





Dear Maharishi Lower School Students and Parents,

We are very happy to welcome new and returning students and parents to Maharishi Lower School. We look forward to a successful year of academic progress and rapid development of both individual and collective consciousness. A happy, well-rounded child is the goal we strive for in the lower school.

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

- Responsibility
- Stability
- Communication
- Adaptability
- Creative Intelligence

Communication is the foremost purpose of this *Student and Parent Handbook*. Our goal is to provide all of the necessary information to establish a frictionless flow of communication among students, parents, teachers, and administrators through our policies, procedures, schedules, contact information, forms, and more. Please read through this Handbook carefully as many of your questions and concerns may be answered.

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 division director.

With best wishes,

Nuwaira Pasha
Interim Head of School and Lower School Director

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

READY REFERENCE GUIDE

Telephone Numbers

- Main School Number 641-472-9400...then
- Central Office Ext. #5060
- Lower School Director Ext. #5103
- Admissions Ext. #5076
- Student Accounts Ext. #5095
- Registrar Ext. #5703
- Enrollment Management Office Ext. #5537
- Academic Director/MS/US Director Ext. #5062
- Administrative Director Ext. #5108
- Interim Head of School Ext. #5103
- Development Office Ext. #5070
- Human Resources/Facilities Ext. #5096

Who to Call

Contact Central Office regarding:

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

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.

COVID Guidelines:

Our school's covid policies are dependent on the decisions from the governor of the State of Iowa, the Department of Education (DOE), Public Health and/or the Center for Disease Control and Prevention (CDC). Therefore, any current decisions stated within this Handbook can be changed according to the decisions of any of the above mentioned entities.

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I. Communication

Mission Statement

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

Accreditation

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

Who to Contact

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

The main principle in using the School's channels of communication is—whenever there is a question on School programs, policies or procedures, first determine whether it has to do with the School's academic programs or has to do with the School's administrative departments.

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

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

Campus Security

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

Daily Schedule

- 8:10 am—Students begin arriving at School.
- 8:20 am—Morning session begins. Students arriving after this time are considered tardy.
- 11:50–12:35 pm—Supervised lunch
- 12:35 pm—Afternoon session begins
- 3:15 pm—Dispersal of students

Weekly Parents' Memo

Every Friday, a Weekly Update is emailed to all Lower School parents. This Update contains news of upcoming events at the School, as well as information about student activities. Please

refer weekly to this memo to keep current with what is happening at Maharishi Lower School. If you are not receiving this e-newsletter, please contact the Lower School Division Director.

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/openings are posted on the School website at www.maharishischool.org, and broadcast on radio KMCD/KIHK (1570 AM, 95.9 FM), and on the internet at www.exploreseiowa.com. Please do not call the School, Maharishi University of Management switchboard, or the radio station. **Please Note:** Maharishi School does not automatically close when the Fairfield schools close for bad weather. If possible, the status of School classes will be announced before 7:00 am. However, occasionally a decision will be made later. If in doubt, please listen until 8:00 am.

Lost and Found

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

Birthday Parties

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

School Pictures

Individual pictures are taken each year, usually in early fall. Parents will be notified in advance of the schedule for school pictures. Picture packages will be available for purchase. A yearbook is also available for purchase during the second semester. Your child will bring home an order form for this.

The Role of Parents at Maharishi School

Student's progress most rapidly when parents and the School work together with a common commitment, understanding, and educational approach. Working together within the context of Consciousness-Based education enlivens a nourishing, coherent, and consistent environment in

which students can grow. This includes helping them to maintain a well-balanced daily routine, overseeing their homework and academic progress, and providing positive guidance in their social life. Parental support of the School's educational philosophy and policies is vital and plays an integral part in realizing the cherished goals of the School community.

1. ***The role of the parent... as the foremost guide, supporter, and model of your child's growth.*** You are your child's first and most important teacher. Your active involvement in his or her progress—academic, physical, emotional, and social—is the greatest investment you can make in their lives. The School encourages you to communicate about school experiences, to monitor your child's academic status, and to communicate regularly with teachers and administrators, especially if you have any concerns. You can contact them directly by phone or email.
2. ***The role of the parent... as collaborator with teachers.*** The collaboration of parents and teachers is essential in any school. This partnership is especially powerful in the context of Consciousness-Based education. We share the same fundamental goal: the maximum happiness and growth of the child—in every aspect of his or her life. Parents are strongly encouraged to be supportive of the School or a teacher in front of a child. If your own child or another child brings up a concern or a criticism, we ask that you listen and support the child without opposing the teacher or the School. Then find out from the teacher what can be done together to address the actions and the feelings of the child. This approach protects the very precious teacher-student relationship, and reinforces our core values of Respect, Responsibility, Solutions, and Service.
3. ***The role of the parent... as supervisor of children and youth outside of school.*** Outside of school and after school hours, parental supervision is expected to ensure that children in the community have the attention they need to be safe and engaged in constructive activities. The School strongly advocates that all children through high school have adult guidance and supervision at all times. It is especially valuable for parents at each grade level to communicate common expectations and standards for behavior. Parents, working with School personnel, can promote all students using their time productively, in ways that further their growth.
4. ***The role of the parent... as a knowledge resource.*** Many parents in the community have expertise that is valuable for Maharishi School students. Parents who can volunteer as guest lecturers, consultants, helping in class, or with the After School Program are welcome. Please contact your child's teacher if you are interested in sharing your knowledge, time, and talents with the students of Maharishi School.
5. ***The role of the parent... as participant in parent-teacher meetings.*** There is significant experience and research to suggest that there is a high correlation between the involvement of the parents in school meetings and school activities and the success of a school. Your involvement is a message to your child that you care about their education. For these reasons, the School highly recommends parental attendance at the Orientation meeting at the beginning of the year, at Parents Nights, at parent-teacher conferences, and at other School gatherings.

We invite all parents to be involved through the Parent Advisory Committee), to focus on ensuring

that parents play an active role in identifying priorities and finding creative solutions to challenges.

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.

II. CONSCIOUSNESS-BASED EDUCATION: INSTRUCTIONAL STRATEGIES AND CURRICULUM

Maharishi School’s distinctive feature is called Consciousness-Based Education. What is Consciousness-Based education? How is it unique? What does it look like in action?

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--great teachers, academics, facilities. But if students arrive with sleep deprivation or anxiety, fatigued and distracted, both teaching and learning will be a strain.

At Maharishi School, we put consciousness first. When students--and their teachers--are maximally rested and alert, every part of the education experience is optimized. How do we achieve that wakeful state?

Word of Wisdom Technique

Students four through nine years of age practice the Word of Wisdom technique for a few

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

Maharishi Transcendental Meditation TM Technique

When students are developmentally ready, around the age of 10 or 11, they will learn the Transcendental Meditation program. When they enter the 5th grade they practice their program collectively twice a day as part of their regular academic schedule. The fee for this technique is included in the cost of tuition.

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

Please Note: When a student learns either their Word of Wisdom or Transcendental Meditation Technique, it is required that one parent becomes a practitioner of the TM technique. There is a fee involved, but at a significantly reduced rate for parents of Maharishi School students.

CCLS Overview

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

Studying the *16 Principles of Creative Intelligence* in Grades 1-3, and the *Fundamentals of Growth* in Grades 4-5 provides a new way for students to see all the parts of learning contained within the bigger picture.

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

Maharishi Ayurveda (MAV) is also presented as part of the CCLS curriculum in grades 1 through 5. MAV in the lower school will focus on the importance of developing good sleep schedules, eating habits, exercise and understanding behavior rasayanas.

The Rights, Respect and Responsibility (RRR) is also a part of the CCLS curriculum in the lower school. Please read below about this sexual education program initiated in 2018 at the request of parents.

16 Principles of the Science of Creative Intelligence (Grades 1-3)

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

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

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

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

16 Fundamentals of Growth (Grades 4-5)

1. Creativity
2. Energy

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

SCI and Fundamentals of Growth and Other Subjects

In addition to these classes, teachers use other subjects to draw upon the universal principles of SCI and SCI fundamentals to illuminate how these same principles structure each academic discipline at its most profound level. The addition of SCI Principles and Fundamentals of Growth to the standard curriculum in this way connects the parts of knowledge to the wholeness of knowledge and the wholeness of knowledge to the student's Self, thereby solving the problems of relevance and fragmentation of knowledge in formal education.

Maharishi Ayurveda (MAV)

Maharishi Ayurveda is introduced in the lower school beginning from the first grade. Areas covered are understanding and recognizing the three doshas (vata, pitta and kapha) in our bodies, ideal daily and seasonal routines, balanced eating, exercise for energy, balance and bliss and acting according to natural law using behavioral rasayanas. In the lower school all areas of Maharishi Ayurveda are presented in a concrete and enjoyable manner according to grade level.

Rights, Respect, Responsibility Program (RRR)

The RRR program was implemented in the Fall of 2018 evolving from parental requests and is part of the CCLS curriculum. Teachers follow a specific curriculum that is grade level appropriate and gives the students practical knowledge related to sexuality, as well as skills to promote healthy behaviors in their lives. Parents may visit the website <https://3rs.org/3rs-curriculum/> or speak to your child's teacher to keep abreast of what their child is learning in this program.

“Rights, Respect, Responsibility builds on 30 years of research into effective sexuality education programs, while respecting young people's right to the information they need to protect their health and make responsible decisions. It follows the National Sexuality Education Standards for what students should learn and be able to do at each grade

level, and it is inclusive of learners of all genders and sexual orientations. *Rights, Respect, Responsibility* is intended for use with students in Kindergarten through 12th grade. Its lessons are scaffolded, and age-appropriate, beginning with basic lessons about friendship and safety, and introducing more complex concepts as students age.”
<https://3rs.org/3rs-curriculum/>

Instructional Strategies: Maharishi’s Principles of Consciousness-Based Teaching

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

- Receptivity
- Intelligence
- Knowledge
- Experience
- Expression

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

When these fundamentals are fully enlivened through ideal teaching, learning is engaging, enjoyable, successful, and fulfilling. The learning environment is structured to support and nourish all students regardless of learning style, abilities, background, or gender (Receptivity). Primary emphasis in teaching practice is given to providing comprehensive learning experiences for all students through the cycle of: knowledge–action–achievement–fulfillment (Intelligence and Knowledge). Students are encouraged to actively work with the knowledge they are gaining (Experience), and to share it with others in a variety of ways (Expression). When the Principles of Ideal Teaching become enlivened in the life of the School, the hallmarks of ideal education are realized: enthusiasm for learning, thirst for knowledge, self-referral experience, and appreciation for the teacher.

III. LOWER SCHOOL CURRICULUM

Overview

During these early years of education students develop a love of learning while building a solid academic foundation. Integrating innovative and traditional educational practices are the hallmarks of our successful Lower School curriculum. This is a place where your child is nurtured, and where your child is known and valued as a unique member of our family-like community of learners.

The students receive their instruction in Units of Study reading, writing and phonics workshops, math, science, social studies and CCLS in self-contained classrooms. There is also an emphasis on developing the creativity of a student through music, dance, art and drama. The students also engage in physical activities to develop their fine and gross motor skills.

Teachers partner with parents to support students' budding independence and help them identify how they learn best. Woven in and out of all the subject areas is the Consciousness, Connections and Life Skills (CCLS) curriculum. Cooperative groupings emphasize communication and collaboration skills. Classes in art, greenhouse/cooking, music, makerspace and physical education round out a stimulating and invigorating schedule that encourages ownership of learning, independence, and most of all, fun.

English Language Arts and Literacy

Lucy Calkins, founding director of the [Teachers College Reading and Writing Project](#), Columbia University, is one of the most influential literacy educators in the country. She is the author of the "Units of Study" curriculum guide books and one of the originators of the "workshop" method for reading, writing and phonics instruction, which centers on independent student work in combination with teacher modeling and one-on-one and small-group guidance. This program, taught in hundreds of schools across the country, has given young people extraordinary power, not only as readers, but also as thinkers. When students are explicitly taught the skills and strategies of proficient reading and are invited to live as richly literate people do, carrying books everywhere, bringing reading into every nook and corner of their lives, the results are dramatic. It is the goal of our teachers, using the foundations of the "Units of Study" curriculum, for students to experience the joy of learning how to become better readers and writers.

"Good teaching pays off. When you provide students with constant opportunities to read and to write, and when you actively and assertively teach into their best efforts, their literacy development will astonish you, their parents, the school administrators—and best of all, the students themselves." —Lucy Calkins

Reader's Workshop

Includes habits of good readers, fiction, nonfiction, critical informational text skills and character study. Reading Workshop is a model of instruction that focuses on the work of the reader. Teachers model and teach directly the skills and strategies that proficient readers use. Students are taught that these strategies can be applied to many types of reading and therefore students have the opportunity to self-select books and read a wide variety of text. During Reader's Workshop, students read, write, discuss, are read to, work on vocabulary and comprehension, and choose "just-right" books. Readers receive one-on-one instruction, based on needs and goals.

- **Mini-Lesson:** A whole group lesson that follows a prescribed curriculum and targets one skill or standard appropriate for the grade level. The teacher models and provides examples with read aloud or shared text.
- **Independent Reading:** Students practice skills with self-selected "just right" text. This is

an opportunity for building stamina, reading with focus and engagement, and skill building. During this time, students may read alone and/or with a partner. The child will write in response to their reading and conference with the reader.

- **Small Group Instruction:** The teacher will pull a small group of students to work at their instructional level to guide their reading and teach skills needed to advance to the next reading level and deepen comprehension.
- **Share:** Students have the opportunity to share and discuss their reading with other students to deepen comprehension and apply what has been learned. Teachers will also share to emphasize skills and strategies that proficient readers use.

Writer's Workshop

Provides opportunities for students to exercise writing skills that support their ability to communicate ideas, thoughts, and perspectives. This includes developing the habits of good writers, the art of informational writing, opinion/argumentative pieces, and narrative writing. Learning is scaffolded to support independence and confidence as students become authors. We call it Writer's Workshop because that is what "real" authors call their special writing time, since our students are becoming "real authors."

- **Mini-Lesson:** Each day's Writing Workshop will last about 50 minutes. The first 10 minutes there will be a mini-lesson, or direct teacher instruction. The focus will be learning about techniques and strategies that good writers use.
- **Independent Writing:** After the mini-lesson, students will have independent writing time where they are allowed to choose the topic for their writing within the Unit topic area. By giving the students choice in their writing, it makes the writing more meaningful and engaging.
- **Conferencing:** While the students are writing, the teacher will be meeting with individuals or small groups to conference with them about their writing, give them support with their writing goals, and encourage their development as writers.
- **Mid-Workshop Share:** Sometimes in the middle of the independent writing time we will pause for a "mid-workshop share." This will be a time for the teacher to refocus the group, or to highlight the extraordinary efforts of an individual writer in the class.
- **Share:** At the end of the workshop, about 5 minutes will be spent giving the students an opportunity to share their writing with the class or a writing partner.

How to Help Your Child at Home

Be a good role model. Let your child see you reading and writing, and talk with him/her about how you use reading and writing in your own life.

- We read best when we are interested in what we are reading. Let your child have choice in materials they want to read. Help children become better readers by helping them find books that tap into their interests. Visit the Library. Swap some family "screen time" with book time!
- Reading is a social experience. Read aloud to children who are not yet able to read and have a family shared reading time with those who are proficient readers. Talk about the stories and pictures. As children become independent readers, encourage them to read

quietly alone. Older children and adults still enjoy hearing a story read aloud, and all readers need time to talk about what they are reading to develop deeper understanding.

- Encourage your child to write books or keep a daily journal, and provide lots of fun writing materials—paper with lines or no lines, pencils and pens. Gifts such as journals, spirals, colored pencils, markers and erasers are very motivating! Also, make a place for books and lots of reading materials.
- Stress the importance of the process of writing and reading, and not the final written piece or finishing as many books as possible.
- Respond to WHAT your child writes and not HOW they write.
- Praise your child’s writing. Ignore minor errors. Help with spelling as needed, but do not expect your child to spell every word correctly

Mathematics

Using the McGraw-Hill *My Math* series in grades 1 through 5 students are challenged in a way that inspires them to embrace the power of mathematics through real-world applications, and experience just how fulfilling math success can be. By weaving the three components of rigor—conceptual understanding, procedural skill and fluency, and application—throughout the program, *My Math* enables students to progress toward a higher level of understanding. Teaching involves keeping students motivated and engaged. Learning the “big idea” of a lesson and breaking that lesson into small parts is a primary teaching tool used at Maharishi Lower School. A key feature of the *My Math* curriculum is that each chapter is organized around an Essential Question that is clearly identified throughout. In every lesson, students build on their knowledge to answer that important question.

No two students learn alike. *My Math* is designed for personalized instruction. Students arrive at their “a-ha” moments at different times and in different ways. Teachers have access to differentiated instruction strategies that allow them to address students who are “on level,” “approaching level,” or “beyond level.” There is also a strong ELL component. *My Math* also offers visual/spatial, kinesthetic, aural, verbal, and social learning opportunities. The links between each medium help students relate to math in the learning style that makes sense to them.

Science

Discussion and hands-on activities stimulate inquiry and curiosity in the field of science. Meaningful, age-appropriate topics that follow Next Generation Science Standards (NGSS) are what students engage in with Mystery Science, the online program the lower school has adopted for grades 1 through 5. NGSS integrates science and engineering with Math and language arts creating a holistic and practical approach to STEM learning. Students are encouraged to investigate, experiment, gather data, organize results and develop conclusions and questions based on their own actions and class discussions. During hybrid learning, Mystery Science, due to its online format, has allowed teachers to bring information and activities directly to the remote learners; most of the science experiments and activities include materials found in the home. Each

of the students are able to watch science videos, engage in discussions and actively participate in the science unit.

Social Studies

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

In the Lower School, we are in the process of adapting our curriculum to be aligned with the newly-adopted K-12 Iowa Core Social Studies Standards. Whether the student is in a Montessori classroom or a traditional self-contained classroom, the following Iowa Core Standards are followed:

In grades 1-2 the following Standards are covered:

Communities & Culture: Students explore the culture of their own communities, including families, school and town.

Choices and Consequences: Students learn about choices and consequences. They engage in thinking and conversing about their own responsibility to take care of their community, focusing on cooperation and citizenship.

In grades 3, 4 the following Standards are covered:

Immigration and Migration: Students study how and why people move from one place to another with the theme “Immigration and Migration.” Students look at the geographic, political, and cultural reasons that people move to a new place as well as what they experience during the transition. They understand that a society is a complex and changing place shaped by laws and the civic virtues of the citizens who live there.

Change and Continuity: Students focus on how society has changed and stayed the same over time. Students see how change is inevitable and the patterns and consequences of change across different historical eras.

In grades 3 and 4, we use *My World Social Studies* textbooks. The structure is similar to the Lower School Math curriculum, where Essential Questions provide a larger framework to guide students and help them see the “big idea” of each chapter.

In grade 5 the following Standards are covered:

Rights and Responsibilities: Students learn about how the Founding documents of the United States were developed and how these documents guide decisions. Students explore the multiple perspectives people have regarding their rights and responsibilities.

Building and Growth of our Country: Students will analyze regional, physical, and cultural characteristics of the United States. The analysis will show how these factors influenced people who lived here and how the people and characteristics have changed over time. In grade 5, the *My World Social Studies* textbooks are also used to provide vertical alignment amongst grade levels.

Physical Education

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

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

Music

Lower School students receive Music instruction from a specialized teacher once per week. The goal of Music education in the Lower School is to help the student develop a love for and appreciation of all aspects of musical creation—singing, composing, and making music. In addition to encouraging this love of music, both from within our own rich and varied culture, and from around the world, students are instructed in music theory and technique. Our Lower School music program introduces the students to the basic building blocks of music theory/performance. Through games, they learn about intervals, scales, chords, ear training, basic musical reading and sight singing. Through our use of African drums, the students learn how to improvise, develop a better sense of rhythm, learn how to work together as an ensemble and enhance their musical memories.

Art

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

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

Library Policies

Our library's goal is to encourage students to be lifelong learners by encouraging and reinforcing the skills needed to learn independently. These include an enjoyment of reading, and the ability to research and evaluate information sources effectively. We provide students with good books for enjoyment and classroom research projects. Lower School students visit the library once or twice per week, then at the teacher's discretion for research projects. Books are checked out to students for a period of 2 weeks but can be renewed if needed. Students can check out up to four books at a time. With reminders from their teacher, the child is responsible for returning the

books on time. Parents can also help their children learn to be responsible by reminding them to return books on time and in good condition.

IV. EXTRACURRICULAR ACTIVITIES

Extracurricular school-sponsored programs offer the child opportunity for further growth in carefully supervised, developmentally appropriate activities.

Destination Imagination

Destination Imagination is one of the largest creativity and problem-solving competitions in the world. This very popular extracurricular program helps children develop creativity, critical thinking ability, and project management skills. Teamwork and cooperation are emphasized, developing self-confidence in devising and presenting solutions. Teams prepare for competition in two kinds of problems. Central Team Challenges are structural, technical, or theatrical problems, which take several months to solve. Instant Challenges stimulate the team's ability to think quickly and creatively with only minutes to improvise solutions to unforeseen problems.

Enrichment Sports

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

V. LOWER SCHOOL GUIDELINES AND POLICIES

Positive Discipline in Grades 1st through 2nd

Positive Discipline is an internationally respected program designed to teach important social and life skills in a manner that is deeply respectful and encouraging for both children and adults. Many parents have already taken workshops in Positive Discipline, and find the results to be highly effective. During the 2018-19 school year, the School trained teachers how to implement this program in all classrooms throughout the school. <https://www.positivediscipline.com>

"Parenting with Positive Discipline means being kind and firm at the same time, which is effective long-term and helps children feel a connection — a sense of belonging and significance."

Having consistent expectations at home and in school strengthens both of our efforts.

*Positive Discipline workshops are offered twice a year to provide parents with long-term parenting skills that will encourage their children to think for themselves, become more

responsible and have a greater respect for themselves and others. The effectiveness of Positive Discipline is that strategies are filled with non-punitive, respectful methods that incorporate kindness and firmness into parenting, help parents get to the core of their child's misbehavior, bring more joy into the home and give parents a sense of accomplishment. *Due to the pandemic, parent classes have been postponed.

5 Criteria for Positive Discipline

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

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

Nurturing positive behavior in our students is a cooperative activity between the home and the School. Whenever parents notice any imbalance in their child's behavior, they are encouraged to notify the classroom teacher, just as the teacher would contact the parents. The student will benefit most when parents and teacher work together to provide support and guidance. The purpose of policies and rules in school is to provide clear, consistent boundaries to help students know at all times, and in any given situation, what is acceptable and appropriate behavior. We understand that if some inappropriate behavior does occur, that it is a mistake based on stress and confusion, with a deeper underlying message that the child is trying to tell us something, and that no one really wants to do wrong.

Restorative Justice in Grades 3 through 5

Restorative Justice (RJ) focuses foremost on creating strong relationships between students and teachers and students with each other. Expectations, not rules, are introduced in the classroom and throughout the lower school. Students, by understanding how their behaviors affect others, learn to understand why and how they can change their behaviors to meet the lower school and classroom expectations. Restorative class circles are a vital part of creating and establishing relationships within the classroom. During these circles, the teacher is the facilitator and the students lead the discussions. Early in the school year, the main goal of these restorative circles is to establish a deep and lasting understanding of each other and of one's self in relation to others. With this understanding empathy grows and gives the students knowledge of the diversity of thoughts and feelings within the classroom which then broadens student awareness of how certain words and actions may affect his/her peers and teacher. The goal of restorative circles, as the year progresses, is as a platform for discussion on topics that affect individual students, the classroom or the lower school. At this time, a student may decide to take the role as the facilitator. Teachers follow these guidelines by N. Maynard and B. Weinstein, *Hacking School Discipline*:

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

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

Case Conferences (CC)

Each student deserves to experience happiness and success in all aspects of his or her activity. When a level of achievement is not present, the collective attention of the CC committee can be used to help restore balance and promote the unfolding of the student’s creative intelligence. Students who have learning difficulties, unsettled classroom behavior, or other problems of concern to teachers or parents may be referred by their teachers to the CC committee. Parents may also request CC meetings and may contact their child’s teacher or division head to make arrangements. The CC committee is made up of the teachers, Division Head, and resource specialists. The committee meets with the parents and, if necessary, the student to see what can be done to re-enliven the state of balance and happiness in the student. The committee may refer the student for Maharishi AyurVeda consultation or recommend further testing (in-house, Great Prairie Area Education Agency, or other testing). The CC committee then works with the respective professionals and with the parents to plan a program to help the student restore a balanced state of life as the basis for success at Maharishi School. The CC committee will keep regular contact with the student and the parent to ensure that maximum benefit is being gained from the recommended program or if alternatives should be implemented.

Maharishi School recognizes that the basis for the development of positive behavior is the development of consciousness; therefore, the CC Committee begins discussion with reviewing the child’s regularity and correctness of practice of the Transcendental Meditation program. The parents and School may decide at some point that the program is not meeting the needs of the student. In this case alternatives to the CC committee’s recommendations will be discussed. In some cases, the school administration may decide that it is best for the student not to continue at the School for a period of time.

Diversity, Equity and Inclusion

Diversity, Equity and Inclusion (DEI) is also incorporated into the lower school CCLS curriculum.

Starting points for discussions with the younger students are books that spark insight and curiosity for the children and develop an awareness of DEI in their world. The social studies curriculum lends an important historical perspective to many topics that spark DEI discussions from slavery to the holocaust to origins of the human race as they traveled from continent to continent. Much of the DEI discussion is sparked from student questions or personal classroom incidents.

A DEI book club is offered to parents and meets once-a-month. Also, DEI focused professional development is ongoing for faculty and staff, and a DEI committee consisting of parents, faculty, staff and community members meets twice-per-month.

Dress Code Policy

The School's dress code policy is that every student must be in full uniform whenever he or she is in the School facilities. Students should also be in uniform for School-sponsored activities unless prior exceptions are made, including field trips, academic competitions, and social and recreational events. If the student is a spectator in an extracurricular activity, such as a sports event, then dress should be appropriate to the occasion.

Students whose appearance does not meet our policy standards will be asked by the teacher to make immediate improvement. Teachers take a leading role in correcting uniform policy infractions.

General Points

To maintain a coherent and neat appearance, the following points will be observed by all Maharishi School students:

- Uniforms are required to always be clean, properly fitting, and presentable.
- Only solid white undergarments are to be worn under the uniform shirt/blouse.
- Leg warmers are for outdoor wear in colder weather and may not be worn in classrooms.
- Students will remove hats when indoors.
- **Only uniform sweaters or uniform sweatshirts can be worn during school hours.**
- Students are required to maintain a clean and well-groomed appearance.

School Uniforms

Uniforms are required of all Maharishi School students. Please **mark all uniform items with your child's name** to avoid lost and unidentifiable items. When you visit the Lands' End uniform site, you'll find that there are two web portals for Maharishi School students, one for girls and one for boys. You may choose to wear items from either of the portals.

Lower School Uniform Guidelines are listed as choices for all students in grades 1-5. Please see the guidelines below to see available choices.

To place an order with Lands' End: Go online to: www.landsend.com/school. Click on "Find My School" and look up Maharishi School. You may also phone Lands' End at 1-800-469-2222.

Parents may choose to purchase uniforms from a vendor other than Lands' End. If the style and color are the same as the required uniform, this is acceptable.

By expanding our uniform options, we are sustaining our policy regarding diversity, inclusion and support. Please feel free to contact us if you have questions about uniforms or any other aspect of our policies.

GRADES 1-2 (see additional requirements below)

Choice of Dress or Pants

- Evergreen or navy mesh polo dress, short- or long-sleeved w/optional logo
- Navy cotton bike shorts or evergreen PE shorts (to be worn under polo dress)
- Khaki or navy uniform pants (Land's End), see choices online

Choice of Polo Shirt (to be worn with pants)

- White, maize or evergreen mesh polo shirt, short or long-sleeved w/optional school logo
- Navy or white knit Peter Pan polo, short or long-sleeved w/optional school logo

Choice of Socks, Tights or Leggings w/Sock

- Leggings — white or navy (can be worn under polo dress in place of shorts)
- Tights – white or navy (if worn under polo dress must be paired with shorts)
- Cotton, crew, peds or knee-high socks — white, evergreen, khaki or navy (required unless tights are worn)

GRADES 3-5 (see additional requirements below)

Choice of Dress or Pants

- Evergreen or navy mesh polo dress, short- or long-sleeved w/optional logo
- White plaid uniform skirt (three styles available). **No shorter than 2" above the knee.**
- Navy cotton bike shorts or evergreen PE shorts (to be worn under skirt)
- Khaki or navy uniform pants (Land's End), see choices online
- White, maize or evergreen mesh polo shirt, short or long-sleeved w/optional school logo
- Navy or white short or long-sleeve knit Peter Pan polo, (100% cotton) w/optional logo
- White no-iron pinpoint blouse, short- or long-sleeve, (100% cotton) w/optional logo
- White oxford shirt, short- or long-sleeved, (60/40) w/optional logo
- White oxford shirt, 3/4-sleeve (60/40) w/optional logo

Choice of Socks, Tights or Leggings w/Socks

- Leggings — white or navy (can be worn under polo dress in place of shorts)
- Tights – white or navy (if worn under polo dress must be paired with shorts)
- Cotton, crew, peds or knee-high socks — white, evergreen, khaki or navy (required unless tights are worn)

OPTIONAL ATTIRE FOR GRADES 1-5

- Maize, evergreen or navy button-front drifter cardigan sweater
- Navy or evergreen zip-front drifter cardigan sweater
- Maize, evergreen or navy v-neck drifter sweater
- Maize, white, evergreen or navy fine gauge cardigan
- Navy T-100 Fleece half-zip pullover (for outdoor wear only)
- Navy hooded zip-front sweatshirt (now available from Lands' End)
- Khaki or navy uniform shorts (to be worn under skirt for PE)
- White camisole
- Plaid uniform headband

REQUIRED INDOOR UNIFORM SHOES FOR GRADES 1-5

- Brown, navy or black loafers (penny), oxfords or flats. Soles must be flat, not deeply treaded, and must be made of scuff-resistant material. **White, indoor athletic shoes with white soles will also be accepted as uniform required shoes.** If the student does not choose indoor athletic shoes as his/her uniform shoe, they should bring an indoor athletic shoe for indoor PE. Shoes that are lighted, sequined or not one of the acceptable uniform shoe colors are not allowed as part of the school uniform.

REQUIRED P.E. SHOES FOR GRADES 1-5

- Athletic outdoor shoes: When P.E. is held outside, students will be required to wear appropriate outdoor footwear. Most parents purchase a pair of athletic shoes specifically to be worn to and from school and to double for outside PE classes. Clogs, sandals or boots will not be permitted.

P.E. UNIFORMS ARE NOT REQUIRED FOR GRADES 1-5

Lunch Policy

We encourage students to eat in a settled atmosphere and have time to properly digest their meal. Lower School students are dismissed for lunch at 11:50 am, and return to class no later than 12:30 pm. They are required to be in their classroom ready to start their afternoon session promptly at 12:30 pm.

A supervised lunch program is available for Lower School students. Students may either purchase a hot lunch at school or bring their own sack lunch from home.

The Central Office prepares a lunchtime attendance roster of the children who have brought their

lunch to School. Students participating in the Lower School's lunch program must remain with the lunch supervisors at all times and are not allowed anywhere else on or off campus. Lower School students who are not a part of the School's lunch program must be supervised by an adult at all times. At no time are Lower School students permitted to be unsupervised on or off campus during the lunch hour.

Health Policies

Health Records: Iowa state law requires that every student must have an up-to-date immunization record on file at school, including a record of DPT and oral polio boosters after the fourth birthday, and a second MMR 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. These forms are available from the Registrar.

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

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

Children may come to school if:

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

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

Medical Supplies:

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

Central Office for minor cuts and scratches. Aspirin or Tylenol will be dispensed if permission has been given on the Health Information Card (Emergency Card) kept on file in the Central Office.

Emergencies:

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

Hearing Screening:

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

Attendance Policies:

Regular attendance in all classes is essential to the progress of the student. It is also important to the class as a whole. The time of student life is the time to culture habits that will lead to responsible and successful behavior in later years. Students are encouraged to stay home and get sufficient rest in the event of illness. However, for other absences and tardies, the School has a policy to encourage prompt attendance.

Tardy Policies and Procedures:

Students who arrive late must obtain a tardy slip from the Central Office and bring it to class. If a student will be late due to a doctor's appointment, the parents should call the Central Office so the child can be excused. If a student has excessive tardies in any nine-week quarter, the Lower School Director will contact the parents. Parents of Lower School students will work together with the School to create a plan to increase punctuality.

Excused P.E. class:

If a student is under a doctor's advice to restrict physical activity that may affect participation in physical education, parents must provide a note to the Central Office from the doctor at the beginning of the school year or when the difficulty arises. A student is not required to participate in physical education if the student's parent or guardian files a written statement with the Lower School Director that the course conflicts with the student's religious beliefs.

Absentee Policy:

If your child is going to be absent, please call the Central Office as soon as possible. It is extremely important that we know where the children are at all times. Classroom teachers take attendance immediately following morning announcements (8:25 AM) and again right after lunch (12:35 PM). This information is then given to the Central Office. If a parent has not notified us that the child is absent, the School Office Manager makes every attempt to contact the home. The School is accountable for the children during school hours, and therefore your help in notifying us is very important. If you know in advance that your child will be missing School (religious holiday, vacation, etc.), please put this in writing two weeks prior to the event and submit it to the Central Office. Families are encouraged to arrange vacations during the summer, winter and fall breaks. Extended absences while school is in session causes major disruptions in the child's learning and the learning of other students as the teacher must work to bring the child up to the level of his/her class.

Grades

The philosophy of grading in the Lower School is to use report cards to monitor the total progress of the students. The Lower School reporting system is not meant to put pressure on the students, but to help inspire them to achieve excellence and monitor their learning progress. The most important concern is the development of basic skills and concepts, love of knowledge, good work habits, cooperation with others, and growth of consciousness.

Progress Reports are available at the end of each quarter through the ParentsWeb Renweb portal. The report is designed to inform you about your child's progress at school in all the areas of learning : English Language Arts, Math, Science, Social Studies, Performing Arts , Physical Education and Consciousness, Connections and Life Skills.

You will notice a set of indicators which will reflect your child's progress which bear the following descriptions.

- **Outstanding:** This means your child has consistently met grade level expectations with regards to demonstration of skills and / or understanding of concepts, and he / she is able to apply and make connections at all times.
- **Proficient:** This means your child is able to demonstrate the use of skills independently, has a clear understanding of concepts and is able to apply them most of the time.
- **Consolidating:** This means your child is able to demonstrate the basic use of skills and understanding of concepts with some guidance.
- **Emerging:** This means your child needs considerable support in demonstrating skills and understanding of concepts.
- **Not Applicable:** This means that the criterion has not been covered that term or it does not apply to your child.

There is also a comment section that teachers fill out giving more specific details of each student's achievements.

Parent-teacher conferences are held at the end of the 1st and 3rd quarters. In Lower School,

formative assessment occurs regularly throughout the quarter as a means to inform the teacher about the learning taking place and the effectiveness of her teaching. During the process of evaluation, teachers provide students with the necessary tools to evaluate their own work, helping to create a self-motivated learner. The student's progress is measured in small steps of growth and achievement, and students become actively engaged in their own learning process. Teachers use a wide variety of authentic assessment tools including: anecdotal reports, skill checklists, and rubrics. Goal setting with the student, student portfolios, teacher/student conferencing are also conducted at school. Report cards issued at the end of each quarter reflect the student's summative efforts in each subject area, and the teacher checks skills and concepts developed in each area.

A link to access report cards will be emailed to all parents. They can also be accessed on the ParentsWeb portal of RenWeb, our school management software, or the link can be located at the bottom of the homepage on the Maharishi School website. Duplicate copies of report cards are given to parents, and the originals are retained in the Registrar's office.

Homework

In grades 1 and 2 no formal homework is assigned although reading to and with your child is important to success in school and demonstrates to your child the importance of reading. From 3rd grade to 5th grade, homework is part of the academic program. The teacher will introduce new concepts at School, and homework will be used to reinforce and review what has already been taught.

Homework may include:

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

The maximum amount of homework per night per grade is:

- Grade 3–4, 30 minutes
- Grade 5, 50 minutes

Homework should fit into the ideal daily routine of the student without any stress or strain. Teachers understand that all students will not take the same amount of time to complete assignments, and therefore they will make needed adjustments so that students who work more slowly are not overly burdened by homework. It is our philosophy at Maharishi School that students have a good daily routine, thus structuring the groundwork for a healthy and happy child. The foundation of the daily routine is regular practice of the Maharishi Transcendental Meditation program. In addition, getting proper rest—going to bed early and getting up early—is a fundamental aspect of the daily routine. Proper bedtime should never be compromised to complete homework.

To emphasize the importance of education and increase the joy and comfort of learning, parents are encouraged to be present while children are doing their homework. When parents show interest in what their child is learning and students talk regularly with their parents about the knowledge they are gaining, the unity of the family and family traditions is upheld. This practice fosters integration among school, parents, and children. If a student is absent, homework assignments can be obtained by calling another student or the teacher. Absent students must turn in homework assignments on the day they return to School, unless prior arrangements are made with the teacher.

Field Trips

The purpose of field trips is two-fold: to demonstrate the practical applications of knowledge and the connection between knowledge and everyday life, and to broaden the child's awareness of his environment and what is available to him/her. Field trips may have specific objectives that help to integrate what the students are learning in the classroom. Field trips also add variety and fun to a program of study while also allowing for experiential awareness of the world. Field trips may take all or part of a single school day, with visits to locations in Fairfield and other Iowa communities.

A Field Trip Permission Form will be filled out by the teacher, listing all pertinent field trip information. This form will include the approval signature of the Lower School Director. This permission form will be sent home with the student, signed by his/her parent or guardian and returned to the teacher the next day. This ensures good communication and security among students, parents, and the School. If the date of a field trip is changed, new forms will be completed, given to the students, and returned to the teacher before the students can go on the field trip. Possible "rain dates" are acceptable on the permission form.

Field Trip Permission Forms are required for all destinations away from the university campus. The completed Field Trip Permission Form must be taken on the field trip by the person in charge and returned to the Central Office after the field trip is completed. Adequate supervision of students on trips is necessary. A certified lifeguard must be present whenever children are swimming. Students must return in the same vehicle in which they left. They cannot be released to anyone other than their parents, unless other arrangements have been approved in advance.

Authorization to Pick up Child

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

No Toys in School

Toys can be very distracting not only to the child bringing the toy but also to the other children in the classroom. Therefore, no toys will be allowed in school. This includes card games such as

Pokemon, Magic, etc.

School-Wide Rules

The following expectations are for the benefit of the School as a whole and students are expected to observe them at all times. In addition, your child's teacher or specialist will have expectations particular to his/her own classroom. Periodically throughout the year, teachers review and discuss these behavioral expectations with the students and continually engage them in activities requiring right action. Students feel secure in knowing what is expected of them; therefore, the boundaries of appropriate behavior are clearly presented.

- **Student Behavior Toward All Adults—including specialists, substitute teachers, administrators, other teachers and parents:** Students are encouraged to respectfully follow all classroom/school expectations and listen attentively when any adult speaks to them. When required, students raise their hands before speaking in class. Students are asked to speak and respond in a kind and courteous manner, always offering suggestions or explanations in a polite way. Students are required to use appropriate language at all times, whether speaking to an adult or to a peer.
- **Hallway Behavior:** Normal talking is requested in hallways before school, at lunch, and after school. Running is not allowed in the hallways. After class, students leave the building immediately and wait for family or friends outdoors, not in the hall or lobby. Students present in the building before or after school must be in a supervised program.
- **School Ground Rules:** When outdoors, students must always follow the adult supervisor's directions and rely on the supervisor for help. Students play games that are safe and fun for everyone. The theme of respecting self, others, property, and environment includes: no tree or fence climbing, no throwing of objects—including sticks and snowballs. We encourage students to share in group play. When including others in their play, they must never push, hit or engage in any inappropriate physical contact, follow game rules, and demonstrate good sportsmanship.
- **Safety Expectations:** During school hours, students are under the direct supervision of a teacher at all times. For the safety of everyone, no running, throwing of objects, or rough play is permitted in the building. During fire, tornado and lockdown drills, students are asked to maintain absolute silence and pay close attention to all instructions given by the teacher. When outdoors, students are expected to engage in safe play at all times. There should never be any physical harm done to any other person. Students should be alert when crossing roads and always use the designated crosswalks. Students must leave all dangerous items at home, including cap guns, toy weapons, fireworks, etc.
- **Skateboards, Roller Blades, Scooters and Skates:** To ensure the safety of students on school property, students are required to leave skateboards, roller blades, scooters and skates at home. The use of skateboards, roller blades, scooters and skates is not allowed on the Maharishi University of Management campus—including roads, sidewalks, or in buildings. Anyone violating this policy may have his or her skateboard, roller blades, scooter or skates impounded by the Maharishi University of Management Campus Safety

Department. Maharishi University of Management reserves the right to pursue any legal options necessary regarding repeat offenders of these regulations.

- **Sledding/Snowboarding:** To ensure proper safety the School does not approve of or encourage unsupervised sledding on the slopes on campus. The steeper slope (southeast slope closest to the utility pole), which feeds into the turn-around by the Fieldhouse, should not be used by children for sledding under any circumstances. During school hours, supervised sledding is allowed on the slope closest to the Lower School. Sledding on school property outside of school hours can be dangerous, particularly if done on an unapproved slope or by a child who is not in control. Students in grades 1-5 are not allowed to use snowboards on campus. Lower School PE teachers will take students sledding when the weather is suitable. Students must be properly attired; otherwise they will not be allowed to participate. Proper attire includes a warm jacket, snow pants/suit, boots, gloves, scarf, and a hat. Students will only be allowed to sled when the wind chill factor is above 16 degrees.
- **Bicycles:** All students must walk their bikes on School grounds. Bike racks are provided on the play field west of the Fieldhouse and on the northeast side of the Lower School fence. Bicycles should not be parked near the entrances of the School or on the grass. The School cannot be responsible for bikes left on the grounds. The use of helmets is required. Maharishi School recommends that all bicycles be registered with the Maharishi University of Management Campus Safety Department, in the Hildebrand dorm (across from school), front office, from Friday through Sunday after 6 PM. All bikes must have the necessary safety devices as prescribed by Fairfield ordinance.
- **Telephones:** Students who wish to call home or to place any other calls are asked to use the office phones designated for student use. **Cell phones may be used before school or after school.**
- **Eating and Drinking:** Beverages other than water are not allowed in the classrooms, except when class parties have been planned and approved by the teacher or during supervised breakfast or lunch. Chewing gum is not allowed.
- **Genetically Engineered Foods:** The perspective of Maharishi School is that the long-term safety and/or holistic effects of genetically engineered foods have not been proven. For this reason, food brought to school should not contain genetically engineered ingredients. To avoid genetically engineered ingredients we encourage the use of organic food products. When baking for the School—for birthday parties, snacks, bake sales, school banquets, Halloween, holidays, etc., please try to use only organic sugar, butter, milk, juice, cheese, etc. The School appreciates your support and cooperation regarding this matter.
- **Tobacco-Free Environment:** According to Maharishi School and MUM 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 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. The Iowa Smokefree Air Act was passed in 2008 to protect the public's health and the health of employees from the dangers of exposure to secondhand smoke. This law affects all businesses in Iowa, including public and private educational institutions. Maharishi University of Management and Maharishi School are required to comply with the law, inform our employees and students about it, and enforce the law. The law provides for fines against those individuals who violate the Iowa Smokefree Air Act. Individuals who violate these policies will be subject to fines and disciplinary action in addition to that prescribed by the state law.

- **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.** Therefore, students of Maharishi School who get involved in any way with alcohol or non-prescribed drugs will be subject to disciplinary consequences, including possible probation, suspension from school and/or competitive teams (e.g., sports, speech), or expulsion. 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 have been confirmed to be in the presence of others and/or using drugs or alcohol may be put on probation and may be subject to other restrictions, including loss of privileges, such as participation in sports or activities representing the school. For a first offense, there will be a meeting with parents and student, and students may be given in-school suspension for a period of time to be determined. If this continues, students may be required to have drug testing for a period of time to be determined, along with regular counseling with a licensed therapist. For a second offense, there will be a meeting with parents and the student, and the student will be given out of school suspension for a period to be determined. The suspension will be put on the student's permanent record. Counseling or enrollment in a substance abuse program is recommended. In the case of a third offense, the student may be subject to expulsion.

NOTE: Offenses that are deemed more serious (e.g., distributing drugs, intense usage) may carry more extensive consequences.

- **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 School Council 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.

Safety Policies

Your children are very precious to us; therefore, very careful thought has been given to the School's safety policies. 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."

- **Pick Up and Drop Off:** Motorists must follow the traffic rules concerning the drop off area for the safety of Maharishi School students. There are several steps to minimize the automotive congestion in this area while maintaining convenience for parents. The school drop off area is reached by entering campus on Dr. Robert Keith Wallace Drive from the west, or by entering campus from "B" street on the east. Children should never be dropped off along Highway 1. Stopping along Highway 1 is both dangerous and illegal. 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 discharge passengers or when parking. School children are dropped off and picked up at the sidewalks of the school turn-around area when there is parking. Motorists may briefly wait to pick up their children at the curb in front of the School. **They must not leave their cars unattended to pick up their children.** Vehicles left unattended will be ticketed. **Double parking is not allowed.** If there is no curbside space, please go around the turnaround and pick your child up at the crosswalk. This will be strictly enforced by supervising teachers and campus security. **You must inform the School by 2:45 PM if your child will be leaving with another family or a person on your pick-up list.** Safety of your child is of utmost importance, and we will not allow your child to leave with anyone else if the School is not informed.
- **No Parking During School Days:** Faculty, parents and students should park in the designated parking lots provided at the Field House. There is no parking allowed at any time in the turn-around or in other posted areas along Dr. Robert Keith Wallace Drive. There is no parking on the north side of Foster Hall, or along the sidewalks or lawns of the school buildings. At no time should cars be driven up the sidewalks to Foster Hall. Motorists parking in the visitor section must sign in at the Administrative office.
- **Violations:** Campus Safety is very 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 that must be paid within seven days.
- **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.
- **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 should immediately line up in total silence in their classrooms. It is very important to maintain silence and orderliness during fire drills. The teacher will make 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. Everyone should exit the building silently in a straight, single file line and stay that way in their designated assembly area outdoors, and wait for an all-clear signal from the Lower School Administrator.
- 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 conjunction with the Campus Safety office) in accordance with state guidelines. The same procedure is used as for the fire drill, but instead of going outside, all classes proceed to their assigned areas within the building. Prior to the first tornado drill of the season, the Lower School Administrator will distribute an explanatory sheet delineating appropriate procedures to each teacher. The fire alarm is not used for tornado drills. An air horn is used instead.
- **Lockdown and Blackout Drills:** Periodically 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 MUM Campus Security Office.

VI. NOTICES

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.

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. Bullying and harassment of students by students, school employees, and volunteers who have direct contact with students will not be tolerated in the school or school district.

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 these factors 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 good order, efficient management and welfare of the School.

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. If after an investigation a school employee is found to be in violation of this policy, the employee shall be disciplined by appropriate measures up to, and including, termination. If after an investigation a school volunteer is found to be in violation of this policy, the volunteer shall be subject to appropriate measures up to, and including, exclusion from school grounds. "Volunteer" means an individual who has regular, significant contact with students.

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" means any communication involving the transmission of information by wire, radio, optical cable, electromagnetic, or other similar means. "Electronic" includes but is not limited to communication via electronic mail, internet-based communications, pager service, cell phones, electronic 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 means unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature 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 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.

Retaliation against a person because the person filed a bullying or harassment complaint or assisted or participated in a harassment investigation or proceeding is prohibited. 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 or Division Director, or designee will be responsible for handling all complaints by students alleging bullying or harassment. The School Head or Personnel Director, or designee will be responsible for handling all complaints by employees alleging bullying or harassment. It is also the responsibility of the School Head, in conjunction with the Administration and HR Director and Division Directors, to develop procedures regarding this policy. 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 Head will also develop a process for evaluating the effectiveness of the policy in reducing bullying and harassment in the School. The School Head shall report to the School Board on the progress of reducing bullying and harassment in the School.

The School publishes this policy annually by the following means:

- Inclusion in the Student-Parent Handbook
- Inclusion in the Faculty and Employee Handbook
- Inclusion on the School's web site
- 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 parent, teacher, counselor or Division Director who will write down exactly what happened, give the student a copy, keep a copy, and give another copy to the teacher, counselor, or Division Director, including:
 - What, when and where it happened;
 - Who was involved;
 - Exactly what was said or what the harasser did;
 - Witnesses to the harassment;
 - What the student said or did, either at the time or later;
 - How the student felt; and
 - How the harasser responded.

Complaint Procedure

An individual who believes that the individual has been harassed or bullied will notify the Division Director, who shall serve as the designated investigator. If the Division Director is the subject of the complaint, then the Head of School should be notified and serve as 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, tapes, 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 designated investigator 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 School Head.

Resolution of Complaint

Following receipt of the investigator's report, the School Head 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 School Head may, at the Division Director's discretion, interview the complainant and the alleged harasser. The School Head 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 School Head 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 confidential.
- Complaints must be taken seriously and investigated.
- No retaliation will be taken against individuals involved in the investigation process.
- Retaliators will be disciplined up to and including suspension and expulsion.

Accessibility of School Programs and Activities for Persons with Disabilities

It is Maharishi School's policy to provide equal opportunity for individuals with disabilities for full participation in all of the School's activities and programs. 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 disabled students and staff is advised. Modifications in programs and activities may be made, if feasible, to ensure full participation of individuals with disabilities in the most integrated setting possible. Separate programs only for persons with disabilities 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's educational programs, faculty and staff positions, and benefits are open to all people, without distinction as to sex, age, race, religion, color, national origin, handicap, disability, or veteran's status. Institutions of higher education are required by law (Title VI and 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) to provide this broad access to their educational programs and to serve society in a way that treats with equal dignity the diversity of individuals and groups which comprise our society. Those with inquiries concerning the nature of the policy of equal opportunity or the application of that policy are invited to direct their inquiries to: the School's Administrative Director at (641) 472-9400, extension 5108.

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 a student's 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's 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, School Head, 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 still found to be 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, educational and instructional personnel that are not accessible or revealed to any individual except a temporary substitute. Health records may, however, be reviewed by a physician of the parent's 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 students, the appropriate records will be corrected or amended accordingly. If the decisions are unsatisfactory to the parents, they may place with the education records statements of an explanatory, commentary, or disagreeing nature. The statements will be placed in the education records, maintained with, and released whenever the records in question are disclosed.

Complaints concerning the information provided 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.

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