

MAHARISHI SCHOOL

Dear Maharishi Middle and Upper School Students, Parents, and Guardians,

We are very happy to welcome new and returning students, parents, and guardians to Maharishi Middle and Upper Schools. 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 Middle and Upper Schools ***Student and Parent Handbook*.** Our goal is to provide all of the necessary information to establish a frictionless flow of communication among students, parents, guardians, 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 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

- Main School Number 641-472-9400...then
- Central Office Ext. #5060
- Admissions Ext. #5076
- Administrative Director Ext. #5108
- Head of School Ext. # 5080
- Development Office Ext. #5070
- Enrollment Management Office Ext. #5537
- Human Resources/Facilities Ext. #5096
- Athletics Ext. #5096
- Middle and Upper School Office Ext. #5703
- Student Accounts Ext. #5108

Whom to Call

Contact Central Office regarding:

- All attendance or tardiness matters and messages for students or teachers

Contact the Middle and Upper School Office regarding:

- Middle and Upper School concerns that impact student progress and well-being

Contact the Administrative Offices regarding:

- General Information
- Employment
- Tuition Cost and Payment
- Financial Aid
- Student Accident Insurance
- Safety Concerns

Contact the Admissions Office regarding:

- Admissions
- Tours

Contact the Registrar's Office regarding:

- Transcripts
- Withdrawal

Contact the Athletics/Physical Education Office regarding:

- Physical Education and Sports Programs
- Recreation Center

Contact the Development Office regarding:

- Fundraising Activities and Donations

Important Notice

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. The school will make every effort to seek input from parents and other stakeholders before making important changes and to communicate in a timely manner with parents and students.

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I. Communication

Maharishi School Mission Statement

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

Maharishi School Core Values

RESPECT

In our words and actions, we treat others with the respect they would 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: the foundation for living our Core Values

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

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). The School is also accredited by the Iowa Department of Education.

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 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 Academic Director or Division Director. The Academic or Division Director is always available for general concerns, suggestions or queries. The Head of School 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.

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.

Parents' Newsletter

Once or twice a month, the Division Director emails a Newsletter to parents of Middle and Upper School students. This Newsletter contains news of upcoming events at the School, as well as information about student accomplishments. Please refer to this memo to keep current with what is happening at Maharishi School. If you are not receiving the e-newsletter, please contact the Middle/Upper School Division Director. Additionally, the Head of School sends a Parent Newsletter to

all parents, including news of Middle School and Upper 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.

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.

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?

Elements of Practice

Maharishi Yoga

Our daily practice starts with a simple set of yoga asanas or postures that help dissolve physical stress and improve flexibility, balance, and muscle tone.

Pranayama

Next is an easy breathing technique called pranayama. Research has shown that it oxygenates the blood, lowers blood pressure, and reduces anxiety.

Transcendental Meditation

The next, and most important part of the program, is the practice of the Transcendental Meditation technique by students and teachers alike. Called “TM” for short, this natural effortless mental technique allows the mind to settle from the incessant activity on the surface to a quiet experience of restful alertness inside. That inner silence is a part of each of us, effortlessly experienced through this specific technique.

And it is more than just quiet. When we transcend, we tap into a vast reservoir of intelligence, creativity, and energy. 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 Transcendental Meditation technique enriches all areas of the student’s life. Research has shown improved academic performance, reduction in anxiety and depression, and more coherent brain functioning. And that’s the brain they use the rest of the school day.

CBE Curriculum and the CCLS Class

In addition to regular practice of TM and yoga, we offer a special class that introduces the unique CBE curriculum. In “Consciousness, Connections, and Life Skills,” or CCLS, students are given a solid understanding of their practice of the TM technique and the development of consciousness. In addition, we share a curriculum that illuminates universal principles at work in every aspect of life. Students see these principles or qualities in their own life, in nature, and in all of their other academic subjects.

For example, we know from science that the phrase “Every action has a reaction” is true of mathematical equations, characters in a novel, and governmental responses to social issues. Making these underlying connections develops a habit of deep thinking in our students: seeing that the myriad details of knowledge on the surface have common roots. That is one of the ways that CBE solves the problems of relevance and fragmentation of knowledge in formal education.

Maharishi Ayurveda: Natural Healthcare System

Another aspect of the CCLS class is the study of a comprehensive natural healthcare system called Maharishi Ayurveda (MAV). Students learn the basic framework of this ancient approach to holistic health, how each person’s physiology is unique, and how to establish balance as a foundation for health, optimal performance, and longevity.

Life Skills: Social-Emotional Learning

The CCLS class also introduces a variety of topics and skills related to social-emotional learning (SEL), including active listening, understanding mindsets, and cultivating curiosity and perseverance. Along with their TM practice for optimizing consciousness, students will carry these SEL skills into their college and careers, a truly holistic preparation for dynamic success.

CBE Instructional Practices

Consciousness-Based Education is for teachers too. Not only do they also practice the Transcendental Meditation technique and yoga twice a day, but CBE includes instructional principles, strategies, and tools. This body of 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 Fundamentals, 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 teaching fundamentals are fully enlivened, 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 actively work 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.

Course Overview Charts

Each course taught in Middle and Upper School has a Course Overview Chart, which shows the unit topics for the entire course. These charts provide a timeline allowing the student to appreciate the sequential unfolding of knowledge of the course.

Summary

As a result of Consciousness-Based Education, students come to understand the deeper underlying connections among all the subjects they study and how they are different expressions of their own intelligence. They begin to feel at home with everything and everyone. This growth of self-confidence and self-sufficiency provides the basis for a balanced and integrated personality. As stated in our mission statement, our students "become creative, compassionate, contributing citizens of the world."

III. Academic Program

Philosophy

Maharishi School strives to provide a high quality college preparatory academic program in combination with Consciousness-Based curriculum and instructional methods. The academic curriculum includes the study of mathematics, science, language arts and literature, social studies, physical education, art, drama, and music.

Assessment

The purpose of assessment at Maharishi School is twofold: to monitor and encourage continuous improvement and to hold students, teachers, and the School accountable for expected standards of academic achievement.

Assessment at Maharishi School occurs in two ways. Formative, ongoing assessment is conducted by each teacher in a variety of ways on a daily basis: oral questions, discussion, homework assignments, quizzes, participation in projects and learning activities, and more. Summative assessment occurs at the end of a unit or quarter or semester and at the end of the year. The final exam counts for no more than 10% of the second semester average and serves primarily to help students see the big picture (what Maharishi calls the wholeness) and to comprehensively review the major concepts covered in the course.

Maharishi School faculty and administrators seek to incorporate innovative, research-based assessment methods, including rubrics, authentic assessment, and alternative assessments to match students' needs.

The School also administers nationally normed standardized testing to assist with individual student, grade level, and institutional evaluation. These include the Iowa Statewide Assessment of Student Progress (ISASP), Test of English as a Foreign Language (TOEFL), the PSAT, SAT, and AP tests. We do not "teach to the test," but will orient students to the structure of the test.

Daily and Yearly Schedule

The academic year is made up of four quarters of approximately nine weeks each. The daily schedule includes four 85-minute classes, with days alternating between A and B days. Morning and afternoon TM are practiced each day.

Advanced Placement courses

Our innovative academic curriculum is detailed on our website: Upper School Academics.

Maharishi School offers several Advanced Placement (AP) courses to students in 10th, 11th and 12th grade each year. Taking an AP class introduces students to the rigors of a college course, which helps prepare them to transition to college. Highly selective colleges expect their students to complete AP courses and to pass them with top marks and may, in some cases,

grant students college credit for AP courses taken in high school as long as the student scores well (at least a 4 or 5 out of 5 on the exam). Being successful in the class and on the test also shows the highly selective college that the student can compete with their peers. Apart from the exam results, students who successfully complete an AP course (C or better) improve their chances of admission to a selective college.

We recommend students take enough Advance Placement (AP) courses to prepare them for the rigors of college but not so many that students feel overly stretched and stressed. As researchers at University of North Carolina-Chapel Hill determined, taking more than five AP courses in high school gives no significant increase in college grade point average (GPA): More AP Classes May Not Be Better. In keeping with our commitment to helping students achieve a healthy and productive balance, students are required to sign this contract and get permission from the AP coordinator, the Academic Director and a parent or guardian.

Advanced Placement (AP) courses are generally offered to students who have taken the necessary prerequisites and indicated both aptitude and affinity for the subject. Younger students may petition to take an AP course with the Academic Director. We strive to offer approximately 4 AP courses a year to 11th graders and 4 AP courses to 12th graders: one each in math, science, English, and social studies.

If fewer than 5 students are interested in an AP course and/or a qualified teacher is not available to teach the course, Maharishi School will make every effort to support an online version of the course, mostly through the Belin-Blank Center at the University of Iowa. If students are interested in a course not offered at school or through Belin-Blank, the student must pay the online course fee. Students will generally not be allowed to register for an AP exam unless they are enrolled in an accredited course in the subject. Exam fees are included in the overall fees for boarding students; the school will cover the cost of one exam per subject area, provided the student is enrolled in good standing in an approved AP class and registers before the deadline. Day students pay for their own exams, although Maharishi School places the orders and provides proctoring.

Project Period

In addition to completing required courses in math, science, language arts, social studies, foreign language, and CCLS , Upper School students choose from a variety of elective projects. Some examples of project choices are Science Fair, Studio Art, Rocketry, Ceramics, Speech and Drama, Fashion Design, and Robotics.

Required Academic Courses

The course offerings that follow represent the standard sequence for Middle and Upper School students, although changes may occur for individual students.

Grade Six

- Mathematics
- General Science

- Social Studies: Geography
- Language Arts
- CCLS
- Art / Music / Drama / Seed to Table
- Physical Education

Grade Seven

- Mathematics
- Earth Science
- Social Studies: World History
- Language Arts
- CCLS
- Art/Tech Literacy/Drama
- Physical Education

Grade Eight

- Pre-algebra or Algebra
- Science
- Social studies: American History
- Language Arts
- CCLS
- Art/Tech Literacy/Drama or US Elective Projects
- Physical Education

Grade Nine

- Language Arts
- World Geography and History
- Algebra I or Geometry or Algebra II
- Biology
- Spanish I
- CCLS
- Elective Projects
- Physical Education / Sports

Grade Ten

- AP Seminar – Social Studies
- World Literature
- Geometry or Algebra II or Pre-Calculus
- Chemistry
- CCLS
- Spanish II
- Cultural Perspectives (0.5)
- Elective Projects
- Physical Education/Sports

Grade Eleven

- American Literature or AP English Language & Composition
- U.S. History
- Algebra II or Pre-Calculus or AP Calculus
- Physics
- CCLS – Leadership for Impact (GID - 0.5) and Exploring Knowledge
- Imperfect Art of Living (GID - 1.0)
- Internship for Impact (GID - 0.5)
- Elective Projects
- Physical Education / Sports

Grade Twelve

- English Seminar
- U.S. Government (0.5)
- Global Solutions (0.5)
- Pre-Calculus, AP Calculus, AP Statistics, or AP Computer Science
- Anatomy & Physiology
- AP Psychology
- Entrepreneurship (starting in 2027-28)
- CCLS
- Elective Projects
- Physical Education/ Sports

Minimum Graduation Requirements:

- English – 4 credits
- Social Studies – 5 credits
- Math – 3 credits (minimum level: Algebra II)
- Science – 4 credits (one for each year at Maharishi School)
- CCLS – 4 credits (one for each year at Maharishi School)
- Global Impact Diploma – 3.5 credits, starting in 2027-28
- Projects – 4 credits (one for each year at the Maharishi School)
- Physical Education – 2 credits (.5 for each year at Maharishi School)
- World Language – 2 credits (ELL or other languages for non-native speakers)

English Language Learners Program

Our ELL program is designed to meet a wide range of student needs. Recognizing that students need different forms of support, from vocabulary development to comprehending complex texts to preparing papers for submission to science competitions, teachers provide ongoing evaluation of student English language strengths and weaknesses.

In Upper School, most international students come with excellent academic skills overall, prepared to compete for admission to the best colleges and universities. The primary focus of our ELL program is

to help them develop competence in every aspect of the English language – speaking, listening, reading and writing – to match their overall academic prowess.

Levels of ELL support include:

1. Pull-out classes taught by the ELL teachers, for those whose EL levels indicate the need for one-on-one or very small-group support, for no more than three periods a day (generally English and Social Studies classes)

2. Support by ELL teachers who continually liaise with content-area teachers and students to make adaptations to content and assessments as needed

ELL specialists and content-area teachers work closely to advocate for and oversee the success of our international students.

Computer Applications

In Middle School, students use Chromebooks provided by the School. Each Upper School student is required to have a laptop computer that they can use in school virtually every day. Students develop keyboard and word processing skills and are introduced to computer research techniques, basic programming, desktop publishing software, specific academic applications, and research skills.

Resources

The School has a library for Lower School in addition to subscriptions to online resources for research. Middle School classrooms contain libraries; additionally, textbooks and other resources, such as Chrome Books and calculators, are assigned to students each year. If these resources are lost or damaged, replacement costs must be covered. Outstanding fines will be added to student accounts.

Physical Education Courses

Maharishi School's health-related physical education program allows the student to learn specific athletic skills while moving towards full development of mind-body integration through dynamic activity and personal and group instruction. Students take physical education and can also participate in interscholastic sports.

Interscholastic Sports

Maharishi School encourages interscholastic athletic competition in a variety of sports, offered by our school or in sharing programs with Fairfield High School. The sports options may include soccer, track and field, tennis, volleyball, basketball, and others. These programs also provide an opportunity for the entire community to support and contribute to the spirit of unity that prevails at these events.

Academic Competitions

Maharishi School encourages friendly competition among its students for the purpose of developing and expressing excellence. In the Middle School, students enjoy participating in competitions such as regional Science Fair, Young Writers, Scholastic Art, American Junior High School Math Exam, and

others. In the Upper School, students complete a project or prepare a performance or portfolio for interscholastic competitions in science, math, history, or the arts. Most popular among these competitions are Science Fair, The American Rocketry Challenge, FIRST robotics, Brain Bee, and Speech and Drama, and Science Bowl.

Honors and Awards

- **National Honor Society**: Students in grades 10, 11 and 12 are eligible for membership based on qualities of academic scholarship, high moral character, an attitude of service, and leadership abilities. For the scholarship criterion, a student must have a cumulative GPA of 3.3 or better on a 4.0 scale, as well as consistent participation in the meditation program.
- **Alex Grace and Pioneer Awards:** At the culmination of each school year, academic and special awards are given. The Middle School Alexander Grace Awards and the Upper School Pioneer Awards are given to the students who represent the highest ideals of Maharishi School. Pioneer Award recipients deliver the graduation address.
- **Valedictorian and Salutatorian:**. The valedictorian is the graduating senior with the highest grade point average over at least five semesters at our school. The salutatorian is the student with the next highest grade point average over at least five semesters at our school. Transfer credits do not count towards GPA, nor do they qualify students to be valedictorian or salutatorian. If GPA is too close, dual awards are given.
- **Local and Regional Awards:** These awards recognize outstanding students in athletics, art, citizenship, performing arts, and overall achievement.
- **Department Awards:** These awards are given to outstanding students in specific departments. They are merit-based, not relative to other students' performance.

IV. School Policies

Student Punctuality and Attendance

Regular attendance in all classes is essential to the progress of the student. It is also important to the class as a whole. The student years are the time to cultivate habits that will lead to responsible and successful behavior later in life. 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 Procedure

Our tardy policy is designed to create a culture of punctuality and professionalism at school. Teachers record all tardies in Facts. Chronic tardiness will result in consequences consistent with our overall behavior tracking system.

Sometimes, tardiness becomes chronic and may be an indication of social anxiety or some other problem that requires a strategy specific to the circumstances. Most importantly, to address chronic lateness, parents must be fully aware of the problem and supportive of a joint strategy to address the issue. Because class times do not change on a daily basis, chronic tardies tend to impact the first class of the day more than others, which can lead to poorer performance in that class.

Absence/Attendance
Class coherence and student learning depend on a student's regular attendance and participation in class. The attendance policy is based on the logical consequences that come from missing class content. If a student misses class, he/she will have to make up the work in order to receive credit. If an absence is unexcused, there will likely be a grade reduction. Teachers record absences each period in Facts. The Division Director tracks absences.

As with frequent tardiness, frequent absences are often an indication that underlying problems, such as mental health issues or anxiety, need to be addressed at the level of the cause. The Division Director or Academic Director will meet with students and their parents or caregivers to discuss the situation and perhaps to initiate counseling or medical attention to address those underlying causes and support the student to get back on track.

If frequent absences are a result of truancy, which is defined as "the act of staying away from school without good reason," the natural result might be loss of credit. **We are required by law to report truancy (chronic absenteeism) to the Department of Human Services.**

Grades

The purpose of grading at Maharishi School is to provide students and their parents with an assessment of progress in academics and life skills. Students will receive a grade to reflect their academic performance for each subject area.

Student progress reports are available at the end of the semester, and grades in progress can be viewed at any time by logging into Facts. Scores used to compute the actual letter grade are as follows:

A+	98–100 (4.0)	C+	77–79 (2.4)
A	93–97 (4.0)	C	73–76 (2.0)
A-	90–92 (3.6)	C-	70–72 (1.6)
B+	87–89 (3.3)	D	60-69 (1.0)
B	83–86 (3.0)	F < 60 (0.0 – No Credit)	
B-	80–82 (2.6)	INC Incomplete	

"Incomplete" Grade Request
If a student has been absent (excused) from at least three classes in the final two weeks of a grading period, the student may request an extension to complete their work. During this process, their grade is recorded as "incomplete." The request must be made before the end of the grading period. The student will then have two weeks from the end of the grading period to complete the work they missed while absent. If the student has a learning disability (IEP or 504 Plan), other accommodations may be arranged to complete the course.

Report Cards

Report cards are available at the end of the semester. Parents can print the report cards through Facts. Anyone unable to print the report cards can obtain a copy from the Central Office. The grades and GPA will be calculated at the end of each semester.

Homework

Homework should fit into the balanced daily routine of the student. Homework assignments do not contain new information, which students must learn on their own, but instead are review and reinforcement. Adequate sleep (8-10 hours per night) is essential for the optimal development of adolescent brains, and contributes to students' productivity. Staying up late for homework will be counter-productive in the long-term.

Students should expect that the amount of homework reflects their grade level. These are the general guidelines for Middle School and Upper School students:

- Middle School: no more than 80 minutes per night
- Ninth and tenth graders: no more than 90 minutes per night
- Eleventh and twelfth graders: approximately two hours per night
- Advanced Placement or honors classes may require additional class time as well as extra homework

Teachers will avoid assigning homework to be due the day after a scheduled school activity that involves a significant number of students in their class. Teachers are expected to post assignments on Google Classroom by 4 p.m. so that students who are absent can check to see what they missed. When students return, if needed they can ask for clarification from the teacher. Students who are excused absent are allowed an equivalent number of days to make up work missed while absent.

Academic Honor Code

Academic integrity is a fundamental value for any educational institution, and Maharishi School students are expected to honor and uphold this value by acting honestly in every aspect of their academic life, whether in school or studying at home. Any time a student takes credit for work that is not their own – whether derived from other students, other sources, or AI – they are violating the academic honor code. These violations are dealt with according to the School "Procedures Following Inappropriate Behavior," and will likely include the consequences listed in this section.

Plagiarism

Students are required to reference others' works in fulfilling specific class assignments. Using someone else's ideas, words, phrases (even in paraphrased form), and/or designs without giving credit is plagiarism. If students are uncertain about a source, whether or how to credit it, they should ask their teacher before submitting assignments. Plagiarism may result in failure of the assignment or the course. This includes the use of Artificial Intelligence or translation applications without proper citation (see guidelines below). Recognizing that not all education systems approach intellectual

property from the same perspective, thorough instruction in how to summarize, paraphrase and quote directly from sources with proper citation is given at all grade levels.

AI Policy

Early studies on the use of AI indicate that it reduces the ability for critical thinking and creativity. While AI is valuable for some tasks, we encourage students to develop their critical thinking and creativity, and prohibit them from generating work with AI that they present as their own. Maharishi School has adopted The College Board policy on AI: "Students can use AI tools as optional aids for exploration of potential topics of inquiry, initial searches for sources of information, confirming their understanding of a complex text, or checking their writing—but not rewriting—for grammar and tone. However, students must read primary and secondary sources directly, perform their own analysis and synthesis of evidence, and make their own choices on how to communicate effectively both in their writing and presentations. Students may not use AI tools to write or create their assignments for them. It remains the student's responsibility to engage deeply with credible, valid sources and integrate diverse perspectives in their work."

AI and Translation

It is essential for students to develop language proficiency as part of their academic growth. The use of language translations should be a supplementary tool rather than a substitute for genuine understanding and expression. The goal of this policy is to provide guidelines for students regarding the appropriate use of language translations in academic assignments, ensuring academic integrity while acknowledging the diverse linguistic backgrounds of students.

Students are encouraged to develop their language skills in the target language of the assignment. The primary expectation is that students will complete assignments in their own words to demonstrate their understanding.

Acceptable Use of Language Translations

1. Students may use language translations as a tool for personal understanding and clarification of complex concepts.
2. Translations can be used for language support when drafting assignments, but the final work must be in the student's own words.
3. Direct quotations from translations are permissible, but they must be properly cited using appropriate citation styles (e.g., MLA, APA).

Unacceptable Use of Language Translations (Constitutes Plagiarism)

1. Submitting any part of an assignment that is a verbatim translation without understanding is considered plagiarism.
2. Paraphrasing translated content without gaining an understanding of the material is not allowed.
3. Presenting translations or paraphrased translations as original work without proper acknowledgment is a violation of academic integrity.

If students are uncertain about the appropriate use of translations, they should consult with their

teachers for guidance. Students are encouraged to collaborate with peers and seek assistance from teachers, but the final assignment must reflect their individual understanding and efforts.

Consequences for Violating the Policy on Use of AI
Any sudden inconsistency, shift, or discrepancy in style or voice gives the teacher the right to require students to rewrite their submission in person with pen and paper.

The first time a student is found guilty of using translation tools, ghostwriters or other forms of AI, or plagiarizing content, they will receive a grade of zero on the assignment with an opportunity to completely redo the assignment from scratch. There may still be a penalty on the final grade for the original plagiarized attempt.

The second or subsequent time a student is found guilty of using AI on a written assignment, the student will be expected to redo the assignment with no credit and subject to disciplinary consequences, such as suspension or forfeiture of academic honors, including membership in the National Honor Society.

School Network and Internet Use Policy

Use of the school network, school computers and the internet afford students significant learning opportunities, but there are also risks. **For this reason, we require that all students and their parents sign the *Acceptable Use Policy for Maharishi School Computing Equipment and Services*** as part of the Enrollment Packet every year. Copies of this document are available from the Central Office.

Student Support Services

Students with Special Needs
Maharishi School serves special needs students by recognizing their individual strengths and learning styles, and supporting these students' optimal learning experiences in and out of the classroom. Each class will have a wide range of skill and ability levels. Although the School's position is that needs are first met by the classroom teacher and the ideal is for all students to be with their friends in the classroom, some students need greater support and attention. If it is determined that not enough support can be provided by the classroom teacher or resource program, the parents may be required to provide a one-on-one aide.

Beginning the Referral Process
If you suspect that a student needs additional attention and/or evaluation for learning difficulties, contact the Division Director or Academic Director. They will organize and facilitate a meeting of the student's teachers, and possibly the parents, to evaluate the situation. This is the first step in what we call a case conference.

Types of special needs referrals:

- Academic needs refer to students who are experiencing academic or learning difficulties that present special challenges in the classroom.
- Non-academic referrals refer to such issues as recurring or ongoing health problems,

emotional and/or social problems causing unhappiness or inappropriate behavior. These students may first be recognized through habitual absence or tardiness, or disruptive classroom behavior.

Initiating the process

MS and US teachers meet once a week, during which time they will focus on student needs as necessary. At these meetings, or whenever a student concern is raised, the Academic Director will initiate a process of follow-up that may include the student, other teachers, parents, or specialists (such as a school psychologist or speech therapist). Often the concern can be resolved through a conference or an adjustment or adaptation within the classroom context. If the issue is more serious or persists, then a formal observation and assessment process will be initiated involving educational psychologists or other professionals who work with the school through the Great Prairie Area Educational Association (GPAEA) or as adjuncts.

Parents can also initiate the process by raising their concerns with the Division Director or Academic Director.

This formalized process may result in the creation of a 504 plan, which is a legal agreement between the parents and the school that includes accommodations and modifications based on identified needs. The 504 document includes a brief description of the identified needs of the student, plus recommended interventions to meet those needs, and it is shared with parents and relevant teachers. The 504 plan may be short-term (e.g. providing physical accommodations for a student with a broken leg) or long-term (e.g. a diagnosis of ADHD or anxiety and depression) and should be reviewed annually, including the student (wherever appropriate) in the process.

Developing a 504 or IEP

Section 504 of the US Department of Education prohibits schools from discriminating against students with disabilities. Section 504 sets minimum standards for providing related services and aids to students with disabilities that substantially limits a major life activity. All accredited Iowa schools must comply with Section 504. Section 504 applies to elementary and secondary education, preschool and adult education, and private education.

The policy goes on to specify that “a multidisciplinary Section 504 team including individuals knowledgeable of the student, placement options, and data should convene and consider multiple sources of data including teacher assessments and results from tests that are valid for the specific area of concern that tests abilities as well impairments. The team makes the placement decision based on the student’s needs and the related services and aids needed as determined through the evaluation process.”

“When schools suspect that a student has a disability that substantially impacts a major life activity, then the school must evaluate the student to ensure that the student has equal opportunity to access the school’s programs and activities. The school should obtain the consent of the student’s parents or guardians before an initial evaluation. If the parents decline, then the school may appeal the decision by using due process hearing procedures. However, if the parents or guardians inform the school that

the child has a disability and the school disagrees, then the burden is on the parent or guardian to provide further evidence of the disability or appeal the school's decision by using an impartial hearing."

A 504 plan is not the same as an IEP (Individualized Education Plan), which requires support by a special educator and can involve a significantly modified curriculum. For the most part, a 504 plan includes accommodations that can be implemented within the classroom context by the classroom teacher, based on consultation with specialists with the GPAEA or learning support personnel (counselors, reading and math specialists) employed by the school. As mentioned above, sometimes support means that the students are "pulled out" for extra help by specialists, in a cooperative arrangement with the local public school district and the GPAEA. Modifications can include such provisions as shortened reading assignments or fewer math problems, for example, that make the mainstream curriculum accessible to students with disabilities.

When modifications to the curriculum or assessment criteria are significant, students will receive a "circle grade" on their report card, which signals that these adaptations have been made. As in all cases, these provisions are made with full knowledge of the parents and, when appropriate, the students.

Mental Health

Maharishi School works with local mental health care providers, including licensed therapists and organizations such as Optimae Life Services, to provide mental health assessment and support for our students. The school schedules weekly appointment slots for middle and upper school students, who may sign up for a slot confidentially as long as their parents have completed and submitted the requisite permission and release forms in advance. These appointments are intended to provide occasional support for students who need guidance or who may need further attention for more long-term or chronic issues, as diagnosed by the therapist. In the case of the need for ongoing therapy or further assessment, parents make direct contact with Optimae or the service provider of their choice to make appointments outside of school.

All boarding students are provided with at least one wellness check within about six weeks of their arrival at school, to be sure they are settling in and adjusting.

Professionals are also invited to facilitate workshops for teachers on identifying and responding appropriately to signs of trauma, depression and anxiety and other mental health challenges. They can help to facilitate follow up with professionals. All faculty and staff are required by the State of Iowa to complete an online module on suicide prevention, as well as a module on signs of abuse, as they are designated as Mandatory Reporters by the Department of Human Services. We work hard to ensure, through surveys and assemblies and advisory sessions, that every student in middle and upper school has at least one adult to whom they can reach out if they need help.

Students also get their TM practice checked regularly, and these one-on-one sessions with a TM teacher provide an additional opportunity to talk about mental and emotional well-being in general. TM teachers will reach out to counselors and therapists if issues and concerns are raised.

Health Policies

Health Records: Iowa state law requires that every student must have an up-to-date immunization record on file at school, including record of DPT and oral polio boosters after the fourth birthday and a second MMR if born in 1985 or later. 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.

Medical Supplies: Maharishi School is unable to dispense medications unless a student is under a physician's care and is asked to take medication while in school. In this case, a note from the physician to that effect should be given to the School Office Manager. Bandages and a first-aid kit are available in the 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 School Office.

***Emergencies*:** If emergency medical assistance is required, the School Office will attempt to contact both the parents or guardians and the family physician. If necessary, we will also call an ambulance. Boarding students will be transported to doctor's appointments either by school personnel or, in case of emergency, by ambulance. For regular or frequent appointments over an extended period of time, parents will be charged the cost of transportation.

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 School Office as soon as possible. Please make sure that the information on the Health Information Card is always current.

Field Trips

The purpose of field trips is to demonstrate the practical applications of knowledge and the connection between knowledge and everyday life. Field trips have specific objectives that help to integrate what the students are learning in class. Field trips also add variety and fun to a program of study. Most field trips are for part or all of a single school day in Fairfield and nearby Iowa locations.

- Each student must have his or her parent or guardian sign a permission form.
- If the signed permission slip is not returned prior to departure time, the student will not be permitted to participate in the field trip.
- If the date of a field trip is changed, new forms must 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.
- The completed field trip permission form must be taken on the field trip by the person in

charge and returned to the appropriate division office after the field trip is completed.
- Students are not allowed to drive school vehicles, or chauffeur other students on field trips.
- A certified lifeguard must be present whenever students are swimming.
- After the trip, students cannot be released to anyone other than their parents unless other arrangements have been approved in advance.
- To ensure the safety and adequate supervision, students may be prohibited from attending Field Trips for previous behavioral issues, or as a consequence of behavioral events.
- The school uniform is required of all students unless otherwise specified.

Extracurricular Activities Policy

Students are expected to maintain passing grades in all classes at all times. Students who are in poor academic standing, or who have had major or chronic behavioral issues, may be asked to withdraw from any extracurricular activity in order to focus on improvement. Permission may be given for the students to remain involved in extracurricular activities on probation, maintaining a daily report in collaboration with the classroom teacher or teachers, Academic Director, coach, and parents. If academic progress is acceptable, the student may be granted permission to remain involved in the extracurricular activity and the probationary status may be lifted.

Students involved in any extracurricular activity, including sports teams, drama, etc., are required to attend school all day when games and performances are scheduled that evening. Occasionally, a limited excused absence (e.g. dentist appointment) may be waived for afternoon extracurricular participation.

Physical Education and Sports Team Policies

Physical Education (PE) is a graded class that is part of the school day. Sports participation can be an alternate PE class if given prior approval and is graded. For this reason, all of the School's tardy and attendance policies apply to both PE classes and sports teams.

If a student is under a doctor's advice to restrict physical activity that may affect participation in PE, parents must provide a note to the Division office from the doctor at the beginning of the school year or when the difficulty arises. If a student feels unable to fully participate in a PE class (reasons may include minor illness or injury), the PE faculty will provide an individually designed physical fitness program for any students in this situation.

Lunch Policy

All students in Middle and Upper School will eat lunch in the cafeteria or on the picnic tables on campus. They may bring a sack lunch, buy lunch at school, or purchase items from the vending machine. Juniors and seniors who are in good academic standing (no grades below a C) and who have a strong attendance record (no more than six unexcused absences) may leave campus during lunch.

Dress Code Policy

Upper and Middle School Dress Code 2026-27

Uniform Policy

The School's dress code policy requires that every student must be in appropriate uniform whenever 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, unless instructed otherwise.

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.

Acceptable Attire

Bottoms:

- Navy, khaki, or black dress pants (with a zipper and cuff).
- Navy, khaki, or black dress shorts (with a zipper and cuff).
- Navy, khaki or uniform plaid skirt. Skirts must be fingertip length at a minimum. Shorts or tights are required to be worn under skirts to facilitate asanas. No tennis skirts or skorts.

Tops:

- Blouse or Polo in navy, white, gray, or forest green.
- Sweaters, pullovers, zip-ups and other outer layers (solid color with no markings) in navy, white, gray, or forest green.

Spirit Wear:

- Official tops (e.g. hoodies, t-shirts) with Maharishi School logo
- T- shirts or sweatshirts representing extracurricular activities (sports, clubs, etc.) can be worn only on Spirit Week days or on days when those activities are happening, such as Interact Club sweatshirts on Wednesdays or tennis team shirts on days when there is a match.

Not acceptable attire

- Casual or sports attire, including jeans, warm-ups, tennis skirts, sweatpants or other items
- Clothes with holes in them, intentional or otherwise
- Cropped shirts (no midriffs)
- Hoods pulled up or hats worn indoors
- Any form of print or symbol other than the school's name and logo or designs that officially represent recognized school activities
- Piercings other than nose or ear piercings

Enforcement

- The school will maintain a supply of plain polo shirts and khaki pants of a range of sizes
- Students who come to school out of uniform will be sent to the MS/US office to change into appropriate items before returning to class

- Parents will be charged for the cost of the shirt or pants (including parents of boarding students)

Middle and Upper School PE Uniforms

During PE, students may choose to change into the following clothing:

- T-shirts with sleeves (without logos that might be offensive) and that cover the midriff
- Shorts of reasonable length
- Long pants or sweatpants

Indoor athletic shoes

All students need athletic shoes to be worn for indoor PE. When PE is held outside, students will be required to wear appropriate outdoor footwear. Clogs or sandals will not be permitted.

Student Expectations

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 goal is to maintain a safe learning environment where students can focus on growth and learn to be accountable for their behavior. To that end, both students and faculty are involved in articulating our expectations:

- ***Telephones:*** Phones should not be seen or heard during the academic day (8:30am to 4:15pm). The presence of phones will result in a response consistent with the behavioral policy outlined below.
- ***Eating and Drinking:*** Food and beverages other than water are not allowed in classrooms, except when permitted by a faculty member.
- ***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 adolescence 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

Minor Rule Violations

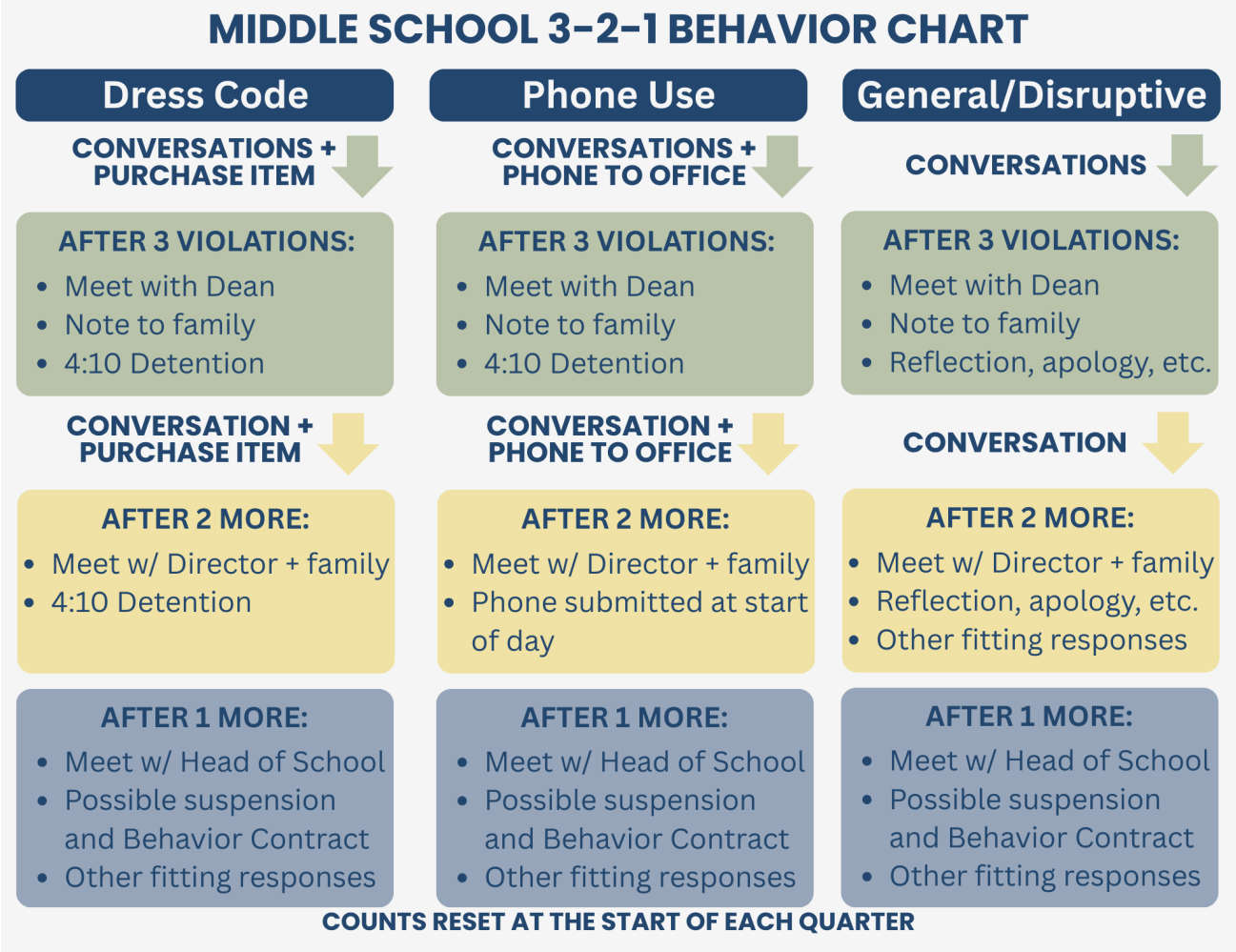
The habits we exhibit every day become the foundation of our character. By building strong and healthy habits, we set ourselves up to succeed when confronted with more challenging questions and temptations later. Therefore, following minor rules regarding respectful behavior, phone use and dress code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

These basic expectations 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, but does not break one of the major rules listed below, students will receive feedback according to the School's 3-2-1 system.

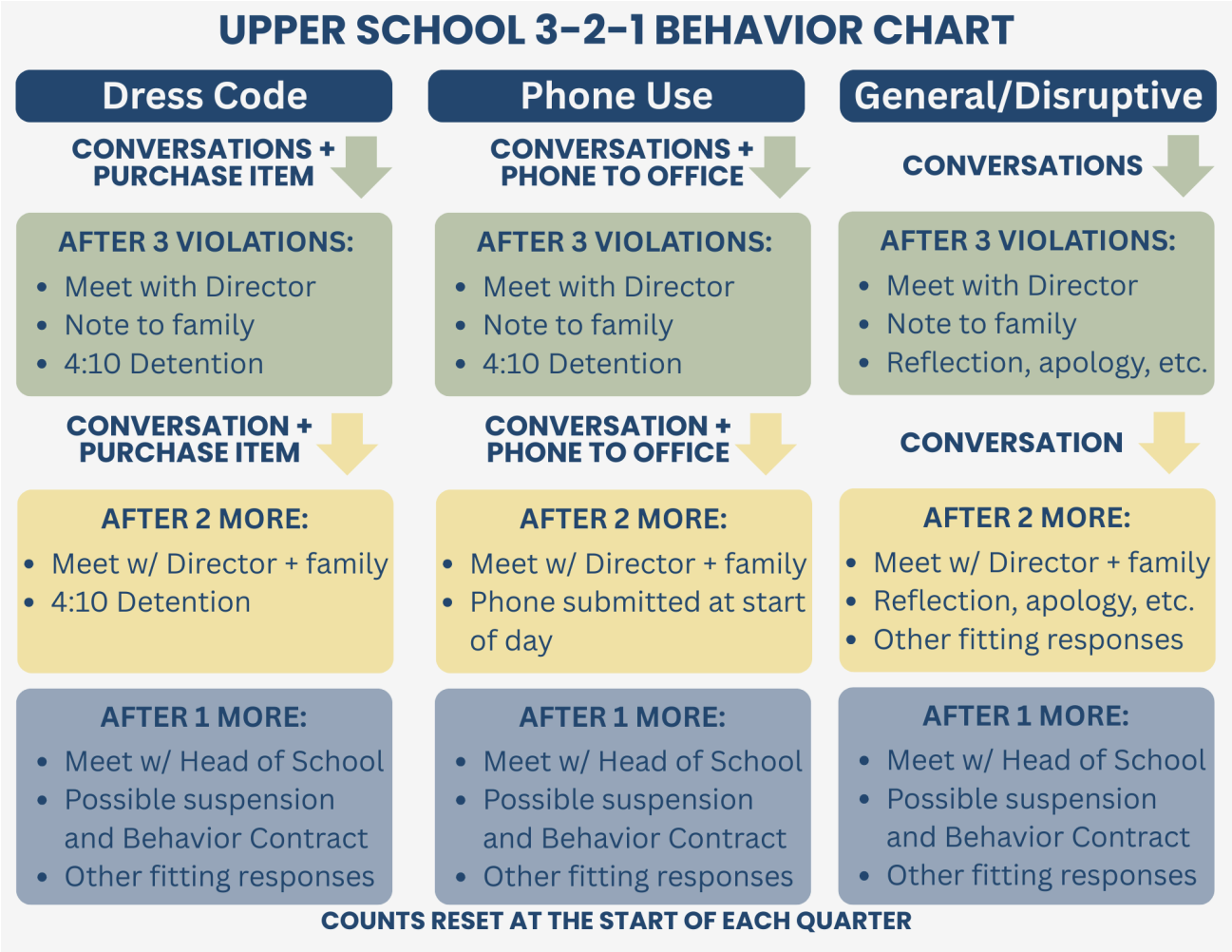
The 3-2-1 system is designed to allow students to self-correct behavior at first, without major consequences or punishment. Initially, students will simply have a conversation about their behavior. It could be as brief as a question asking if the student understands why the behavior was inappropriate. At certain thresholds (after 3 behavior violations, then after 2 more, then after 1 more), if inappropriate behavior persists, the consequences will escalate. Instead of conversations, there will be additional consequences like parent communication, detention, etc. If students continue violating minor rules with no change to habits, it becomes more serious, and may involve more restorative responses, like reflections or apologies. Inappropriate behavior in class may lead to collective restorative work, including group conversations and circles. The chronic violation of minor rules will be treated as a major rule violation.

Below are graphic descriptions of the 3-2-1 process for minor rule violations:

Middle School:



Upper School:



Major Rule Violations

Major rule violations include, but are not limited to:

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. While initial disciplinary responses will lean toward the restorative, they can 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.

NOTE: Many colleges, including all who use the Common Application, require that the school reports incidents that have resulted in major disciplinary action. Maharishi School defines "major disciplinary action" as a minimum five-day suspension or expulsion.

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.

Students Driving to School Students who have a valid driver's license may drive cars to school. Students must use the designated Fieldhouse parking areas and are fully responsible for the safe operation of the vehicle at all times during the school day and while on campus. Students must register their car with the Maharishi International University Campus Safety office or in the School's Administrative Office. Students are not allowed to give rides to other students without the written permission of parents or guardians. It follows that students are not allowed to *take* rides from other students without the written permission of parents or guardians.

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.

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 Directly 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.

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