





Dear Maharishi Lower School Students and Parents,

We are very happy to welcome new and returning students and parents to Maharishi Lower School. We look forward to a successful year of academic progress and rapid development of both individual and collective consciousness.

In the mid-1970s the founder of the TM program and our School, Maharishi Mahesh Yogi, was asked what he considered the most important values in various fields of life. His insight into organizational management and natural law itself yielded his Fundamentals of Administration:

- Responsibility
- Stability
- Communication
- Adaptability
- Creative Intelligence

Communication is the foremost purpose of this *Student and Parent Handbook*. Our goal is to provide all of the necessary information to establish a frictionless flow of communication among students, parents, teachers, and administrators through our policies, procedures, schedules, contact information, forms, and more.

We hope you will find this Handbook to be well organized and useful in the daily life of our school.

If you have any suggestions for additions or revisions, please contact the School administrators.

With best wishes,

Maharishi School Administrators and Board of Directors

NOTE: Policies and procedures are subject to change over time. These will be updated in the electronic version of this *Handbook* on our website.

READY REFERENCE GUIDE

Telephone Numbers

- | | |
|--------------------------------|---------------------|
| • Main School Number | 641-472-9400...then |
| • Central Office | Ext. #5060 |
| • Admissions | Ext. #5076 |
| • Academic Director | Ext. #5062 |
| • Administrative Director | Ext. #5108 |
| • Head of School | Ext. #5080 |
| • College Counselor | Ext. #6226 |
| • Development Office | Ext. #5070 |
| • Enrollment Management Office | Ext. #5537 |
| • Human Resources/Facilities | Ext. #5096 |
| • Lower School Director | Ext. #5103 |
| • Registrar | Ext. #5703 |
| • Student Accounts | Ext. #5108 |

Whom to Call

Contact Central Office regarding:

- All attendance or tardiness matters
- Messages for students or teachers
- Day-to-day student questions and activities

Contact the Lower School Director regarding:

- Lower School concerns that impact student progress and well-being
- Specific concerns regarding your child's social-emotional needs

Contact the Administrative Offices regarding:

- Employment
- Tuition Cost and Payment/Financial Aid
- Student Accident Insurance
- Physical Plant/Maintenance

Contact the Admissions Office regarding:

- Admissions & Tours

Contact the Registrar's Office regarding:

- Transcripts & Withdrawal

Contact the Athletics/Physical Education Office regarding:

- Physical Education, Sports Programs & Recreation Center

Contact the Development Office regarding:

- Fundraising Activities or Donations

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I. COMMUNICATIONS

Mission Statement

To create an innovative Consciousness-Based educational environment where students think deeply and become creative, compassionate, contributing citizens of the world.

Accreditation

Maharishi School is accredited by the Independent Schools Association of the Central States (ISACS) and is a member of the National Association of Independent Schools (NAIS). Grades K-6 holds traditional accreditation with the Iowa Department of Education, which also awarded Grades 7-12 college preparatory accreditation in recognition of the high percentage of graduates accepted at four-year colleges and universities.

Whom to Contact

The faculty and administration of Maharishi School wish to be as helpful and responsive as possible to both parents and students. The School encourages students and parents to seek the most appropriate channels of communication to answer any questions or requests, so that their needs may be quickly and easily met.

When parents have a concern, they should deal first with the person who is most directly responsible for helping to identify a solution. This means that for most issues, the first point of contact is the classroom teacher. If the problem cannot be resolved at the level of the classroom, then that teacher, together with the concerned parent, should take the issue to the next higher level. In the case of the classroom teacher, this would mean that the teacher and the parent (plus the student, if appropriate) would meet with the Lower School Director. The Academic Director and/or Head would generally get involved only with matters of serious concern, perhaps involving expulsion, or legal implication, such as harassment or a safety concern, that have not been resolved through the regular process. The Director is always available for general concerns, suggestions or queries, as are the other administrators.

As a general principle, rather than talking about someone, it is important to speak openly with people in an atmosphere of trust and transparency, and with an emphasis on respect and solutions.

Campus Security

If for any reason parents or others are unable to reach the School by telephone in an emergency, Campus Security may be contacted to deliver a message or respond to an emergency. Campus Security can be reached at 641-472-1115 at any time, day or night.

Daily Schedule (Grades 1-5)

- 8:00 am – Lower School students begin arriving at School.
- 8:25 am – Morning session begins. Students arriving after this time are considered tardy.

- 11:30-12:25 pm – Supervised lunch/recess
- 12:25 pm – Afternoon session begins for Lower School students
- 3:30 pm – Lower School students are dismissed.

Parents' Newsletter

Once a month, the Division Director emails a Newsletter to Lower School parents. This Newsletter contains news of upcoming events at the School, as well as information about student accomplishments. Please refer to this letter to keep current with what is happening at the Lower School. If you are not receiving the e-newsletter, please contact Emmy Auge, the registrar. Additionally, the Head of School sends a Parent Newsletter to all parents, including news of Lower School events, bi-weekly.

Messages

Messages for students may be left with the Central Office and will be relayed to the student's classroom in a timely manner. Only in emergency situations will the office manager interrupt the student's class to deliver a message immediately. Parents should not go directly to classrooms or call their student's phone.

School Closings Due to Inclement Weather

School closings are announced directly to families via text message and email, as well as via the Maharishi School page on social media platforms like Facebook and Instagram. Maharishi School does not automatically close when the Fairfield schools close for bad weather. Because of busing in the public schools, their threshold for closure is generally lower than Maharishi School's. Closures will generally be announced before 7:00 am, and no later than 8:00 am.

Lost and Found

Items that are found will be taken to the Central Office. The item will be placed in the "Lost and Found" box. Students and parents are encouraged to come to the office to look for missing items. Items not claimed will be donated on the last Friday of every month. To minimize lost items, **please use indelible ink to label your children's belongings with their full name.** The Office will make every effort to return labeled items.

Birthday Parties

Students may celebrate their birthdays in school if the child's teacher is contacted and arrangements are made at least a week in advance. In the Lower School, small nutritional snacks are usually brought by the parent for all the children in the child's class. We ask that birthday invitations not be handed out in class unless the entire class is to be invited.

School Pictures

Individual pictures are taken each year, usually in early fall. Parents will be notified in advance of the schedule for school pictures. Picture packages will be available for purchase.

The Role of Parents at Maharishi School

Research clearly shows that students learn best when there's a strong partnership between parents and the school. We therefore encourage parents to engage in the following activities to ensure a strong alliance in helping students grow to their full capacity:

1. Participate in parent-teacher conferences
2. Create a quiet, focused space for students to work at home
3. Check in regularly about school work and social dynamics
4. Ensure a consistent sleep routine with reasonable bedtimes and sufficient sleep
5. If your child is struggling or you have concerns, communicate directly with the teacher, and try to learn more about the greater context in which it's happening.
6. Volunteer for classroom activities and events to enhance the experience for all of our students.

Maharishi School Core Values

RESPECT

In our words and actions, we treat others with the respect we want and expect to receive.

RESPONSIBILITY

We accept responsibility for our own thoughts, words, and actions.

SOLUTIONS

Whenever confronted by challenges or problems, we seek creative solutions. "Don't agonize, organize."

SERVICE

We seek to serve others and be good stewards of our environment. The world is our family, and the world is our home. When we transcend, we enliven coherence in collective consciousness and balance in nature.

TRANSCENDING: foundation for living our Core Values

Our daily practice of transcending builds depth in our thinking, knowledge, and relationships, and provides the total support of Natural Law to fulfill our goals, desires, and Core Values.

II: CONSCIOUSNESS-BASED EDUCATION: EXPERIENCE, CURRICULUM AND INSTRUCTIONAL STRATEGIES

The Nature of Consciousness

We can define consciousness as how **awake** we are, to ourselves and our environment. Some days we are at the peak of our game, feeling wide awake, creative, energetic. Other days – even times of days – not so much. We feel tired, stressed, or closed down.

So we know from experience that consciousness is variable. You could have the best school in the world, with great teachers, academics, and facilities; but if students arrive with sleep deprivation or anxiety, fatigued and distracted, then both teaching and learning will be a strain. At Maharishi School, we put consciousness first. When students and their teachers are maximally rested and alert, every part of the education experience is optimized. How do we achieve that wakeful state?

Word of Wisdom Technique

Students four through nine years of age practice the Word of Wisdom technique for a few minutes at the beginning and end of the school day. The daily practice of this technique enhances the physiological and psychological development of young children. It strengthens their nervous system, develops greater orderliness and coherence in their thinking and behavior, and enhances their ability to focus attention. The fee for this technique is included in the cost of tuition.

Maharishi Transcendental Meditation Technique

During grade 5, students learn the Transcendental Meditation (TM) program, and practice their program collectively twice a day as part of their regular academic schedule. The fee for this technique is included in the cost of tuition.

The essential foundation of Consciousness-Based education for students is the development of their full creative potential through the daily practice of the TM program. The practice of this technique enlivens the vast reservoir of intelligence, creativity, and energy – the field of Transcendental Consciousness – deep within the mind of every student. Just as watering the root of a tree brings nourishment to all the branches and flowers, diving deep within the mind through the practice of the TM technique enriches all areas of the student's life. Students develop a greater depth of personality, a sharper intellect, a stronger physiology, greater feelings of compassion, and more happiness and bliss throughout the day.

Please Note: When a student learns either their Word of Wisdom or TM Technique, we expect at least one parent to become familiar with TM so that they can better understand and support their child's experience. We offer orientation sessions to all parents new to the practice, followed by official training in TM.

CCLS Overview

In addition to the practice of Transcendental Meditation by students and teachers alike, Consciousness-Based education (CBE) includes instructional principles, strategies, and tools, and a unique curriculum that enables students to make deeper connections with their studies, their relationships and, most importantly, themselves.

Studying the *16 Principles of Creative Intelligence* in Grades K-3, and the *Fundamentals of Growth* in Grades 4- 5 provides a new way for students to see all the parts of learning contained within the bigger picture.

In today's global world, these timeless and universal principles inspire deep thinking and creative problem-solving. The ability to take what seems to be an insurmountable task, and break it into manageable pieces, is a skill all successful students possess. By embedding these principles and fundamentals throughout the curriculum, students learn to think empathetically as well as critically, open their awareness to many perspectives, and persevere in resolving problems while embracing unsuccessful attempts as an opportunity for growth and learning. This unique approach to learning helps students see themselves in what they are learning, helps them to feel the connection with themselves to the natural world, and empowers even the youngest student to think big, and feel they are part of a global society.

16 Life Principles (Grades K-3)

Maharishi Mahesh Yogi, the founder of the Science of Creative Intelligence (SCI), has explained that these simple and profound principles express, in language that students can easily understand, how intelligence unfolds in the universe – the natural laws that govern and maintain the structure and orderly evolutionary functioning of life.

“These 16 principles are the Laws of Nature that uphold the growth and progress of everyone and everything. They are everywhere, guiding the progress and evolution of the ant and the elephant, the cell and the planets. They are a subset of many principles of the Science of Creative Intelligence. These 16 have specifically been used to organize the primary school curriculum at Maharishi School.”

—*Maharishi Science of Creative Intelligence for Primary and Secondary Education*, 2006.

1. The Nature of Life is to Grow
2. Order is Present Everywhere
3. Life is Found in Layers
4. Outer Depends on Inner
5. Water the Root to Enjoy the Fruit
6. Rest and Activity are the Steps of Progress
7. Enjoy and Accomplish More
8. Every Action has a Reaction
9. Purification Leads to Progress
10. The Field of all Possibilities is the Source of all Solutions
11. Thought Leads to Action, Action Leads to Achievement, and Achievement Leads to Fulfillment
12. Knowledge is Gained from Inside and Outside
13. The World is as We Are
14. Opposites are Found Together

15. The Whole is Contained in Every Part
16. The Whole is Greater than the Sum of the Parts

16 Fundamentals of Growth (Grades 4-5)

1. Creativity
2. Energy
3. Intelligence
4. Purposefulness
5. Rest and Activity
6. Orderliness
7. Purification
8. Knowledge
9. Integration
10. Stability
11. Adaptability
12. Resourcefulness
13. Vigilance
14. Insight
15. Foresight
16. Happiness

Instructional Strategies: Principles of Consciousness-Based Teaching

This body of ideal teaching principles forms the common core of teaching philosophy and practice at Maharishi School. These points were compiled from many sources of Maharishi's teaching about education and are organized according to the five Fundamentals of Education he identified:

- Receptivity
- Intelligence
- Knowledge
- Experience
- Expression

Every new teacher is trained in these Principles, and they are often cited in ongoing professional development. Parents can also learn about the Principles in workshops that are offered periodically by the School administration.

When these fundamentals are fully enlivened through ideal teaching, learning is engaging, enjoyable, successful, and fulfilling. The learning environment is structured to support and nourish all students regardless of learning style, abilities, background, or gender (Receptivity). Primary emphasis in teaching practice is given to providing comprehensive learning experiences for all students through the cycle of knowledge→action→achievement→fulfillment (Intelligence and Knowledge). Students are encouraged to work actively with the knowledge they are gaining

(Experience), and to share it with others in a variety of ways (Expression). When these Consciousness-Based principles of teaching are embodied in the life of the School, the hallmarks of ideal education are realized: enthusiasm for learning, relevance of knowledge, and strong rapport between students and teachers.

Rights, Respect, Responsibility Program (RRR)

As part of the CCLS curriculum, the RRR program was implemented in the Fall of 2018 as a response to parental requests. Teachers follow a specific curriculum that is grade level appropriate and gives the students practical knowledge related to sexuality, as well as skills to promote healthy behaviors in their lives.

“Rights, Respect, Responsibility builds on 30 years of research into effective sexuality education programs, while respecting young people’s right to the information they need to protect their health and make responsible decisions. It follows the National Sexuality Education Standards for what students should learn and be able to do at each grade level, and it is inclusive of learners of all genders and sexual orientations. *Rights, Respect, Responsibility* is intended for use with students in Kindergarten through 12th grade. Its lessons are scaffolded, and age-appropriate, beginning with basic lessons about friendship and safety, and introducing more complex concepts as students age.”

Parents may visit the website <https://3rs.org/3rs-curriculum/> or speak to your child’s teacher to keep abreast of what their child is learning in this program.

Positive Discipline in Grades Kindergarten through 1st Grade

The lower school classroom management strategies fall under the CCLS curriculum, as Positive Discipline and restorative justice teach the students self-discipline, responsibility for their actions and words, empathy, and strength in healing. Positive Discipline is an internationally respected program designed to teach important social and life skills in a manner that is deeply respectful and encouraging for both children and adults.

"Parenting with Positive Discipline means being kind and firm at the same time, which is effective long-term and helps children feel a connection — a sense of belonging and significance" (<https://www.positivediscipline.com>). Having consistent expectations at home and in school strengthens both of our efforts.

5 Criteria for Positive Discipline

1. It is both kind and firm.
2. It helps children feel a sense of belonging and significance.
3. These tools will work for the long term.
4. Children learn valuable social and life skills.
5. Children develop a sense of their own capability.

We find that when students demonstrate a willingness to learn, have a lively curiosity, and are balanced in their behavior, learning can be enjoyable and effortless. Positive Discipline can be nurtured through various steps of attention and guidance.

Nurturing positive behavior in our students is a cooperative activity between the home and the School. Whenever parents notice any imbalance in their child's behavior, they are encouraged to notify the classroom teacher, just as the teacher would contact the parents. The student will benefit most when parents and teachers work together to provide support and guidance.

The purpose of policies and expectations in school is to provide clear, consistent boundaries to help students feel safe and know what is appropriate behavior. We understand that if some inappropriate behavior does occur, that it is a mistake based on stress and confusion, with a deeper underlying message that the child is trying to tell us something, and that no one really wants to do wrong.

Restorative Justice in Grades 2 through 5

Restorative justice focuses foremost on creating strong relationships between students and teachers and students with each other. Expectations, not rules, are introduced in the classroom and throughout the lower school. Students, by understanding how their behaviors affect others, learn to understand why and how they can change their behaviors to meet the lower school and classroom expectations.

Restorative class circles are a vital part of creating and establishing relationships within the classroom. During these circles, the teacher is the facilitator and the students lead the discussions. Early in the school year, the main goal of these restorative circles is to establish a deep and lasting understanding of each other and of one's self in relation to others. With this understanding empathy grows and gives the students knowledge of the diversity of thoughts and feelings within the classroom, which then broadens student awareness of how certain words and actions may affect his/her peers and teacher. The goal of restorative circles, as the year progresses, is as a platform for discussion on topics that affect individual students, the classroom or the lower school. At this time, a student may decide to take the role as the facilitator. Teachers follow these guidelines by N. Maynard and B. Weinstein, *Hacking School Discipline*:

“Teach the students to keep relationships at the forefront of every decision, and run a mediation with open-ended, leading questions. Focus on empathy and praise emotional literacy to help the students learn how to handle conflict in positive ways, and remember to keep several foundational principles at the core of the mediations: identify what led to the behaviors, what has happened since the behaviors, and what underlying factors turned this issue into what it was.”

With restorative justice, students are asked to “heal” any classroom disruptions they may have caused through their actions or words. This healing can occur in a restorative circle or in a private setting, depending on who was affected by the negative behavior. *“Holding students directly and personally responsible for their behavior is what sparks intrinsic change”* (Maynard and Weinstein, *Hacking School Discipline*). Re-integrating is the final step in allowing the student to gently return to the classroom with dignity.

Community and Belonging

We seek to foster a sense of community and belonging for all students. By including a curriculum that exposes students to a wide range of perspectives and cultures, we encourage conversations and curiosity about the wide range of human experience, allowing students to find their place in it. As Maharishi said, “Harmony is found in diversity.”

III. LOWER SCHOOL CURRICULUM

Overview

During these early years of education, students develop a love of learning while building a solid academic foundation. Integrating innovative and traditional educational practices are the hallmarks of our successful Lower School curriculum.

This is a place where your child is nurtured, and where your child is known and valued as a unique member of our family-like community of learners. In grades 1 through 5, students receive their instruction in reading and writing workshops, math, science, social studies, and CCLS.

Teachers partner with parents to support students’ budding independence and help them identify how they learn best. Woven in and out of all the subject areas is the CCLS curriculum.

Cooperative groupings emphasize communication and collaboration skills. Classes in art, digital literacy, seed-to-table, music, makerspace, physical education and Spanish (Grades 2-5) round out a stimulating and invigorating schedule that encourages ownership of learning, independence, and most of all, fun.

English Language Arts (ELA)

Lucy Calkins is the author of the "Units of Study" curriculum guide books and one of the originators of the “workshop” method for reading, writing and phonics instruction, which centers on independent student work in combination with teacher modeling and one-on-one and small-group guidance.

Units of Study guides the topics for the reading and writing workshops. Supplemental to this is the Mystery Writing program, which allows for the knowledge and practice of writing conventions. Spelling and Handwriting are also part of the ELA curriculum.

Reader's Workshop includes habits of good readers, fiction, nonfiction, critical informational text skills and character study. Reading Workshop is a model of instruction that focuses on the work of the reader. Teachers model and teach directly the skills and strategies that proficient readers use. Students are taught that these strategies can be applied to many types of reading and therefore students have the opportunity to self-select books and read a wide variety of text. During Reader's Workshop, students read, write, discuss, are read to, work on vocabulary and comprehension, and choose "just-right" books. Reader's Workshop includes the following elements: mini-lessons targeting specific skills, independent reading, spelling instruction, small group instruction based on student needs, and sharing out.

Writer's Workshop provides opportunities for students to exercise writing skills that support their ability to communicate ideas, thoughts, and perspectives. This includes developing the habits of good writers, the art of informational writing, opinion/argumentative pieces, and narrative writing. Learning is scaffolded to support independence and confidence as students become authors. We call it Writer's Workshop because that is what "real" authors call their special writing time, since our students are becoming "real authors." Writer's Workshop includes the following elements: mini-lessons targeting specific strategies, independent writing, grammar instruction, conferencing with small groups based on student needs, and sharing out.

How to Help Your Child at Home

Let your child see you reading and writing, and talk with them about how you use reading and writing in your own life. We read best when we are interested in what we are reading. Let your child have choice in materials they want to read. Help children become better readers by helping them find books that tap into their interests. Visit the Library. Swap some family "screen time" with book time!

Reading is a social experience. Read aloud to children who are not yet able to read. Talk about the stories and pictures. As children become independent readers, encourage them to read quietly alone. Older children and adults still enjoy hearing a story read aloud, and all readers need time to talk about what they are reading to develop deeper understanding.

Encourage your child to write books and provide lots of fun writing materials—paper with lines or no lines, pencils and pens. Gifts such as journals, spirals, colored pencils, markers and erasers are very motivating! Also, make a place for books and lots of reading materials. Stress the importance of the process of writing and reading, and not the final written piece or finishing as many books as possible.

Respond to WHAT your child writes and not HOW they write. Praise your child's writing. Ignore minor errors. Help with spelling as needed, but do not expect your child to spell every word correctly

Mathematics

Using the i-Ready series in grades K through 4, students are challenged in a way that inspires them to embrace the power of mathematics through real-world applications, and experience just how fulfilling math success can be. Students are engaged in “math talk” as they apply their own experiences in solving and understanding the math they are presented with.

Teaching involves keeping students motivated and engaged. Learning the “big idea” of a lesson and breaking that lesson into small parts is a primary teaching tool used at the Lower School.

Science

Discussion and hands-on activities stimulate inquiry and curiosity in the field of science. Students engage with Mystery Science, the online program the Lower School has adopted in grades 1 through 5, through meaningful, age-appropriate topics that follow Next Generation Science Standards (NGSS). Students are encouraged to investigate, experiment, gather data, organize results and develop conclusions and questions based on their own actions and class discussions.

Social Studies

The National Council for Social Studies describes the primary purpose of social studies as helping young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

In grades K-5, we follow the [Iowa Core Standards](#) for social studies, covering the following themes that move outward from the family to the community to the nation to the world.

- Communities and Culture; Choices and Consequences (Grades K-2)
- Immigration and Migration; Change and Continuity (Grades 3-4)
- World Regions and Cultures; Rights and Responsibilities (Grade 5)

Physical Education

Through our Physical Education program students learn that good health comes through exercise, and that exercise can be fun. We stress the value of recreation and fresh air. The numerous games we play naturally encourage skill development and the importance of teamwork. The program seeks to help students achieve active and healthy lives.

Joy and playfulness are emphasized in all activities of the Lower School Physical Education classes. In a fun atmosphere of structured play, students build skills, strength, flexibility, and aerobic fitness, and learn to be good sports through partner and team games. Lower School students take a class in Physical Education two days per week.

Music

Lower School students receive music instruction from a specialized teacher twice per week.

The goal of music education in the Lower School is to help the student develop a love for and appreciation of all aspects of musical creation: singing, composing, and making music. In addition to encouraging this love of music, both from within our own rich and varied culture, and from around the world, students are instructed in music theory and technique.

Art

Lower School students receive art instruction from a specialized teacher twice a week. During these classes, students have an opportunity to grow in their appreciation of the arts, while also creating their own art. Art and design is taught through drawing, painting, collage, ceramics, fiber arts, and photography. Lower School students have their own art classroom with access to the photography lab and darkroom, as well as the ceramics room and kiln.

Regularly throughout the year, the halls are filled with student artwork, allowing others in our community to view their work and validate the student experience. Students grow in their self-confidence through the joy experienced in creating and sharing their work with others.

Library Policies

Our library's goal is to encourage students to be lifelong learners by encouraging and reinforcing the skills needed to learn independently. These include an enjoyment of reading, and the ability to research and evaluate information sources effectively. We provide students with good books for enjoyment and classroom research projects. Lower School students visit the library once or twice per week.

Books are checked out to students for a period of 2 weeks but can be renewed if needed. Students can check out up to four books at a time. With reminders from their teacher and parents, the child is responsible for returning the books on time.

Extracurricular Sports

Periodically, either before or after school, students are presented with an opportunity to participate in extracurricular sports. Students can participate in the seasonal sport of Fall soccer with the city league. There is a strong emphasis on tennis during the Spring season. The primary focus of this program is to make team sports fun for all. Even with an individual sport like tennis, group activities are taught to help foster a sense of team spirit and love of sports.

IV. LOWER SCHOOL GUIDELINES AND POLICIES

Case Conferences (CC)

Each student deserves to experience happiness and success in all aspects of their activity. When a level of achievement is not present, the collective attention of the CC committee can be used to help restore balance and promote the unfolding of the student's creative intelligence.

Students who have learning difficulties, unsettled classroom behavior, or other issues may be referred by their teachers to the CC committee. Parents may also request CC meetings and may contact their child's teacher or division director to make arrangements. The CC committee is made up of the teachers, division director, and resource specialists. The committee meets with the parents and, if necessary, the student to see what can be done to re-enliven the state of balance and happiness in the student. The committee may refer the student for Maharishi Ayurveda consultation or recommend further testing (in-house, Area Education Agency, or other testing). The CC committee then works with the respective professionals and with the parents to plan a program to help the student restore a balanced state of life as the basis for success at Maharishi School. The CC committee will keep regular contact with the student and the parent to ensure that maximum benefit is being gained from the recommended program or if alternatives should be implemented.

Maharishi School recognizes that the basis for the development of positive behavior is the development of consciousness; therefore, the CC Committee begins discussion with reviewing the child's regularity and correctness of practice of the Transcendental Meditation program.

The parents and School may decide at some point that the program is not meeting the needs of the student. In this case alternatives to the CC committee's recommendations will be discussed. In some cases, the school administration may decide that it is best for the student not to continue at the School for a period of time.

School Dress Code (Grades 1-5)

The Lower School's dress code policy requires that every student be in appropriate uniform when they are in school facilities. Students should also be in appropriate dress for school-sponsored activities (as a participant or spectator), including field trips, academic competitions, and social and recreational events.

Please mark all uniform items with your child's name to avoid lost and unidentifiable items.

Purchasing Items

- Purchasing items with the embroidered school logo is optional.
- Clothing with our embroidered school logo can be ordered through Lands' End (www.landsend.com/school). Click on "Find My School" and look up Maharishi School.
- Clothing without the school logo, but which fits our dress code, can be purchased at Wal Mart, Target, Old Navy and The Children's Store, as long as the school colors are the same.

Bottoms

- Forest green or navy uniform polo dress, short or long-sleeved
- Cotton shorts (to be worn under polo dress or skirt)

- Khaki or navy uniform pants or shorts
- White plaid, navy or khaki uniform skirt/skort (three styles available). No shorter than the top of the knee.
- Leggings or tights – white or navy (can be worn under dress or skirt in place of shorts)

Tops (with pants)

- White, navy, maize or forest green polo shirt or blouse, short or long-sleeved
- Sweaters and pullovers (solid color with no markings) in navy or forest green.

Shoes

- On any given day, students will need two pairs of shoes:
 - One pair for indoor classes and indoor PE. Indoor PE will require athletic shoes, so if a student's indoor shoes are not athletic, they will need an additional pair for indoor PE days.
 - One pair for recess and outdoor PE. Students can wear these to school and back home. Outdoor PE will require athletic shoes, so if a student's outdoor shoes are not athletic, they will need an additional pair for outdoor PE days.

Lunch Policy

Supervised lunch runs from 11:30am to 12:25pm. Students may either purchase a hot lunch at school or bring their own sack lunch from home. A supervised recess period starts at 11:55am. Students participating in the Lower School's lunch program must remain with the lunch supervisors at all times and are not allowed anywhere else on or off campus.

Families are invited to eat with their child during the lunch period. Please inform the lunch supervisors if you will also be joining outside recess during the lunch hour.

Health Policies

Health Records: Iowa state law requires that every student must have an up-to-date immunization record on file at school, including a record of DPT and oral polio boosters after the fourth birthday, and a second MMR. The School strictly enforces this and the following policies:

- Students lacking proper immunization or a completed waiver* will be asked to stay home from School until proof of immunization or a waiver is submitted.
- All new students must have a completed physical signed by a licensed health care provider on file with the Registrar.

*A medical waiver is acceptable if signed by the child's physician. An expiration date must be included. A religious waiver must be signed and notarized. These forms are available from the Registrar.

In case of illness, please keep your child home from school if:

- they have or have had a fever during the previous 24-hour period.
- they started taking an antibiotic within the past 48 hours.
- they have a cold that is less than 4 days old.
- they have a persistent cough.
- they have a symptom of a possible communicable disease (e.g., a cold, sniffles, reddened eyes, sore throat, headache, abdominal pain, or a fever).
- there is a thick nasal discharge or cough.

Children may come to school if:

- The cold is more than four days old and is over, and the child is left with a clear nasal drip.
- There is a chronic thick nasal discharge or chronic cough, and a doctor's note indicates the child is not contagious.

Please notify the Central Office at once if you discover your child has a communicable disease. (This does not include a minor cold or flu.)

Medical Supplies: Maharishi School is legally unable to dispense medications. If a student is under a physician's care and is asked to take medication while in school, a note from the physician to that effect should be given to the Central Office Manager. Bandages and a first-aid kit are available in the Central Office for minor cuts and scratches. Aspirin or Tylenol will be dispensed if permission has been given on the Health Information Card (Emergency Card) kept on file in the Central Office.

Emergencies: If emergency medical assistance is required, the Central Office will attempt to contact both the parents and the family physician. If necessary, we will also call an ambulance. Parents are required to have a current Health Information Card on file in the Office. Please be sure to include the names of friends or relatives who should be contacted in an emergency, in the event that you cannot be reached. If at any time during the school year, you have a change in phone number, address, or other pertinent emergency information, please contact the Central Office as soon as possible. Please make sure that the information on the Health Information Card is always current.

Hearing Screening: During the school year, your child's hearing may be screened and/or tested by Great Prairie AEA audiologists or their assistants, as part of a hearing screening program. If you do NOT want your child to participate in the hearing screening program, please contact your school district with this request by the beginning of the school year.

Attendance Policies

Regular attendance in all classes is essential to the progress of the student, as well as the class as a whole. Students are forming habits that will lead to responsible and successful behavior in later years. Students are encouraged to stay home and get sufficient rest in the event of illness.

However, for other absences and tardies, the School has a policy to encourage prompt attendance.

Tardy Policies and Procedures: Students who arrive late must obtain a tardy slip from the Central Office and bring it to class. If a student will be late due to a doctor's appointment, the parents should call the Office so the child can be excused.

If a student has excessive tardies in any nine-week quarter, the Division Director will contact the parents. Parents of Lower School students will work together with the School to create a plan to increase punctuality.

Excused P.E. class: If a student is under doctor's order to restrict physical activity that may affect participation in physical education, parents must provide a note to the Central Office from the doctor at the beginning of the school day or when the difficulty arises.

Absentee Policy: If your child is going to be absent, please call the Central Office as soon as possible. It is extremely important that we know where the children are at all times. Classroom teachers take attendance immediately following morning announcements (9 am) and again right after lunch (2:25 pm). This information is then given to the Central Office. If a parent has not notified us that the child is absent, the School Office Manager makes every attempt to contact the home. The School is accountable for the children during school hours, and therefore your help in notifying us is very important.

If you know in advance that your child will be missing School (religious holiday, vacation, etc.), please put this in writing two weeks prior to the event and submit it to the Central Office. Families are encouraged to arrange vacations during the summer, winter and fall breaks. Extended absences while school is in session causes disruptions in the child's learning and the learning of other students as the teacher must work to bring the child up to the level of their class.

Grades

The Lower School grading system focuses on the development of basic skills and concepts, love of knowledge, good work habits, cooperation with others, and growth of consciousness. The Lower School uses report cards to monitor the total progress of the students.

In the Lower School, the following numerical grades are given: 4 (Exceeds grade level expectations.), 3 (Meets grade level expectations), 2 (Needs support to meet grade level expectations), or 1 (Needs significant support to work toward grade level expectations). In grades 1-5, at the end of the 1st and 3rd quarters, there will be parent-teacher conferences. In quarter 2, there will be a student-led conference, and in quarter 4 there will be detailed comments on the report card from your child's teacher. In grade 5, during the 2nd and 4th quarters, there will also be a detailed comment section for each subject area.

In Lower School, formative assessment occurs regularly throughout the quarter. Teachers use a wide variety of authentic assessment tools including goal setting with the student, student portfolios, teacher/student conferencing, anecdotal reports, skill checklists, and rubrics. The following subjects are reported: English Language Arts (including reading and writing), Mathematics, Science, Social Studies, and 21st Century Skills. Report cards issued at the end of each quarter reflect the student's summative efforts in each subject area, and the teacher checks skills and concepts developed in each area.

Report cards are issued quarterly. A link to access report cards will be emailed to all parents. They can also be accessed on the ParentsWeb portal of Facts, our school management software, or the link can be located at the bottom of the homepage on the Maharishi School website. Report cards are also given to parents at parent/teacher conferences after the 1st and 3rd quarters. Duplicate copies of report cards are given to parents, and the originals are retained in the Registrar's office.

Homework

In grades 1 and 2 no formal homework is assigned. However, parents are encouraged to read with their child each evening. From grade 3 to 5, homework is part of the academic program. The teacher will introduce new concepts at school, and homework may be used to reinforce and review what has already been taught. Homework may include:

- Class work not completed in school
- Review work
- Outside reading
- Parent-child activities
- Long-term projects

The maximum amount of homework per night for grades 3-4 is 20 minutes and for grade 5 is 30 minutes.

Homework should fit into the ideal daily routine of the student without any stress or strain. Teachers understand that all students will not take the same amount of time to complete assignments, and therefore they will make needed adjustments so that students who work more slowly are not overly burdened by homework.

It is our philosophy at Maharishi School that students have a good daily routine, thus structuring the groundwork for a healthy and happy child. The foundation of the daily routine is regular practice of the Maharishi Transcendental Meditation program. In addition, getting enough sleep is a fundamental aspect of the daily routine. Proper bedtime should never be compromised to complete homework.

Parents are encouraged to observe student homework to better understand what they're learning, and offer appropriate assistance if necessary.

If a student is absent, homework assignments can be obtained by calling another student or the teacher. If the absence is pre-planned and parents would like to get work for the student to complete while absent, parents can contact the teacher a week in advance. Absent students must turn in homework assignments on the day they return to School, unless prior arrangements are made with the teacher.

Field Trips

Field trips have specific objectives that help to integrate what the students are learning in the classroom. Field trips also add variety and fun to a program of study while also allowing for experiential awareness of the world.

A Field Trip Permission Form will be filled out by the teacher, listing all pertinent field trip information. This permission form will be sent home with the student, signed by his/her parent or guardian and returned to the teacher the next day.

If the date of a field trip is changed, new forms will be completed, given to the students, and returned to the teacher before the students can go on the field trip. Possible "rain dates" are acceptable on the permission form.

Field Trip Permission Forms are required for all destinations away from the university campus. The completed Field Trip Permission Form must be taken on the field trip by the person in charge and returned to the Central Office after the field trip is completed.

Adequate supervision of students on trips is necessary. A certified lifeguard must be present whenever children are swimming. Students must return in the same vehicle in which they left. They cannot be released to anyone other than their parents, unless other arrangements have been approved in advance.

Authorization to Pick up Child

No child will be released to a person not authorized by a parent or guardian to pick the child up. On the emergency card (filled out at the time of enrollment), all authorized adults are listed. The Central Office must have written authorization for any changes on this card.

Safety Policies

All of the Maharishi School personnel feel responsible for the safety of our students. The general safety rules for faculty, parents, and students arriving and departing from the School buildings are outlined below. Please encourage students to practice "safety first."

Drop Off

All vehicles are required to observe the one-way flow through the U-turn pattern in front of the School, and come to a full stop at stop signs and crosswalks. Vehicles should not block crosswalks when stopping to pick up or drop off passengers or when parking. Children are dropped off at the sidewalk of the School turn-around area. The yellow-painted curb is for quick drop-off only; drivers must stay in the vehicle to facilitate a smooth flow through the area. Children should exit the car on the sidewalk side at all times. Families who need to leave the vehicle to walk in with their children, or who need more time for drop-off, may either park in the parking spaces on the east side of the turn-around area, or leave their car briefly (5 minutes) along the sidewalk where the curb is painted red. **Students should never be dropped off along Highway 1,** which is illegal.

Pick Up

Families may briefly wait to pick up their children at the curb in front of the School. They may not leave their cars unattended to pick up their children.

Parking or Traffic Violations MIU Campus Safety is alert to ensure proper parking; therefore, failure to observe parking or traffic guidelines may result in either a warning or a fine of up to \$25, which must be paid within seven days. If an Upper School student receives multiple fines, the School may withdraw the student's privilege of driving to school.

Crosswalk Safety

To ensure safety, all pedestrians are required to cross at crosswalks only. Children should be taught to always stop and look both ways before crossing any street, even when a crossing guard is present. It is important that everyone uses the crosswalk when crossing Highway 1.

Bicycle Safety

Bikes should be secured to the bike rack north of Foster Hall. To prevent theft, cable locks should run through both the wheel and the frame. Students are strongly encouraged to wear a helmet. Bicycles may be registered at the School or the Maharishi International University Campus Safety office. The School is not responsible for bikes left on campus.

Fire Drills and Alarm Guidelines

Maharishi School conducts four fire drills per year (in conjunction with the Campus Safety office) in accordance with state guidelines. The School Emergency Manual is located in the Administrative Office.

- Upon hearing the fire alarm, students immediately line up in total silence in their classrooms.
- The teacher makes sure that all students are accounted for and that the classroom windows are closed.
- The teacher precedes the students in the hallway to their assigned exit.

- Classroom doors should be closed after the last person is out.
- Fire Exit Routes: All classes go out the designated doors, posted in each classroom. In classrooms with a functional window fire exit, use this exit.
- Everyone should exit the building silently in a straight line, single file, to their designated assembly area outdoors, and wait for an all-clear signal.
- Teachers are required to stay with their classes and take roll while students wait quietly until it is time to return to class.
- When the all-clear signal sounds, teachers lead their students back to class in the same quiet, orderly manner in which they left.

Tornado Drills

Maharishi School conducts four tornado drills per year in accordance with state law. The same procedure is used as for the fire drill, but instead of going outside, all classes proceed to their assigned secure areas within the building. Prior to the first tornado drill of the season, teachers are trained in the appropriate procedures. The fire alarm is not used for tornado drills. An all-school announcement is made instead.

Lockdown and Blackout Drills

At least twice a year, Maharishi School will conduct lockdown and blackout drills to ensure the school staff and students are prepared for any situation that necessitates this safety precaution. These procedures have been designed in consultation with the MIU Campus Security Office, local law enforcement, the Iowa Department of Education, and the Office of Homeland Security. In the event of an actual threat, the Fairfield Police Department will respond as their immediate priority. The Fairfield Police Department also conducts training programs in our facilities.

Lockdowns occur when we need to restrict student movement throughout the building, e.g., if there were an accident or injury in one of the buildings. Via the school intercom system, teachers are instructed to clear the hallways, lock their doors, and continue teaching until the All Clear is announced.

Blackouts occur when a potential threat has been reported. Blackouts are announced via the school intercom system. Teachers clear the hallways, lock their doors, close their blinds, move all children out of sight, mute cell phones, and remain silent until the All Clear is announced. If an intruder threatens to enter the room, teachers and students are instructed to blockade the doorway. If an intruder enters, teachers and students are instructed to flee if possible or fight back with any means possible.

Maharishi School informs parents and guardians when we are conducting these drills, and will provide reports if an actual lockdown or blackout occurs.

Student Expectations

Our goal is to maintain a safe learning environment where students can focus on growth and learn to be accountable for their behavior. Although rules can feel restrictive, we know that teenagers feel safer and more secure when there are clear boundaries, and predictable consequences for crossing those boundaries. Our expectations are therefore focused on fostering respect, responsibility and safety:

- **Respectful Behavior:** Students should respect their peers and teachers. This includes listening to others, speaking appropriately, following School Safety Policy, and following classroom and School rules (listed below) to ensure a focused learning environment.
- **Hallway Behavior:** Students should speak at a normal voice level in the hallways between classes. If students are in the hallway during classes, they are expected to remain quiet. There is no running in the hallways. Normal talking is requested in hallways before school, at lunch, and after school. Running is not allowed in the hallways. After class, students leave the building immediately and wait for family or friends outdoors unless they are in a supervised program.
- **Eating and Drinking:** Food and beverages other than water are not allowed in classrooms, except when permitted by the student's teacher.
- **Telephones:** Lower School students should not bring a phone to school. Students who wish to call home or to place any other calls are asked to use the office phones designated for student use. Families may reach their children by calling the Central Office. Cell phones may be used before school or after school and be kept in the student's backpack during the school day.
- **Tobacco-Free Environment:** According to school and MIU policy and Iowa state law, no one is permitted to smoke anywhere on the school or university campus. This includes outdoors (roadsides, lawns, sidewalks, etc.), inside buildings, motor vehicles, and other enclosures. School and university policy includes no smoking on or off campus in all vehicles owned or leased by the University. Also, use of smokeless tobacco products, vapes, and e-cigarettes is prohibited. This requirement extends to students, employees and visitors. This policy applies at all times, including school-sponsored events and out-of-school activities. Persons failing to abide by this policy are required to extinguish their smoking material, dispose of the tobacco/nicotine/vaping product or leave the school premises immediately. It is the responsibility of the administration to enforce this policy.
- **Drugs and Alcohol:** **Adolescents who experiment with drugs or alcohol are at particular risk given the powerful and unpredictable effects that these substances can have on the mind and body at this critical stage of development. Furthermore, these substances directly interfere with the development of consciousness and are not conducive to a positive experience in meditation.** Maharishi School students are expected not only to avoid the use of drugs, alcohol, and tobacco on or off campus, but also to avoid being in the presence of drugs, alcohol or tobacco. Students who use drugs or alcohol will likely be put on probation (which includes random drug and alcohol testing) and will likely receive a disciplinary response commensurate with their level of use (up to

and including suspension or expulsion). Students in the presence of use can also expect a response. In both cases, parents will be informed, counseling may be recommended, and students may be subject to other restrictions, including loss of privileges, such as participation in sports or activities representing the school. For a second offense, the student can expect permanent separation from the school.

Students who distribute drugs or alcohol can expect immediate separation from the school. Cases of extreme use may also carry more extensive and immediate consequences.

It is important to remember that college applications often ask students and counselors to report major disciplinary events. For reporting purposes, Maharishi School defines a major disciplinary event as a suspension of five days or longer, or an expulsion. School personnel are required to give a truthful response and usually explain the circumstances, which may have an impact on admissions.

Amnesty: Substance use and abuse can become habitual or addictive, and students can face pressures that are beyond their ability to manage. Maharishi School therefore has an amnesty policy that is designed to allow students to seek help without fear of disciplinary action when they self-identify as having a substance abuse problem. This policy requires that students confide in an adult staff member or a counselor, who will then report the issue on a confidential basis to the Division Head, who will arrange for the student to receive counseling and, if necessary, enroll in some form of detoxification program or other appropriate intervention. None of these interventions will appear on any form of public record, nor will they be shared with other members of the community as long as the student remains committed to overcoming the addiction and participates willingly in the program. Maharishi School will be obliged, however, to follow the informed advice of counselors or medical professionals in these cases with regard to involving parents or reporting to authorities. The amnesty status will be revoked if the student gets caught violating the drug policy during the time that they are undergoing interventions or therapy. Amnesty cannot be invoked after a student has already been caught. In other words, the policy is designed to support students who want to uphold the values of the school and recognize that they need help to overcome a habit, not as a way to escape consequences for breaking the rules or the law.

- ***Guns and Weapons:*** In accordance with the Federal requirements of the Gun-Free Schools Act of 1994, Federal Code (20 USC 3351 Section 8001), as implemented by the State of Iowa (1995 Iowa Acts H.F. 528 Section 23), the School Board of Directors has adopted a policy requiring the expulsion from school for a period of not less than one year of any student who is determined to have brought a weapon to school, except that this policy may allow the Leadership Team to modify such expulsion requirement for a student on a case-by-case basis. The School will cooperate in providing information to the Iowa

Department of Education on disciplinary action imposed under this policy.

Procedures Following Inappropriate Behavior

Even with clear rules, we understand that childhood is a time of growth and making mistakes. While we don't expect our students to be perfect, we do expect them to learn from their mistakes, take responsibility for their own growth, and demonstrate engagement with the values and expectations of the community. Responses to inappropriate behavior are therefore designed to allow for growth, and also restoration within the community when one's behavior hurts others or damages the community.

Restorative Practices

Establishing trust through caring relationships, based on a program for holistic development, is at the core of effective education, whether in the affective domain or academic. That is why Maharishi School uses Restorative Practices to resolve conflicts and to redirect behavior by creating a classroom culture of openness and ownership. The emphasis is on relationships rather than rules, and on restoring damage by repairing harm to those relationships – or harm to property or even harm to self – through such choices as cheating or experimenting with substances.

Discipline comes from the Latin root for “instruction” or “knowledge.” Research will indicate that a solely punitive version of discipline leads to more misbehavior, whereas a restorative approach addresses the feelings of discouragement, isolation or anger that have led students to misdirect their behavior in the first place.

The National Centre for Restorative Approaches in Youth Settings defines Restorative Practices and its subset, Restorative Justice, as “an innovative approach to offending and inappropriate behavior which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment. A restorative approach in a school shifts the emphasis from managing behavior to focusing on the building, nurturing, and repairing of relationships.”

According to the International Institute of Restorative Practices (IIRP), “All humans are hardwired to connect. Just as we need food, shelter, and clothing, human beings also need strong and meaningful relationships to thrive.” IIRP also says the use of restorative practices helps to

- reduce crime, violence, and bullying
- improve human behavior
- strengthen civil society
- provide effective leadership
- restore relationships
- repair harm

Rule Violations

The habits we exhibit every day become the foundation of our character. By building strong and healthy habits, we set ourselves up to succeed when confronted with more challenging questions and temptations later. Therefore, following minor rules establishes a baseline that students can lean on in more challenging moments.

The guidelines and policies listed above form the backbone of our daily interaction, and ensure the smooth running of the community, as well as a focused learning environment. When behavior disrupts this, students will receive feedback according to the 3 levels listed in the graphic below.

Minor disruptive behavior generally elicits a Level 1 response, with each new level representing an escalation in either frequency or severity of behavior. For Level 1 misbehaviors, students will receive feedback three times, with restorative practices in use throughout the process. If a student exceeds three behavior violations, or if students exhibit more serious violations, it will incur Level 2 responses. Continued violations, as well as even more serious behavioral events, will lead to Level 3 responses. At each level, automatic responses are underlined; other responses may be administered depending on the situation.



Major Rule Violations

The violations listed below will most likely lead directly to a Level 3 response.

1. Bullying and/or harassment (see policy below)
2. Possession, distribution or use of illegal substances
3. Theft
4. Destruction of property
5. Physical aggression or violence
6. Possession of weapons
7. Chronic violation of minor rules

When a student breaks a major rule, there will first be an investigation to better understand the behavior demonstrated, the parties affected, and the motivation for the behavior. Responses will be focused on allowing students to learn from their behavior, repairing damage to others and the community, and restoring trust that may have been lost. Responses will generally grow more retributive if students do not engage with the restorative process, and continue hurting others or themselves.

Common responses to major rule violations will include restorative practices, and may also include the following:

- **Fitting Consequences:** Parents will be notified of serious or chronic discipline issues and a meeting with school officials will be scheduled. Consequences can include such options as compensatory time after school (for chronic tardiness, for example), community service, letters of apology, restrictions on extracurricular activities, special assignments, etc.
- **Probation Status:** For chronic minor rule violations, or major rule violations, students may be placed on probation. Probation indicates that teachers, administrators, and parents will structure an integrated program to help the student improve. For students who have been assigned this status, it means that one or more additional significant rule violations will likely result in suspension or expulsion from the School. Probation status can last anywhere from a quarter to a full year, and include periodic review from the Division Director. If there is substantial improvement in student behavior and attitude, and no further rule violations, the student will be notified that they are no longer on status. Probation status may or may not be part of a Behavior Contract.
- **Behavior Contract:** For chronic minor rule violations, or major rule violations, students may be placed on a Behavior Contract, stipulating the exact behavior expected of the student over a period of time. If the student isn't able to meet expectations over that time, the behavior may lead to suspension, expulsion, or removal of other privileges, including boarding status. Parents will be notified and required to attend a meeting in order to establish a plan specific to the student. Behavior Contracts can be implemented for anywhere from a quarter to a year, and include periodic review from the Division Director. At the end of the Contract, the Director will determine whether to renew the Contract,

revise the Contract, or move forward without a continuing Contract.

- **Suspension:** Students who have committed serious violations, or chronic minor violations, may be subject to in-school or out-of-school suspension for 1-10 days, depending on the circumstances. During this time the student is expected to complete all academic assignments but may lose partial credit.
- **Expulsion:** Should the student continue any of the inappropriate behaviors that resulted in consequences above, or engage in other egregious behaviors such as distribution of controlled substances, or any other behavior that is a serious threat to the welfare of the student or other members of the the community, the Division Director, in coordination with the Head of School, will consider immediate separation or expulsion.

V. NOTICES

Anti-Bullying and Anti-Harassment Policy

Harassment and bullying of students and employees are against federal, state and local policy, and are not tolerated at Maharishi School. The School is committed to providing all students with a safe and civil school environment in which all members of the school community are treated with dignity and respect. To that end, the School has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to deal with incidents of bullying and harassment.

The School prohibits harassment, bullying, hazing, or any other victimization of students, based on any of the following actual or perceived traits or characteristics: age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status. Harassment against employees based upon race, color, creed, sex, sexual orientation, gender identity, national origin, religion, age or disability is also prohibited.

This policy is in effect while students or employees are on property within the jurisdiction of the School; while on school-owned or school-operated vehicles; while attending or engaged in school-sponsored activities; and while away from school grounds if the misconduct directly affects the orderly, efficient management and welfare of the School or its students.

If, after an investigation, a student is found to be in violation of this policy, the student shall be disciplined by appropriate measure up to, and including, suspension and expulsion.

Harassment and bullying mean any electronic, written, verbal, or physical act or conduct toward a student which is based on any actual or perceived trait or characteristic of the student and which creates an objectively hostile school environment that meets one or more of the following

conditions:

- Places the student in reasonable fear of harm to the student's person or property;
- Has a substantially detrimental effect on the student's physical or mental health;
- Has the effect of substantially interfering with the student's academic performance; or
- Has the effect of substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by the School.

"Electronic" includes but is not limited to communication via email, social media, cell phones, text messaging, or similar technologies.

Harassment and bullying may include, but are not limited to, the following behaviors and circumstances:

- Verbal, nonverbal, physical or written harassment, bullying, hazing, or other victimization that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
- Repeated remarks of a demeaning nature that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
- Implied or explicit threats concerning one's grades, achievements, property, etc. that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
- Demeaning jokes, stories, or activities directed at the student that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim; and/or
- Unreasonable interference with a student's performance, or creation of an intimidating, offensive, or hostile learning environment.

Sexual harassment can include unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature. Sexual harassment can occur, among other times, when:

- Submission to the conduct is made either implicitly or explicitly a term or condition of the student's education or benefits;
- Submission to or rejection of the conduct by a school employee is used as the basis for academic decisions affecting that student; or
- The conduct has the purpose or effect of substantially interfering with the student's academic performance or emotional well-being by creating an intimidating, hostile, or offensive educational environment.

In situations between students and school officials, faculty, staff, or volunteers who have direct contact with students, bullying and harassment may also include the following behaviors:

- Requiring that a student submit to bullying or harassment by another student, either explicitly or implicitly, as a term or condition of the targeted student's education or participation in school programs or activities; and/or
- Requiring submission to or rejection of such conduct as a basis for decisions affecting the

student.

An individual who knowingly files a false harassment complaint and a person who gives false statements in an investigation shall be subject to discipline by appropriate measures, as shall a person who is found to have retaliated against another in violation of this policy. A student found to have retaliated in violation of this policy should be subject to measures up to, and including, suspension and expulsion. A school employee found to have retaliated in violation of this policy should be subject to measures up to, and including termination of employment. A school volunteer found to have retaliated in violation of this policy should be subject to measures up to, and including, exclusion from school grounds.

The School will promptly and reasonably investigate allegations of bullying or harassment. The School Head, Division Director, or designee will be responsible for handling all complaints by students alleging bullying or harassment.

The School is also responsible for organizing training programs for students, school officials, faculty, staff, and volunteers who have direct contact with students. The training will include how to recognize harassment and what to do in case a student is harassed. It will also include proven effective harassment prevention strategies.

The School publishes this policy annually in both the Student and Employee Handbook. A copy can be requested at the Central Office.

Anti-harassment/bullying investigation Procedures

Individuals who feel that they have been harassed should communicate to the harasser that the individual expects the behavior to stop, if the individual is comfortable doing so. If the individual wants assistance communicating with the harasser, the individual should ask a teacher, counselor or Division Director to help.

If the harassment does not stop, or the individual does not feel comfortable confronting the harasser, the individual should

- Tell a teacher, counselor or Division Director; and
- Write down, if possible, exactly what happened, keep a copy and give another copy to the teacher, counselor or Division Director including:
 - What, when and where it happened;
 - Who was involved;
 - Exactly what was said or what the harasser did;
 - Witnesses to the harassment;
 - What the student said or did, either at the time or later;
 - How the student felt; and
 - How the harasser responded.

Complaint Procedure

An individual who believes harassment or bullying has occurred will notify the Division Director, the designated investigator. The investigator may request that the individual complete the Harassment/Bullying Complaint form and turn over evidence of the harassment, including, but not limited to, letters, recordings, or pictures. The complainant shall be given a copy of the completed complaint form. Information received during the investigation is kept confidential to the extent possible. The Division Director has the authority to initiate an investigation in the absence of a written complaint.

Investigation Procedure

The investigator will reasonably and promptly commence the investigation upon receipt of the complaint. The investigator will interview the complainant and the alleged harasser. The alleged harasser may file a written statement in response to the complaint. The investigator may also interview witnesses as deemed appropriate.

Upon completion of the investigation, the investigator will make written findings and conclusions as to each allegation of harassment and report the findings and conclusions to the Head of School.

Resolution of Complaint

Following receipt of the investigator's report, the Head of School may investigate further, if deemed necessary, and make a determination of any appropriate additional steps that may include discipline.

Prior to the determination of the appropriate remedial action, the Head of School may, at the Division Director's discretion, interview the complainant and the alleged harasser. The Head of School will file a written report closing the case and documenting any disciplinary action taken or any other action taken in response to the complaint. The complainant, the alleged harasser and the investigator will receive notice as to the conclusion of the investigation. The Head of School will maintain a log of information necessary to comply with the Iowa Department of Education reporting procedures.

Points to remember in the investigation

- Evidence uncovered in the investigation is kept confidential to the extent possible.
- Complaints will be taken seriously and investigated.
- No retaliation will be taken against individuals who participate in good faith in the investigation process.
- Retaliators will be disciplined up to and including suspension and expulsion.

Accessibility of School Programs and Activities to Persons with Disabilities

It is Maharishi School's policy to provide equal opportunity to individuals with disabilities for full participation in all of the School's activities and programs. For purposes of this policy, individuals with disabilities are those who have a physical or mental impairment that substantially limits at least one major life activity.

Each department is asked to review its programs and activities periodically to make sure that they do not discriminate solely on the basis of disability and that they provide for the full participation of individuals with disabilities. This applies to academic programs, research, occupational training, housing, health insurance, counseling, employment, financial aid, physical education, athletics, recreation, transportation, and all other activities, including field trips. Consultation with persons with disabilities is advised.

Modifications in programs and activities may be made, if feasible, to ensure full participation of disabled persons in the most integrated setting possible. Separate programs only for handicapped people may not be created unless they are necessary to offer equal opportunity.

Asbestos Hazard Emergency Response Act

The Asbestos Hazard Emergency Response Act gives the U.S.E.P.A. authority to make rules regulating asbestos-containing materials in school buildings. Under EPA rule CFR 40 Part 763, Subpart E (7/1/95 edition), each school must inspect each of its buildings and have an approved Asbestos Management Plan written and adopted as policy. The Asbestos Management Plan for Maharishi School (the Lower School building, the Middle/Upper School building and the Fieldhouse) is in the School Administrative Office in the Lower School building. It is available for inspection on regular school days from 10-12 am and 1:30-4:00 pm.

Equal Opportunity Policy

Maharishi School believes that all educational and employment decisions should be based on an individual's performance and qualification and not on irrelevant factors such as personal characteristics or happenstance of birth unrelated to academic or job performance. The School considers irrelevant such factors as sex, age, race, religion, color, national or ethnic origin, disability, veteran's status, sexual orientation, or gender identity.

In addition, the School is committed to compliance with all applicable laws regarding nondiscrimination including Title VII of the Civil Rights Act of 1963, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990. The application of this policy ensures that every individual at Maharishi School will be treated with equal dignity and that opportunity is equal for all persons.

Anyone who has any concerns or inquiries regarding this policy should feel free to contact General Counsel's Office, Maharishi International University, Fairfield, Iowa 52557, (641) 472-1175, bgoldstein@miu.edu, or U.S. Department of Education Office for Civil Rights, Lyndon Baines Johnson Department of Education, Bldg 400 Maryland Avenue, SW Washington, DC 20202-1100, Telephone: 800-421-3481, FAX: 202-453-6012, TDD: 877-521-2172, Email: OCR@ed.gov.

Family Educational Rights and Privacy Act Policy

The Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, is a Federal law which provides that a written institutional policy be established, and a statement of adopted procedures covering the privacy rights of students be made available.

Maharishi School accords parents of its students who are declared dependent, all the rights and privileges contained under this national law. Maharishi School will not disclose or allow anyone outside the School to have access to students' education records without the prior written consent of the student's parents except in the following cases: to accrediting agencies carrying out their accreditation function, to persons or organizations providing the student financial aid, to officials of other institutions in which students seek to enroll, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health or safety of students or other persons. All these exceptions are permitted under the Act.

Within Maharishi School, only those persons acting in the student's educational interest are allowed access to student education records. This includes the Office of the Registrar and Admissions, Director of Student Accounts, Academic Director, and academic personnel within the limitations of their need to know.

Maharishi School may in its discretion provide outside persons with Directory Information, in accordance with provisions of the Act, to include: student name, address, telephone number, date and place of birth, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, participation in officially recognized activities and sports, and weight and height of members of athletic teams.

Students and parents may withhold Directory Information by notifying the Office of the Registrar in writing within two weeks after the first day of class of the fall registration period. The School will honor requests for non-disclosure for a period of only one academic year; therefore, written notification to withhold Directory Information must be filed annually in the Office of the Registrar.

Parents have the right to inspect and review information contained in their children's education records, challenge the contents of those records, have a hearing if the outcome of the challenge is unsatisfactory, and submit explanatory statements for inclusion in their files if the decisions of the hearing panels are unacceptable. The Registrar at Maharishi School has been designated by

Maharishi School to coordinate the inspection and review of student education records. This includes academic, admissions, and financial records. Parents wishing to review their children's education records must make written requests to the Registrar listing the specific item or items of interest. Only records covered by the Act will be made available within 45 days of receipt of the request.

Parents may have copies made of their children's records, excluding copies of academic records for which a financial "hold" exists, or a transcript of an original or source document, which exists elsewhere. These copies will be made at the parent's expense. Education records do not include law enforcement records, health records, employment records, alumni records, or records of administrative personnel, educational and instructional personnel that are not accessible or revealed to any individual except a temporary substitute. Health records may, however, be reviewed by physicians of the parents' choosing.

Parents may not inspect or review the following: confidential letters and recommendations associated with admissions, employment or job placement; or honors to which they have waived their rights of inspection and review; or education records containing information about more than one student, in which case the parent will be permitted access only to that part of the record which pertains to their child.

Parents who believe that their children's records contain inaccurate or misleading information, or that their privacy has been violated, may discuss their problems informally with the Registrar. If the Registrar is in agreement with the parent, the appropriate records will be amended. If not, the students will be notified in writing within a reasonable amount of time that the records will not be amended, and they will be notified by the Office of the Registrar of their right to a formal hearing. Requests for a formal hearing must be made in writing to the Registrar, who within a reasonable amount of time after having received such requests will inform parents of the date, place, and time of the hearings. Parents may present evidence relevant to the issues, and be assisted or represented by the person(s) of their choice, including attorneys, at the expense of the student and parents. The hearing panels, which will adjudicate such challenges, will be the School Head, Division Director, the Academic Director, and the Registrar.

Decisions of the hearing panels will be final, will be based solely on the evidence presented at the hearing, will consist of written statements summarizing the evidence and reasons for the decisions, and will be delivered to all parties concerned. If the decisions are in favor of the student, the appropriate records will be corrected or amended accordingly. If the decisions are unsatisfactory to the parents, they may place statements or commentary of a disagreeing nature with the educational records. These statements will be released whenever the records in question are disclosed.

Complaints concerning the information regarding the Family Educational Rights and Privacy Act

may be directed to the Family Educational Rights and Privacy Act Office (FERPA), Department of Education, Room 4074, Switzer Building, Washington, D.C. 20202.

Clarifications and revisions will be published as experience with the law and School's policy warrants.

Mandatory Reporting of Child Abuse

All faculty, coaches, and counselors are required to understand and report suspected child abuse. Faculty, coaches, and counselors are required by Maharishi School to take Mandatory Child Abuse Training offered by the Iowa Department of Human Services ("DHS") and to renew their certification periodically as required by law for Mandatory Reporters. Employees are required to make an oral and a written report. According to the Iowa Code, any Mandatory Reporter who makes a report of child abuse or participates in an investigation of child abuse in good faith has immunity from any criminal or civil liability. The safety of all of our students is of primary importance.

Changes to Policy

Maharishi School reserves the right to change at any time without prior notice programs of study, course offerings, academic requirements, the academic calendar, codes of student conduct, tuition and other fees, policies, and procedures. The School will determine the times at which all such changes are effective. Changes may apply not only to prospective students but also to those who are already enrolled in the School.

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