelines and carry them out consistently
- Expect good work habits and appropriate behavior
- Provide opportunities to learn responsibility and cooperation
- Use professional judgment in accurately reporting a child's progress
- Keep open lines of communication with parents
- Seek appropriate resources in addressing a child's needs

It is the responsibility of a Harding Academy student to:

- Demonstrate Christian character and attitude
- Treat others with kindness and acceptance
- Accept responsibility for his own actions
- Obey those in authority
- Obey classroom and school rules
- Listen and follow instructions
- Cooperate and participate in class activities

It is the responsibility of a Harding Academy parent to:

- Support the teacher and school policies
- Expect the child to listen and obey
- Expect the child to be accountable and responsible for his own actions and work
- Keep an open line of communication with the teacher

ACADEMICS

The curriculum for Little Harding is carefully crafted to nurture the spirit as well as stimulate the mind. In our Little Harding early childhood program, the joy of learning is as important as mastery of the task. Children's inquisitive minds are kept interested and challenged using a blend of whole-group and centers-based activities that meet the needs of every child. Bible lessons and Christian principles are incorporated daily to help foster children's love of God and spiritual growth.

The JK program for four-year-olds includes learning through play, literacy workstations, and planned instruction. In a relaxed learning situation, the curriculum covers alphabet recognition, phonemic awareness, math activities, science participation, music, art, language activities, and Bible instruction.

COMMUNICATION ABOUT PROGRESS

In fostering the best possible cooperation between home and school for each student, every effort shall be made by the teacher to keep parents informed of their child's progress. Each teacher is interested in any background information to ascertain effective methods of working with each student. These are some of the means of home-school communication.

- Individual parent-teacher conferences
- Daily notes (6 weeks-2-year-olds)
- Weekly notes (Toddler program-JK)
- Monthly calendars (Toddler program - JK)
- E-mails and written notes
- Conferences with an administrator
- Students' papers sent home weekly
- Weekly e-News and individual teacher blogs
- Quarterly progress reports (2-year-olds – JK)

CONFERENCES

The teacher or parent may initiate a parent-teacher conference at any time. An advance appointment is necessary when a student's progress is to be discussed because an impromptu evaluation of a student may not be thorough.

PARENT INVOLVEMENT

Some parents may not be able to attend every meeting and event. However, some events are especially important, and every effort should be made to attend these: Parent/teacher conferences, student performances, and any Open House events.

GENERAL INFORMATION

SCHOOL HOURS

8:00 a.m.–3:30 p.m.

The school buildings open at 7:00 a.m. Large-group supervision is provided at no charge for students whose parents' work schedules necessitate early arrivals. For students in JK, the ideal time to arrive is about 8:05 a.m. It is very important for students to arrive in time to be prepared for the day when school begins. Arriving late often adversely affects the entire day for a student and disturbs the rest of the class.

Students must be picked up by their dismissal time which is from 3:15 to 3:30 p.m. Students not picked up by 3:45 p.m. will be sent to After-School Care. Parents will be charged a \$25 drop-in fee.

PARENTS AND VISITORS

Upon entering the building, a parent or visitor must check-in at the front office. The attire of parents and visitors is expected to reflect the modesty standards of Harding Academy. All Harding locations are smoke-free and alcohol-free campuses.

CONDUCT

Students are encouraged to always display good conduct. School personnel endeavor to use positive methods in guiding students' behavior. The school believes that home and school must work cooperatively to train students to learn respect and self-control. Each staff member is given the authority to correct any misbehavior. Unless there is an immediate safety issue, parents must not confront other children about their behavior. Any parent with a complaint about another child's behavior should discuss the problem with school personnel.

PROBLEM RESOLUTION

Grievances are handled best at the level at which they occur. If a grievance should arise with any Harding Academy program or the administration of discipline at Harding Academy, parents are encouraged to handle all such grievances by going to the appropriate person at the school and communicating their grievance by utilizing the following procedure.

- If a parent has a staff or faculty-related grievance, an effort must be made to settle the matter first with the staff or faculty member.
- If the matter is not resolved, the parent must direct the grievance to one or both Little Harding co-directors.

Throughout the problem resolution process, all parties should demonstrate mutual respect. The dignity of all parties involved must be preserved. No reprisal or retaliation of any manner will be taken against any student or parent for utilizing this procedure.

ILLNESS

A child should not come to school sick. If a child is not feeling well enough to participate in school-day activities, that child should not come to school. A child who develops a fever of 100.4 or higher at any time during the school day or while in After School Care, must be picked up by a parent promptly and may not return to school the next day. **The child must be free of fever for 24 hours without medication** before returning to school. Likewise, a child who develops fever during the night should not be brought to school the next day. Please do not send fever medications to school to treat fever. A child who begins vomiting at school, must be picked up by a parent immediately and may not return to school the next day. If a child has diarrhea at school (after the second occurrence of diarrhea), the parents will be called to pick up their child. **The child must be free of diarrhea and vomiting for one full school day before returning to school.** When the school calls a parent to pick up a sick child, parents should make every effort to pick up the child within one hour. If your child is sent home with a contagious illness, a doctor's note will be required for return to school. There will be a Health Alert email OR a Health Alert sheet sent home, the day we are notified, if any of the following occur in the classroom where other children might have been exposed: Hand Foot and Mouth, Covid, Hepatitis A, Flu A or B, Croup, Strep Throat, Pink Eye, Food-borne outbreak, head lice or Meningococcal Meningitis.

It is imperative that Harding Academy has a valid telephone number that does not default to voicemail to make contact in case of emergencies. Parents are asked to include such a number on the student information form and in FACTS SIS.

SPECIAL EVENTS

Open House Event: Each year an open house event is planned so that parents and students may visit classrooms to experience some of the amazing things that are happening each day at Little Harding. No conferences are possible on this evening, and any discussion of progress or problems will be deferred to another time.

Class Parties: Three class parties are held at Little Harding: Fall Harvest, Christmas, and Valentine's Day. During our Fall party, the harvest theme is emphasized, so parents are asked not to provide items with ghosts and witches. Room parents may collect money to partially defray the party expenses for the year. A suggested total of \$15 should be collected from each child at the beginning of

the school year for the first three parties. Additional money may be collected from each student for the end-of-the-year party if a special activity is planned. Parents may also be asked to donate/bring items for the parties.

Birthday Parties: If a parent wishes to celebrate a child’s birthday at school, arrangements must be made with the teacher for refreshments to be served at lunch or during the last fifteen minutes of the school day. This time allotment must not be exceeded. No games may be planned.

Party Invitations: Attempts are made to consider all students’ feelings. At school, students may distribute invitations to personal parties only if all students or if all students of the same gender in the class are invited

Other: Parents are welcome at Little Harding! Feel free to call or drop by unannounced to check on your child. Parents and visitors are also welcome to come share special days with your child such as a birthday or Superstar Day. Parents are invited to read a story to the class or share a special talent, gift or career that you have. Visits and special activities are limited in time so that normal routines and lessons can continue as scheduled.

SERVICE PROJECTS

Students will participate in service projects throughout the year. Efforts are made to make these projects meaningful to students by aligning these events with our Christian mission.

CHAPEL

3-year-old and JK students will regularly attend chapel services. These services consist of songs, scriptures, prayers, and special programs. The purposes of chapel are to worship God and to promote participation by the students and teachers taking part in the services. Our younger students do not attend chapel on a regular basis, but we will include them in any special chapels as much as possible.

LEAP

LEAP is designed to provide a venue for creative expression. Short-term classes address a variety of student interests, needs, abilities, and learning preferences as they teach, stretch, and challenge students. Class descriptions and registration information are listed on the school website.

PARENT INFORMATION

There is a “Parent Info Area” in the front lobby across from the main office. Parents can find books to read, a copy of the Little Harding Handbook, Harding Academy news, class calendars, information about extra-curricular opportunities and community activities appropriate for Little Harding students.

ASSESSMENT OF STUDENTS

Portfolios are used to assess student progress for 2- and 3-year-olds. This system is a curriculum-embedded assessment rather than an on-demand set of tests. Quarterly progress reports are used to communicate each child's individual learning gains to parents. Teachers observe each student to monitor strengths, learning style, needs, and interests. Developmental guidelines and checklists are also used to review the child's progress. Progress reports are completed and sent home at the end of each quarter. Parents are encouraged to give input on the child's assessment.

Students in JK are assessed using formal and informal evaluations. Teachers use observation, questioning, teacher-guided and independent assessments to ascertain each student's level of knowledge. Quarterly progress reports are used to communicate each child's individual academic growth to parents.

Throughout the year, outside organizations provide screenings (speech, vision, etc.) at the school. Parents will be notified of these events and asked to sign a parent permission slip to allow the child to participate in these screenings. Occasionally teachers and/or parents identify the need for additional screening and referral for professional diagnostic assessment. The Director is a great resource in these situations and should be involved in the process. All student assessments are confidential and are only shared with the parents and pertinent staff/support personnel.

ARRIVAL / DEPARTURE

Each child will be checked-in/checked-out by a staff member each day.

Morning drop-off:

- Parents of infants and toddlers must park, come inside the building and take their child to their classroom.
- Older aged children (2-year-old-JK) can be walked into the lobby by a parent and then allowed to walk to their classroom by themselves if they choose.

Afternoon pick-up:

- Parents of infants and toddlers must park, come inside the building, and pick up their child from the classroom/after-care.

When a person on a child's pick-up list is checking a child out of school, the custodial parent must notify one of the school's Co-Directors in person when the child is dropped off in the morning or with a phone call/email during the day. All individuals other than the child's parent(s) will be asked to present a photo I.D. when picking up their child. Little Harding will not release a child to anyone whose behavior appears to put him/her in imminent risk.

Children who are not picked up at the end of the school day will be placed in After-School Care and parents will be charged a \$25 drop-in fee to cover childcare until 6:00 p.m. Children who are not picked up from After-Care by 6:00 p.m. will be charged a late fee of \$15 for up to 15 minutes (6:15 p.m.). A \$1.00 per minute charge will be assessed for every additional minute a child is left in care after 6:15 p.m. These charges will be charged through FACTS. Consistent lateness could be cause for dismissal from the school.

SEPARATION

Many young children have difficulty separating from caregivers during the first days of school. It is normal for children to experience worry, unhappiness, and anxiety as they adjust to school. Harding's teachers work patiently and lovingly to give comfort and help during this time. The following suggestions may help with dealing with separation:

- Arrive early on the first day of school to allow enough time to find the child's room, put away supplies, and say goodbye.
- Establish a good routine on the first day. Staying for 15 minutes or longer will not make the separation easier. It will probably make it more difficult.
- Talk with the child about what to expect at school on the way to school.
- Walk the child to the classroom. Go with the child to the cubby/locker to put things away.
- Take the child to the restroom/change diaper, wash hands, and get a drink of water.
- When it is time to go, take the child to the teacher. Tell the child goodbye in a positive way and leave. Never sneak out, run, or hide.
- If the child cries or clings, parents are encouraged to briefly give comfort and leave the child with the teacher. The teacher will comfort the child and provide a fun and engaging distraction.

INSECT REPELLENT

Public health authorities recommend using insect repellants that contain DEET. It should only be applied once per day. If it must be done at school, the parent or guardian must send in written permission and the repellant in its original container labeled with the child's name.

SUNSCREEN

If sunscreen must be applied at school, UVA and UVB protection of SPF 15 or higher is recommended. Written parental permission is required for sunscreen to be applied at school. The sunscreen must be in its original container and labeled with the child's name.

DRESS CODE (for Toddler – JK)

Children attending Little Harding are actively engaged in learning experiences daily. It is recommended they wear play clothes while at school. Students will spend time using paint, markers, clay and a variety of other materials that can get messy. Sometimes they work with natural materials such as leaves, sticks and soil. It is also recommended that they wear tennis shoes or other shoes with a closed toe. Our playground spaces have a wood chip surface and children who wear sandals sometimes encounter splinters. Cowboy boot-type shoes are not recommended because they tend to be heavy and are hard to “play” in.

SPIRIT DAY

Each Friday will be Spirit Day. Students are encouraged to wear a Harding Academy shirt or sweatshirt.

DISCIPLINE

Through clear expectations, positive example, and appropriate, consistent consequences, our preschool students learn respect for themselves and others. Teacher responses to negative or inappropriate behaviors may include the following elements:

- Conferencing: The teacher explains the inappropriateness of the behavior in terms of its effect on self and others. More appropriate behaviors are identified and discussed. The child is encouraged to assume responsibility as needed.
- Logical consequences: The teacher applies appropriate, logical consequences to the student (e.g., picking up, sharing, and apologizing, etc.).
- Redirection/Distraction: The teacher presents alternatives to children engaged in conflict (e.g., presenting a different toy, suggesting a new activity, engaging the child in an activity with a teacher or different peer, encouraging independent play).
- Take a break: The child is separated from peers for an appropriate period of time. The child rejoins peers after a silent time and a conference with a teacher.

If inappropriate behavior is frequent or severe, the teacher or an administrator will conference with parents to identify and implement a plan to address the child’s needs.

BITING

General guidelines for biting include:

- Helping the bitten child feel better or providing appropriate first aid, if warranted.
- Completing an injury report.
- Discussing the situation with the parents of the biter and the parents of the child that was bitten.

Depending on the ages and circumstances involved, additional actions might include:

- Discussing a better solution with all children involved.
- Separation of involved children.
- Carefully observing the involved child to identify precipitating events and prevent recurrences.
- Maintaining a log to track the behavior.
- A call to parent to pick up the child.
- Conference with parents to discuss the child's actions at home, parental discipline techniques, or to search for outside resources.

Just as any behavior issue regarding a child is confidential, the name of the child that has bitten is also confidential, in order to ensure the privacy of the child and family.

***Children who bite two times in the same day will be sent home for the day.**

SUSPENSION / DISMISSAL

In situations where safety to the child or other children occurs or if a negative environment is created, we will conference with the parents about what may be happening in the child's life to cause this negative behavior.

Suspension or dismissal may be necessary if any of the following occur:

- A child requiring continued one-on-one attention.
- A child using inappropriate language.
- A child being disrespectful or verbally abusive to teachers.

**** A single incident of severe misbehavior may result in dismissal.**

REWARDS

At Little Harding, we look for opportunities to reinforce positive behavior. A few examples are verbal praise, Treasure Box treats, stamps, positive notes, stickers, hugs, and high-fives.

COMFORT ITEMS

For our toddler class children and older: If your child is on a bottle, we request you wean your child off the bottle at home at least four weeks prior to coming to school. This will make the transition less stressful for you and your child. Please send a sippy cup for your child's transition to minimize sudden changes. Pacifiers are allowed to ease your child's transition; however, it is our goal that your child will be off the pacifier when entering the 2-year-old program. All children ages 2 and up will need to bring a leakproof water bottle/cup, with a spout/straw preferably, to school with them each day.

Cribs, cots and rest mats are used at naptime. Little Harding also provides a cotton sheet covering for each of these. One small toy may be brought to snuggle with during naptime. We prefer that they are soft, stuffed toys that are not noisy. You may also send a small blanket with your child to use at naptime. Be sure to label all items. No toy guns, swords, or weapons are allowed in the school setting.

TOILET TRAINING

When you feel it is time to start toilet training, the staff at early childhood will assist you. If you have already begun this process before school begins, we will help continue this at school. Little Harding believes that toilet training should be a positive experience at home as well as at school. Please dress your child in elastic waist pants during the toilet training process and send multiple changes of clothing (including socks). If you send pull-ups to school, please send the ones that have Velcro on the sides and are easy on/easy off. Talk to your child's teacher when you begin to start toilet training. Students must be potty-trained before they enter the 3-year-old program.

A potty-trained child is a child that can do the following:

- Be able to tell an adult they have to go potty before they go.
They must be able to say, "I have to go potty."
- Be able to pull up and down their underwear and pants and get them back up
- Be able to wipe themselves after using the potty
- Be able to get on and off the potty themselves
- Be able to wash and dry their hands

*If you need to send Pull Ups for your child during nap, that is perfectly fine. Please send the Pull Ups that open and close on the sides for ease of getting them on and off.

MEALS

Parents provide lunch and two snacks each day for their child. Please refer to the online nutritional information listed in the parent packet for guidance when preparing lunch brought from home. Please remember we cannot refrigerate or warm any items. You can put a cold pack in your child's lunchbox if you would like to keep things cool. Please do not send drink boxes, juice or soft drinks with your child's lunch. If your child has dietary restrictions (food allergies, for example) please be sure that your teacher is aware of these restrictions.

FOOD ALLERGIES

Allergies to a variety of foods such as nuts and wheat are becoming more common. Some allergies are so severe that even breathing in the aroma of the food (e.g., peanut butter) can be life-threatening to allergic children and adults. Because we are in a group setting, this policy requires cooperation from all parents. **Because so many children are allergic to peanut/nut products, please do not send any food item containing peanuts/nuts or peanut butter for class parties, birthdays or lunch.**

BIRTHDAYS

Each child will have an opportunity to celebrate a birthday. In order to be fair and consistent, birthdays will be kept simple. At the same time, we want to allow time for your child's birthday to be recognized. Food brought from home for sharing among children must be either whole fruits or commercially prepared packaged foods in sealed containers. Families of children with special dietary restrictions should consult with administrators to develop an individualized plan. **Because so many children are allergic to peanut/nut products, please do not send anything containing peanuts/nuts or peanut butter.**

MISCELLANEOUS

COMMUNICATIONS DEPARTMENT

The communications department keeps parents and the public informed about events at Harding Academy. General school news is communicated mainly through weekly e-News, email updates, and the school website. Telephone calls and mailings may also be used.

Crisis Communication: In the event of an urgent message or emergency, the following communication will take place.

- The Harding Academy website will be updated with vital information
- Parents will receive an email from Harding Academy (communications@hardingacademymemphis.org).
- Parents will receive a text message to the numbers we have on file.

Primary Email Address: Each family is required to have at least ONE PRIMARY email address on file.

Harding uses email addresses and telephone numbers from FACTS SIS. Parents provide this information during the enrollment process. Parents may add to or change this information at <http://www.hardingacademymemphis.org/update-parent-profile>.

To receive email from Harding Academy, please add communications@hardinglions.org and communications@hardingacademymemphis.org to your address book. Visit the Communications tab under About on the Harding Academy website to learn more about communication avenues and to update contact information.

Press Releases and new submissions: All communication including press releases, photograph and story submissions, and updates to the news media should be made through the Harding Academy Communications Department (communications@hardingacademymemphis.org).

HEALTH INFORMATION

All new students entering Little Harding 6 weeks-JK must present the following documents on the first day of school.

- Tennessee Child Health Record–This form includes an immunization record and evidence of a physical examination. Students entering JK must have the immunizations listed for preschool attendance. Students with deficient immunization records will not be permitted to attend school until the deficiency is corrected.
- Birth Certificate–A certified copy of the child’s birth certificate, not the Mother’s Copy, is required.
- Health History–Harding provides this form for parents to complete.

- Individual Health Plan – Any student with asthma, seizures, diabetes, cardiac condition, sickle cell anemia, or any other chronic or acute disease must submit an individual health plan completed by the parents and physician. The school will provide the form.

MEDICATIONS

Harding Academy is concerned about protecting the health and safety of each student. The following requirements of the State Board of Education will apply to students self-administering medication at school.

- All medications, prescription or nonprescription, must be correctly labeled and brought to school in original containers and taken to the school office or front desk. Prescription medicines must have a label from the pharmacy or from the physician's office. The label must include the following information:
 - Student's name
 - Prescription number
 - Medication name and dosage
 - Administration route or other directions
 - Date
 - Licensed prescriber's name
 - Pharmacy name, address, and phone number

Nonprescription (over the counter) medication must be in the original container and must be labeled with the student's name in a manner that will not obscure the original container label.

- All medication, prescription and non-prescription, is received from the parent by a designated staff person or management level staff person.
- An alternate staff person is available to administer medication in the event the designated staff person is absent.
- Documentation for medication includes parent's written authorization to administer; original container; current dates; label of child's name; specific dosage/times; method of administration.
- Documentation is maintained in the school file.
- Medication is not handled by children and is stored in locked cabinets or compartments.

SAFETY

SECURITY: An armed security officer is on campus from 7:30am to 3:45pm each day. They will be monitoring any areas where our children are present. All exterior doors stay locked throughout the day and are accessible by teachers/staff through a magnet key fob system. In addition, the front door is always monitored by a security camera during the school day. All interior classroom doors are required to be closed and locked from the hours of 8:45am to 3:15pm.

PARKING LOT: Extreme caution must be exercised while driving in school parking lots. In the interest of the students' safety, vehicles must be driven very slowly on campus. Unattended vehicles must not be left running. Drivers' attention must be focused on their surroundings; therefore, cell phones must not be used while driving in the school lot.

STUDENT ACCIDENT INSURANCE

Harding provides student accident insurance for accidental injury during the school day or while participating in school-sponsored activities. The insurance is designed to pay medical expenses not covered by the family's health policy, within the limits of the policy. In case of injury, a parent should contact the Assistant Director or Director for information about filing a claim.

EMERGENCY SCHOOL CLOSING

In the event of adverse weather conditions Harding will make an independent decision and announce a closing on its website, by email, text message and the media.

CHANGE OF PROGRAM OR WITHDRAWAL

A notification of change of program or withdrawal must be done online by going to the Harding Academy website.

EMERGENCY PREPAREDNESS

Emergency preparedness drills and procedures are in place for fire, earthquake, storm, and crisis situations. In the event of an emergency, parents will be contacted by email and text message.

CHILD ABUSE

All our staff is trained in the detection and reporting of child abuse and/or neglect. We are required by state law to report any signs of suspected child abuse. Information regarding child abuse is distributed to parents of early childhood students.

RIGHT OF ACCESS TO RECORDS

Parents may have access to educational records by making a written request. A request must be submitted to the program's director. Available records include copies of progress reports and diagnostic testing reports.

CUSTODY

When one parent of a student has custody of the child, a photocopy of the official custody papers must be submitted to the admissions office. When this document is on file, a student will not be released to the non-custodial parent without the permission of the custodial parent. A non-custodial parent may not designate another person to pick up a child without the custodial parent's consent.

Any non-custodial parent of a student enrolled in Harding Academy may request to receive a copy of the student's progress report, notice of school attendance, name of teacher, and any other records customarily available to parents. This request must be in writing, must include the non-custodial parent's mailing address, and must be submitted to the Assistant Director or Director. (T.C.A. §49-6-902)

ASBESTOS (AHERA Notice)

Harding Academy has submitted to the State of Tennessee its Asbestos Management Plan. A copy of this plan is on file and available for review in the school's administrative offices. Each lower school location has a copy of the portion of the management plan that is applicable to that location.

The management plan includes a record of the inspections for friable (easily crumbled) materials that contain asbestos and a diagram of the locations of friable asbestos-containing material (ACM). It also contains a description of planned activities to maintain ACM in good condition until it is removed prior to demolition or renovation, as well as a copy of relevant EPA regulations.

All friable ACM is re-inspected every 6 months by specially trained personnel who look for damage or signs of deterioration. All appropriate repairs are done under the supervision of trained personnel.

Every three years all friable and non-friable ACM are re-inspected and reevaluated by EPA Certified Asbestos Inspectors and Management Planners as required by EPA regulations. A three-year inspection was conducted during the summer of 2013. The next inspection is scheduled in the summer of 2016.

Questions regarding the Asbestos Plan at Harding Academy may be directed to the facilities director at 683-4506.

CHILD CARE OUTSIDE OF HARDING

Harding does not provide off-site babysitting or babysitting referral services. Little Harding does not provide childcare for children not enrolled at Harding and no one is authorized to provide such services at Harding facilities. Any babysitting or childcare services occurring away from Harding facilities even if provided by a Harding employee, student, or parent is under terms and conditions agreed upon between the parents and the provider acting independently of Harding.

ALMA MATER

Mrs. Mary Nell Hardeman Powers

Memphis Harding School's our treasure

That's our Christian joy and pride.

'Tis our service, our endeavor

In these halls our hopes abide.

May the Providence that built thee

Still continue as our guide.

Memphis Harding, may God's blessings

Fall abundantly on thee.

We will ever love and cherish thee until eternity.

