



**MAHARISHI SCHOOL OF THE
AGE OF ENLIGHTENMENT**

LOWER SCHOOL
Student and Parent Handbook
for *Consciousness-Based*SM Education

Revised January, 2012

Maharishi Lower School

Student and Parent Handbook

Ready Reference Guide

Telephone Numbers

Main School Number	641-472-9400
Central Office	1
Lower School Director	# 5070
Admissions	# 5538 or 1-866-749-0593
Registrar	# 5064
Development Office	# 5095 or 641-472-0094
School Fax	641-472-1211

Who to Call

Contact the Central Office regarding:

- Attendance, tardiness
- Messages for students or teachers
- Academic concerns
- Day-to-day student questions and activities
- Field trips

Contact the Administrative Offices regarding:

- General Information
- Employment
- Tuition Cost and Payment
- Financial Aid
- Physical Plant/Maintenance

Contact the Admissions Office regarding:

- Admissions
- Tours

Contact the Registrar regarding:

- Transcripts
- Withdrawal
- Student Records

Contact the Development Office regarding:

- Fundraising Activities
- Donations
-

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 472-1115 at 2 any time, day or night.

Maharishi Lower School Student and Parent Handbook

Table of Contents

I. LOWER SCHOOL COMMUNICATION

• Who To Contact.....	2
• Campus Security	2
• Mission Statement, Vision and Goals.....	5
• Daily Schedule	6
• Role of Parents at Maharishi School.....	6
• Steps to Effective Communication	7
• Weekly Parents’ Memo.....	7
• Messages	8
• School Closings due to Inclement Weather	8
• Lost and Found	8
• Birthday Parties.....	8
• School Pictures/Memory and Yearbooks	8

II. CONSCIOUSNESS-BASED EDUCATION

• Maharishi’s Principles of Ideal Teaching	9
• Consciousness-Based Curriculum—SCI Overview	9
• Primary SCI Curriculum (Grades K-2).....	9
• Primary SCI Curriculum (Grades 3-6).....	9
• Maharishi Vedic Approach to Health SM Curriculum	10
• Word of Wisdom SM Technique	10
• Maharishi Transcendental Meditation SM Technique.....	10

III. CURRICULUM

• Lower School Overview	11
• Language Arts.....	11
• Mathematics	12
• Science	12
• Social Studies.....	13
• Physical Education and Sports.....	13
• Music	13
• Art.....	13
• Library Policies and Information Literacy.....	13
• Friday Assemblies.....	14

IV. EXTRACURRICULAR ACTIVITIES

- Destination Imagination..... 16
- Enrichment Sports..... 16

V. LOWER SCHOOL POLICIES

- Quality of Life Guidelines 16
- Fostering Ideal Behavior..... 16
- Nourishing Creative Intelligence Committee 17
- Consequences for Inappropriate Behavior..... 17
- Resource Support 18
- Dress Code Policy 18
- School Uniforms 19
- Lunch Policy 20
- Health Policies 20
- Attendance Policies..... 21
- Grades 22
- Homework..... 23
- Field Trips..... 24
- Parental Approval for Driving on Field Trips 24
- School-Wide Rules 25
- Safety Policies..... 27

VI. NOTICES

- Accessibility of Maharishi School Programs/Activities to Handicapped Persons 30
- Smoke-Tobacco Free Environment..... 30
- Anti-Bullying/Harassment Policy..... 30
- Asbestos Hazard Emergency Response Act 34
- Equal Opportunity Policy..... 34
- Family Education Rights & Privacy Act 34

School Anthem 35

I. Communication

“In their intelligence will shine the world’s most perfect wisdom.”—Maharishi

Mission Statement

Maharishi School of the Age of Enlightenment offers Consciousness-Based education from preschool through grade 12. By integrating programs for the development of consciousness with an innovative college preparatory curriculum, students grow towards 200% of life—100% inner development and 100% outer success.

Vision

The mission statement is the product of input from Board members, staff, parents, and students. In condensed form, it contains our vision of a holistic, complementary approach to education, starting with the fundamental quality of a student’s alertness and awareness as the basis for all aspects of school experience.

We are also responsible for students’ preparation for college admissions, extending from their beginning years in school to their graduation. Our vision is that every person, program, and place in should sparkle with intelligence, creativity, efficiency, innovation, and harmony for our students’ optimal progress.

Goals

Provide a rigorous college preparatory academic experience for each student that includes:

- Student-centered engagement in relevant, real-life applications, projects, and assignments
- Individual attention to meet each learner’s need
- Authentic, meaningful applications and assessments that build maturity and motivation
- High levels of competency in each academic area

Provide quality programs for the development consciousness:

- Transcendental Meditation: children’s and sitting techniques.
- Yoga Asanas and Pranayama
- Maharishi AyurVeda curriculum, a comprehensive system of holistic health care
- Sanskrit reading
- Activities and information that build an internal, intrinsic commitment to the development of consciousness as a life-long process

Our planning has been guided in recent years by the complementary approaches of the Iowa Core and Consciousness-Based education 5 principles and practices. We appreciate the Iowa

Core's emphasis not just on content standards as in other states, but in the quality of instruction, and in particular by encouraging innovative best practices to prepare for 21st century demands. It provides a robust framework for the "100% college preparatory" element of our school mission.

We are fortunate that our school and community consist of a rich multicultural mosaic, building an awareness and respect for diversity so essential for the 21st century global village. We have ample daily experience of our school's maxim, "The World is My Family."

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 are also accredited by the Iowa Department of Education, which has awarded grades 7-12 college preparatory status in recognition of the high percentage of graduates accepted at four-year colleges and universities. Accreditation is gained by engaging in a collaborative process with active involvement by our Board of Directors, School Council, staff and faculty, parents, and students.

Daily Schedule

9:20 am	Lower School students begin arriving at School. Students arriving before this time are not supervised.
9:30 am	Morning session begins. Students arriving after this time are considered tardy.
11:50 am	Lower School students are dismissed for lunch
11:50-12:20 pm	Lunch for students remaining at School .
12:20-12:50 pm	Supervised recess for students remaining for lunch
12:50-1:00 pm	Lower School students return after lunch.
1:00 pm	Afternoon session begins for Lower School. Students arriving after this time are considered tardy.
3:30 pm	Lower School classes are dismissed.

Role of Parents at Maharishi School

Children 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 children can grow to enlightenment. 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 collaborator with teachers.* A parent and teacher working together can accomplish anything in the context of Consciousness-Based education. Therefore, first and foremost, all parents are strongly encouraged to support the School or a teacher in front of a child. If our own child or another brings up a concern or a criticism, it is best to 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.

2. *The role of the parent as supervisor of children and youth outside of School.* The School organizes and supports numerous extra-curricular or before/after school programs for children and youth, yet it is not possible to keep all children busy at all times. Therefore, parental

help is needed to ensure that children in the community have the supervision that they need outside of the School and after school hours. The School strongly advocates that all children through High School have adult guidance and supervision at all times. Parents at each grade level are encouraged to work together to ensure that students always have proper supervision.

3. *The role of parents as financial supporters of the school.* Maharishi School provides education for faculty and staff children of both the School and University, and does its best to accept all children in the community with demonstrated financial need. In order to share equally in the school's fund-raising needs, every parent is asked to contribute time and energy to help raise at least \$500 for each of their children enrolled in the School each year. The long-range financial stability of the School depends upon parents' help with this responsibility. If you have questions about this program, please call the School Development office to see how you can meet this responsibility.

4. *The role of the parent as a knowledge resource.* Many parents in the community have expertise that is very interesting and valuable for Maharishi School students. Parents who can volunteer as guest lecturers or consultants in appropriate classes are welcome. Please contact your child's teacher or the Lower School Director if you are interested in sharing your knowledge with the students of Maharishi School.

5. *The purpose of parent 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. Parental involvement in the School is a message to the child that parents care about their education. These contacts also help parents and school employees understand each other and work together as partners in the business of educating the child. For these reasons the School highly recommends parental attendance at the Orientation meeting at the beginning of the year, at Parents Nights, and other school gatherings.

Steps to Effective Communication:

1. Communicate your idea or concern in person directly to the individual responsible. To organize your thoughts, please see the form found on the School's website, www.maharishischooliowa.org, then click on "Parents", and then select: Communication with the School".
 - a. For academic matters: speak with the classroom teacher
 - b. For administrative matters: speak with the administrator for that area
2. If that is not comfortable or possible for some reason, please print and complete the form and give it to the responsible individual or a school administrator. You can deliver it in person or put it in an envelope and bring it to the Central Office. We will see that it is delivered and a response is given.
3. If for any reason you feel the need for assistance or support with this matter, you can enlist the help of a School Council member or a Parent/Teacher Association Liaison to facilitate communication. Please note that PTO Liaisons cannot resolve

issues independently, but they are available to provide support.

The school will investigate or research the matter and respond in a timely manner

Weekly Parents' Memo

Every Friday, a newsletter is emailed home with the Lower School children. This newsletter also appears on the school's website: www.maharishischooliowa.org and contains upcoming events at the School, as well as student writing and their accomplishments. Please refer weekly to this memo to keep current with what is happening at Maharishi Lower School.

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. Please plan ahead for your child's play dates and always let your child know who will be picking them up or dropping them off, if it is someone other than you. By planning ahead, your child feels more secure and classroom interruptions are kept to a minimum.

What To Do In Case Of Weather Related School Closings

School closings will be:

- Posted on Maharishi School's website at: www.maharishischooliowa.org
- Broadcast on radio KMCD (1570 AM) and KIIK (95.9 FM)
- Listed on the Internet at www.exploreseiowa.com

Please do not call the School, the Maharishi University of Management (MUM) switchboard, or the radio station.

Please Note:

- Maharishi School does not automatically close when the Fairfield Public Schools close for inclement weather.
- If possible, the status of school classes will be posted before 7:00 am. However, occasionally a decision will be made later. If in doubt, please listen until 9:30 am.

Lost and Found

Items that are found should 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. Parents are asked to contact their child's teacher concerning arrangements. Party treats may be brought by the parent to be given to the children in the class. We ask that birthday invitations not be handed out in class unless the entire class is to be invited.

School Pictures/Memory and Year

Individual pictures are taken each year,

Books

Usually in October. Parents are notified of the

dates when the photographer is available. Pictures and/or memory books must be paid for in advance.

II. Consciousness-Based Curriculum

Maharishi's Principles of Ideal Teaching

This body of Ideal Teaching principles forms the common core of teaching philosophy and practice at Maharishi School. These principles enliven five Fundamentals of Education: Receptivity, Intelligence, Knowledge, Experience, and Expression. When these fundamentals are fully enlivened through ideal teaching, learning is effortless, joyful, successful, and fulfilling. The learning environment is structured to support and nourish all students regardless of learning style, abilities, background, or gender. Primary emphasis in teaching practice is given to providing comprehensive learning experiences for students of all ages, which allow them to move through the cycle of: knowledge–action–achievement–fulfillment. Students are encouraged to actively work with the knowledge they are gaining, and to share it with others in a variety of ways. When these 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.

SCI Overview

This interdisciplinary science of consciousness provides the unifying foundation for all curricula at Maharishi School. The theoretical aspect of the Science of Creative Intelligence is a systematic investigation into the unified structure of Natural Law that includes the study of universal principles common to all disciplines, and how each discipline emerges and diversifies from its basis. Maharishi Mahesh Yogi, the founder of the Science of Creative Intelligence, 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 orderly evolution of life.

The SCI curriculum is taught in sequentially unfolding themes covering the range of knowledge, from the dynamics of consciousness of the student, through the application of knowledge in the field of action, to the achievement of results for society. In their SCI classes, students learn that the Laws of Nature guiding evolutionary development in the physical universe are the same Laws of Nature guiding human growth. Students also learn that the field of pure consciousness, the simplest form of their own awareness, is the home of all the Laws of Nature.

Primary SCI Curriculum I (Grades K–2)

- Main Theme: Observing the Outer Expressions of Life and Discovering Their Inner, More Precious Values.
- Goal: To appreciate the Laws of Nature as beautiful expressions of creative

intelligence which help, each in its own way, to create and support all of life. The children come to experience Natural Law as an intimate part of their own lives.

- Course of Study: The children explore concrete expressions of the 16 Principles of Creative Intelligence in their own lives, in their families and community, in the lives of great people, and in nature.

Primary SCI Curriculum II (Grades 3–6)

- Main Theme: The Nature of Life Is to Grow and Progress—Natural Law Is Responsible for the Order and Progress in the Universe.
- Goal: To gain an understanding of the universal nature of the principles of creative intelligence and to understand them as fundamental Laws of Nature underlying growth and progress everywhere. At the same time, the total potential of Natural Law will be enlivened in the children’s awareness by their direct experience of pure consciousness—the home of all the Laws of Nature—in their daily practice of the Transcendental Meditation program.
- Course of Study: The children study the 16 Fundamentals of Growth in their own lives, in their society and its traditions, and in nature.

Maharishi Vedic Approach to HealthSM

In addition to the study of SCI, Lower School students have a very complete Maharishi Vedic Approach to Health curriculum. The themes covered during the course of a year include:

- Theme 1: “The Ocean of Consciousness Creates Three Streams of Natural Law”
- Theme 2: “Vata, Pitta and Kapha: The Three Streams of Natural Law”
- Theme 3: “Natural Law Builds Our Bodies: Vata, Pitta, and Kapha in Us”
- Theme 4: “The Ideal Daily Routine: In Tune with Natural Law”
- Theme 5: “Ideal Seasonal Routines: Living in Harmony with Natural Law”
- Theme 6: “Eating for Perfect Balance”
- Theme 7: “Exercise for Energy, Balance, and Bliss”
- Theme 8: “Behavioral Rasayanas: Acting in Harmony with Natural Law”

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 cost of learning this technique is included in school tuition.

Maharishi Transcendental Meditation Technique

During the 4th grade, students learn the Transcendental Meditation program. 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 10 depth of personality, a sharper intellect, a

stronger physiology, greater feelings of compassion, and more happiness and bliss throughout the day.

Students practice their program collectively twice daily as part of their regular academic schedule. The cost of learning this technique is included in school tuition.

III. Lower School Curriculum

Overview

Teachers at Maharishi School attend to the needs of each child. By nourishing every child, a warm and supportive atmosphere is created that allows learning to be easy and fun.

Teachers focus on the students' holistic development, appreciating their individual strengths and guiding them toward achievement of the highest standards.

Whenever possible, students are grouped by gender in resource-rich, multi-aged classrooms. They receive a solid foundation in language arts and math, and acquire a thorough familiarity with social studies, science, information literacy, music, art, and physical education. Teachers work together to ensure that every stage in the curriculum prepares students for the next stage, creating balance among disciplines and among standard components of learning.

With the integration of the Science of Creative Intelligence course into all subjects, students begin to understand that all of nature shares the qualities of intelligence that they experience growing within themselves. Below is a brief description of each curriculum area, the details of which can be found in the Maharishi School Curriculum Map, available from the Lower School Office.

Language Arts

Basic to the language arts curriculum are enjoyment and appreciation of written and spoken language. Through exposure, expression, and evaluation of language, students unfold their ability as both readers and skilled communicators.

In kindergarten, language is explored through experiences with song, poetry, and literature, and students begin to connect sound to the printed word. In the primary grades (1st/2nd) students begin to connect sounds and letters to create words, thus applying meaning to language. Through daily journal writing, recognizing word families, acting out short plays, poetry recitation, oral reports, shared story webbing, and engaging in literature groups, students become more self-sufficient, and confident readers. Through reviewing their own writing, students practice grammar, punctuation, and spelling skills.

In the intermediate grades (3rd/4th), greater precision in language usage is acquired. Students read not just for pleasure, but also to gain information. Creative writing expands to include plays, reports, letters, and poetry. At this age, fluency and productivity increase and students develop an appreciation of narrative prose by recognizing the different viewpoints and values expressed.

In the upper grades (5th/6th), students develop more confidence in writing and speaking to a general audience by presenting impromptu speeches, dramatic recitations, scientific reports, and research papers. By the end of Lower School, students have confidence and poise in speaking, they enjoy their own creativity in writing, and demonstrate insight into common universal themes of literature.

Mathematics

The Lower School mathematics program is composed of two streams: Vedic Math and traditional math. In Vedic Math, students use Vedic *Sutras* to perform addition, subtraction, multiplication, and division. This unique approach to mathematical computation enlivens the whole brain physiology and creates the ability to compute math rapidly and precisely.

The traditional mathematics curriculum covers topics in geometry, estimating, problem solving, logic, telling time, measurement, etc. Teachers use manipulatives, games, cooperative learning projects, and printed materials to integrate information.

Students are given beginning- and end-of-year math competency tests. Teachers and students check together daily work and homework assignments. Teachers use review quizzes and chapter tests to monitor progress and note student competence and understanding through discussion and observation.

By the end of Lower School, students develop an awareness that problems can be solved in multiple ways and also begin to appreciate and connect math-related areas to their daily life.

Science

The Lower School science program is designed to allow the students' natural curiosity to flow through the development of process skills related to scientific inquiry. As students gain the ability to assess the world around them, they also grow in the ability to cherish it.

Kindergarten students are introduced to beginning skills and behaviors in science: observing, predicting, questioning, experimenting, and interpreting. They learn about relationships in nature, observing and identifying the parts and the whole.

In the primary grades (1st/2nd), students are introduced to the inquiry process. They learn to form a hypothesis, test one variable at a time, record data, and analyze their findings to discover the answers to their questions. Sample units include "Balance and Motion," "Balls and Ramps," and "The Five Senses." Primary students learn about nature through regular gardening activities in the Greenhouse, as well as lessons on various animals and plants that rely on our Nature Explore classroom and other outdoor areas.

Intermediate (3rd/4th) grade students learn from science units and investigations centered around “Insects”, “Space and Our Solar System”, and “Vertebrate Animal Groups”, in the third grade cycle, and “Plant Life Cycles”, “Inventions and Inventors”, and “Simple Machines”, in the fourth grade cycle. Students continue to explore the scientific method through a program called “Scientist of the Week” where each week one student will research, prepare and perform a scientific exploration or experiment for the rest of the class.

In the upper elementary grades (5th/6th), students will be studying various units of science including the “Magic of Science,” “Geology and Natural Phenomenon's,” “The Cycle of Life” including animal science, botany, weather and the solar system, “Human Anatomy”, Chemistry/Mystery Powders, and a unit on health through our Maharishi AyurVeda curriculum on healthy eating practices. All units are very hands-on and in some cases, inquiry-based.

Social Studies

The social studies curriculum begins with the individual student’s understanding of the world, and naturally expands to encompass wider fields of influence. In kindergarten, students explore relationships with those nearest to them—their family and friends. The social atmosphere of school life gains more emphasis in the primary (1st/2nd) grades and branches out to include the town and local occupations. A vision of the whole country is introduced in the intermediate (3rd/4th) grades, with a more in-depth study of the United States and its regions. Iowa History and American History are the units of focus in the upper elementary grades (5th/6th).

Physical Education and Sport

The athletic program at Maharishi School is unique in that it is based on the Maharishi Vedic Approach to HealthSM curriculum, which teaches, trains, and conditions students without stress and strain, thereby developing creativity, exhilaration, and vitality. 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.

All Lower School students take a class in Physical Education two days per week, except kindergartners who have PE once a week. Students are required to wear their full P.E. uniform, and to bring clean sneakers for use in the Field House and Recreation Center. Street shoes are not permitted, and a student wearing them will not be allowed to participate in the activity. Students who forget their P.E. shoes will phone home and request that shoes are delivered to School.

Music

The Lower School offers traditional music instruction for Kindergarten through 6th grade. 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. Notes, their values, and the structure of music are taught through singing, games, and playing instruments.

Art

Grades K–6 receive art instruction from a 13specialized teacher once a week. Each child

should have a paint shirt to protect his or her clothing during art class. Art projects are displayed throughout the School building at various times during the year.

Through exploratory experiences and structured art lessons, students are given a chance to express their developing creativity. Through a wide range of exercises, using a variety of materials, formal visual organization—such as line, shape, pattern, and color—is explored. Students grow in their self-confidence through the joy experienced in creating and sharing their works of art.

Library Policies and Information/Technology Literacy

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 search and evaluate information sources effectively. We provide students with good books and other media to engage and inspire them, and help them learn essential information and technology skills. Our curriculum has been developed to help achieve these goals.

Lower School students visit the library once a week for traditional activities like story time and checking out books, but they also are introduced to information skills in a graduated sequence from Kindergarten through 6th grade. Classes in grades 1-6 also visit our computer lab once a week to use educational software and websites that supplement topics being worked on in their classrooms and to learn important computer-related skills. The importance of Internet safety and evaluating websites and using information in an ethical manner, including text, audio or video files, is presented at all grade levels as appropriate.

Kindergarten students are introduced to the school's library as a source of reading for enjoyment and information. Grade 1/2 students are introduced to library skills such as understanding call numbers as a way to locate books, and basic computer navigational skills including use of the mouse, opening and saving documents, and using selected web sites for practicing reading and math. In grades 3/4, students are introduced to the Dewey Decimal system and learn how to look up books in the library's computer catalog. In the computer lab they begin to learn keyboarding, including simple formatting of text and images in documents. In grades 5/6, we teach students strategies for taking notes, organizing ideas, and producing projects in both written and visual formats. In computer class, we continue keyboarding with the goal of achieving adequate proficiency, learn how to evaluate websites and do projects using PowerPoint.

Books are checked out to students for a period of 2 weeks but may be renewed if needed. Kindergarten students check out one book at a time; students in grades 1-6 can check out up to four books at a time. The due date is stamped in the back of the book. Parents can help their children learn to be responsible by returning books on time and in good condition. We are also happy to create library accounts for parents who would like to check out books to share with their children or some of the parenting books we recommend and have available.

Friday Assemblies

Friday Assemblies bring the whole Lower School together, creating a sense of community, as well as focusing on areas of ideal behavior and etiquette. Through songs, skits, audience participation, and storytelling, students teach each other the values of respect and kindness. Younger and older students working together create joy and appreciation for one another.

Special guest artists bring cultural
Performances have included the Des

enrichment to the school on a regular basis.
14Moines Opera Iowa, performing "The Three

Little Pigs,” Chinese Acrobats, Kengmo African Dance and Eulenspiegel Puppet Theater.

Each Friday Assembly begins with student recognition awards, and by the end of the year, all students have been honored for a particular area of excellence. Assemblies end with the singing of the School Anthem or pep song.

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

On weekday mornings before school, third through sixth grade students have the opportunity to participate in an hour of extracurricular sports. The Lower School physical education teacher supervises this program. Students can participate in the seasonal sports of fall soccer and volleyball, winter basketball, and spring track/cross training. There is a strong emphasis on tennis during track/cross training season. The primary focus of this program is to make team sports fun for all. Even with the individual sports like tennis and track, group activities are taught to help foster a sense of team spirit and love of sports.

V. Lower School Policies

Quality of Life Guidelines

Maharishi School students are encouraged to observe the following behavior under the supervision of parents:

- Regular practice of the Word of Wisdom technique or Transcendental Meditation technique, including on weekends, holidays, and vacations.
- Sufficient rest to balance dynamic activity. The following bedtimes are recommended:

Kindergarten:	by 8 pm
Grades 1–3:	by 8:15 pm
Grades 4–6:	by 8:30 pm
Grades 7–9:	by 9:00 pm
Grades 10–12:	by 9:30 pm

- Regular, nourishing meals in the company of family members, especially parents and adults.
- Abstinence from the use of alcohol, drugs and tobacco (See School Rules below).
- Respect for others in word and deed.

The receptivity of the child to knowledge is directly related to the degree to which the child respects the faculty, staff, and administration of the School. Children who are taught through the words and deeds of their role models to respect their teachers learn more in school. Respect is also a gift to the volunteers who staff the School. When teachers are respected, they are inspired to give out more profound knowledge.

Fostering Ideal Behavior

Ideal behavior is nurtured through steps of positive attention and guidance, using *Maharishi's Principles of Ideal Teaching* as well as specific guidelines from the Maharishi Vedic Approach to Health program. We find that when students demonstrate a willingness to learn, have a lively curiosity, and are balanced in their behavior, learning is effortless. When students spontaneously honor their teachers and behave with dignity, they are an inspiration for finest teaching.

Parents will find that many of the

16 guidelines outlined below are ones they naturally

teach in their own homes. Nurturing ideal behavior in our students must be a cooperative activity between the home and the School environments. Ideal student behavior will unfold more effortlessly when the nourishing attention is coming consistently from the School and the home. Whenever parents notice any imbalance in their child's behavior, they are strongly encouraged to notify the classroom teacher just as the teacher would contact the parents. The student will benefit most when parent and teacher work together to provide support and guidance.

While students are growing in the ability to spontaneously perform right action, outer forms of discipline also help guide their growth and progress. A disciplined life means a life that is balanced, orderly, and coherent, and is always moving towards success.

Parents, the School, and society all provide boundaries through which creative intelligence can flow with fullness, purposefulness, and direction. It is the responsibility of adults to advise students on what is right and what is wrong, and to guide them in a dignified, moderate manner, full of love, respect, and compassion. The purpose of rules in the 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, and that no one really wants to do wrong.

Nourishing Creative Intelligence Committee (NCI)

Each student deserves to experience bliss and success in all aspects of his or her activity. When a level of achievement is not present, the nourishing attention of the NCI committee can be used to help restore balance and allow the creative intelligence within the student to unfold.

Students who have learning difficulties, unsettled classroom behavior, or other problems of concern to teachers or parents may be referred to the NCI committee. Parents may also request NCI meetings and may contact their child's teacher or the Lower School Director to make arrangements. The NCI committee is made up of the teacher, administrators, 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 to see a doctor trained in the preventative practice of Maharishi Ayurveda or recommend further testing (in house, Area Education Agency, or other testing). The NCI committee then works 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.

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

Once a prescribed program to restore balance to the student's life has been agreed upon by all involved, the School expects that it will be followed with complete parental, teacher, and administrative support. The NCI committee will keep regular contact with the student and, if necessary, the parent to ensure that maximum benefit is being gained from the recommended program.

The parents and School may decide at ¹⁷some point that the program is not meeting the

needs of the student. In this case alternatives to the NCI 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.

Consequences for Inappropriate Behavior/Procedures Following Inappropriate Behavior

Students from time to time may need strong consequences for their inappropriate behavior. Whenever any of the school-wide rules, policies, or directions from faculty or administrators is violated, a teacher or the Lower School Director will talk with the student concerned to help find a resolution to the situation.

When consequences are applied, the intent is to have them be "natural" consequences, closely related to the inappropriate behavior. Consequences may be applied in the form of school service, staying after school, or writing a paper describing how the behavior could have been more appropriate.

In our system of education however, when purity is growing day by day, we do not emphasize for any length of time or intensity the student's wrongdoing. Usually all that is necessary is to nurture the child in love and correct them if they are wrong, thus helping them to succeed in life at all levels. If the situation continues or is of a serious nature, the teacher or administrator will contact the parents to help resolve the issue.

In cases where more inquiry and attention are needed, the student and family will be referred to the NCI committee. Such cases would include behavior that strongly or continually interferes with class or individual comfort and growth, including action dangerous to a person, property, or the environment. Possible consequences may include suspension, probation, or, in extreme cases, dismissal.

In addition, student behavior outside of school affects in-school behavior, and the student is therefore expected by the School to conform, even after school hours, to the standards expected of Maharishi School students. These standards include refraining from behavior physically damaging or destructive to themselves, to others, and to the environment, or behavior that breaks the law. Such behavior will result in the student and family being referred to the NCI Committee and the student possibly being suspended or dismissed from the School.

Maharishi School does not allow the use of corporal punishment, but in extreme situations where a student exhibits behavior dangerous or destructive to a person, property, or the environment, the student may have to be physically restrained.

Resource Support

Questions about instruction, curriculum, homework, tests, and other course matters, can first be directed to the teacher. In addition, parents are always welcome to contact the Lower School Director or Resource Teacher with any questions relating to the student's progress.

For newly admitted students or those in special academic situations, the Resource Teacher or Lower School Director will coordinate academic placement and scheduling.

Dress Code Policy

In keeping with the School's mission, it is essential to foster in the students a sense of orderliness and respect for themselves and the School as a whole. Personal appearance is one important factor in reflecting the dignity of Consciousness-Based education. Wearing the

school uniform cultures a quiet form of discipline and fosters in the student a sense of respect for themselves, each other, and the School as a whole. Students whose appearance does not meet acceptable standards are asked by the teacher to make immediate improvement.

The school's dress code policy is that every student must be in full uniform whenever he or she is in School and on campus, including dining facilities, or under the school's jurisdiction, including all school-sponsored activities, whether on or off the Maharishi University of Management campus, such as field trips, academic competitions, and school-sponsored social and recreational events. If the student is a spectator in an extracurricular activity, such as a basketball game, then dress should be modest and appropriate to the occasion.

Lands' End is the sole provider for our School uniforms with the exception of shoes.

Uniforms

TO PLACE AN ORDER: Go online to: landsend.com/school. Click on "Find your school's dress code" and look up Maharishi School.

Lower School Girls

Evergreen mesh polo dress, short- or long-sleeved (w/logo) **grades 1–4**

White plaid uniform skirt, **grades 5–6** (three styles available)

Choice of blouse, grades 5-6:

White feminine fit interlock polo shirt, short- or long-sleeved (w/ logo)

White peter-pan polo, short- or long-sleeved (w/logo)

Grades 1-6:

Maize button-front drifter cardigan sweater-optional*

Maize cable hooded sweater-optional*

Maize fine gauge cardigan-optional*

White cotton socks or knee-highs (evergreen or navy also acceptable)

Microfiber tights-ivory, white, navy (evergreen also acceptable)

Navy cotton bike shorts (to be worn under skirts), optional

Headband-optional

Shoes: Cordovan or brown polished penny loafers or Mary Janes*

Lower School Boys

Khaki uniform cotton pants

Khaki uniform cotton shorts-optional

Maize mesh polo, short- or long-sleeved (w/logo)

Evergreen drifter cardigan sweater*

White or khaki crew socks

Shoes: cordovan or brown polished penny loafers**

If you have any questions regarding shoes, please check with your School office before purchasing shoes or keep the receipt and bring them in for approval before wearing.

PE UNIFORMS FOR GRADES 1–6 (Kindergarten not included)

White girls/women short- or long-sleeved feminine fit super t-shirt (w/ logo)

White boys/men short- or long sleeved ¹⁹super t-shirt (w/logo)

Evergreen mesh or athletic mesh shorts (lined with cotton)

Optional PE attire:

Evergreen hooded pullover sweatshirt
Evergreen crew sweatshirt
Evergreen hooded zip-front sweatshirt
Evergreen sweatpants

Athletic shoes: All students need PE shoes (high top preferred) to be worn **inside only** for PE. When PE is held **outside**, children will be required to wear appropriate outdoor footwear. (Most parents purchase a pair of tennis shoes specifically to be worn to and from school and to double for outside PE classes.) **Clogs or sandals will not be permitted.**

* Sweaters are optional, and these are the only sweaters permitted.

** Brown's Shoe Store in Fairfield will carry shoes that meet School requirements

Grooming

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

- Uniforms are required to be clean, properly fitted, pressed, and presentable at all times.
- Boys' pants must be hemmed to the top of the shoe level and worn at the waist, not lower.
- Skirts and dresses should be at the knee and be no longer than mid-calf.
- Only solid white undergarments are to be worn under the uniform shirt/blouse.
- Hats must be removed in school.
- Socks need to be crew length, not short, ped-like athletic socks. Trim is not allowed on socks, knee-highs, or tights.
- Leg warmers are for outdoor wear in colder weather and may not be worn in the classrooms.
- Only uniform sweaters should be worn during school hours.
- Shoes worn to and from school should be conservative. Open-toed shoes, sandals, or flip-flops are not permitted.
- Nose piercings, tattoos, and dreadlocks are not allowed unless there is significant importance to a student's culture or religious identity.

Lunch Policy

To encourage students to eat in a settled atmosphere with family members, the School has adopted an extended lunch hour to allow time for students to go home. All parents are encouraged to take full advantage of this valuable time to be with their children.

If lunch at home is not possible, a supervised lunch program is provided at the School. Students may either purchase a hot lunch at School or bring their own sack lunch from home. The lunch period is followed by a supervised recess period until the start of the afternoon session.

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.

Faculty or staff children who eat lunch part of the supervised lunch program,

with their parents on campus may join the recess only if they have signed up ahead of time. The

lunch period is from 11:50 a.m. to 1:00 p.m. for Lower School students. Lower School students should wait for their teachers in the lobby before proceeding to their classrooms. They may then begin their silent reading program. Students arriving after 1:00 p.m. are considered tardy.

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 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 Kindergarten and 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 Office for minor cuts and scratches. Aspirin or Tylenol will be dispensed if permission has been given on the Health Information 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 that 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.

Attendance Policies

Regular attendance and punctuality in all classes is essential to the educational progress of the student and the School. Students are encouraged to stay home and get sufficient rest in the event of illness. However, for all absences, students are responsible for the class work assigned during their absence. In the Lower School, when there is a prolonged absence, parents should contact the student's teacher for assignments.

Tardy Policies and Procedures

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

Lower School Four-Tardy Policy

If a student is tardy more than four times in any nine-week quarter, the Central Office Manager may 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 advisement to restrict physical activity that may affect participation in physical education, parents must provide a note to the 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 (9:30 am) and again right after lunch (1:00 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, 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 give to the Lower School Office.

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. The most important concern is the development of basic skills, love of knowledge, good work habits, cooperation with others, and growth of consciousness towards enlightenment.

In the Lower School, there is a separate report card for Kindergarten, grades 1/2, grades 3/4, and grades 5/6. In grades K–4, a non-graded approach is used. This non-graded reporting system includes a checklist of student achievement goals under each subject area.

There is also a comment section that teachers fill out giving more specific details of each student's achievements. In grades 5/6, along with a personal comment under each subject area, the following letter grades are given: A (Excellent), B (Very Good), C (Satisfactory), or N (Needs Improvement).

In Lower School, student assessment occurs regularly throughout the quarter. 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: goal setting, student portfolios, teacher/student conferencing, anecdotal reports, skill checklists, and rubrics.

Report cards issued at the end of each quarter reflect the student's cumulative efforts in each subject area, and the teacher checks skills developed in each area. The progress is indicated by a check in one of the three columns listed: consistently, some of the time, with support.

Subjects are reported in the following areas: Maharishi Vedic Science, Language Arts (including reading, writing, grammar, spelling, and speaking/listening), Mathematics, Science, Social Studies, Work Habits, and Quality of Life.

Report cards are issued quarterly. They are given to parents at parent/teacher conferences after the 1st and 3rd marking periods. Report cards are mailed to the parents after the 2nd and 4th quarter marking periods, and also to parents who were not able to attend conferences at the end of the 1st and 3rd quarter marking period. Duplicate copies of report cards are given to parents, and the originals are retained in the Registrar's office.

Homework

In grades K-2, no formal homework is assigned. From the beginning of 3rd grade, homework is an important 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 23night per grade is:

- Grade 3-4 20 minutes
- Grade 5 30 minutes
- Grade 6 40-60 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, 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 an ideal daily routine, thus structuring the groundwork for perfect health and happiness in life. The foundation of the ideal 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 ideal 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 advised 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 contacting the teacher. Absent students must turn in homework assignments on the day they return to School, unless prior arrangement is made with the teacher.

Field Trips

The purpose of field trips is to demonstrate the practical applications of knowledge and the connection between knowledge and everyday life. Field trips have specific objectives that help to integrate what the students are learning in the classroom. Field trips also add variety and fun to a program of study. 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 is 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.

A telephone call from a parent or guardian is not sufficient and does not satisfy the school's legal and insurance requirements. If the signed permission slip is not returned prior to departure time, the student will not be permitted to participate in the field trip. If the date of a field trip is changed, new forms must be completed, given to the students, and returned to the teacher before the students can go on the field trip. Possible "rain dates" are acceptable on the permission form.

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.

The school uniform is required of all students unless the School specifies alternative clothing. No blue jeans are permitted.

Parental Approval for Driving on School Trips

Parents make essential contributions to school field trips by helping with the driving. To drive on school trips, it is necessary to be approved. We request that any parent who is interested in helping in this way to please take a brief, yet informative half-hour training session.

Training consists of viewing a 15-minute training tape and filling out an application to be an approved driver for school events. You will need to bring your **drivers license** to be processed to drive a school vehicle. In order to drive your own vehicle, you will also need to bring copy of your current **insurance certificate** indicating your coverage. Our insurance carrier requires a minimum level of coverage. For occasional drivers the minimum is \$100,000/\$300,000 bodily injury and \$50,000 property damage: or \$300,000 combined single limit.

The training is held at the Campus Safety Office in Verrill Hall (formerly Bldg 402) in Room 43 (the extreme southeast corner of the building). Training sessions are held on a regular basis, and will be announced in the Friday Newsletter.

School-Wide Rules

The following rules 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 rules particular to his/her own classroom. Periodically throughout the year, teachers review and discuss these rules of behavior 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 required to respectfully follow all classroom/school rules 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: Students are asked to speak quietly and walk through the hallways in an orderly way when classes are in session. Quiet talking is allowed 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 after

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 snowballs. Students are required to include others in their play, to never push, hit or engage in any inappropriate physical contact, to follow game rules, and to be a good sport.

Safety Rules: 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 and tornado 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.

Preparedness for Class: Students will be most prepared for class if they maintain a balanced daily routine of study, proper diet, exercise, and rest. In addition, students are required to:

- Dress in accordance with the school dress code at all times during the school day.
- Attend all classes.
- Arrive at School on time and be seated and settled when class begins.
- Bring to School complete class assignments and homework on time.
- Have the necessary books and supplies ready before class begins.

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. Students in grades K-6 are not allowed to use snowboards 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 for sledding by children 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.

Lower School students may go sledding during the lunch hour, under careful supervision by the lunchtime supervisor. 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 if the wind chill factor is above

15 degrees.

Telephones: Lower School students who wish to call home or to place any other calls are expected to use the hall phone designated for student use. Maharishi School office phones are for official school business and emergency use only.

Cell Phones: Students are not allowed to use cell phones in the classroom, unless under the direction of a teacher. All cell phones should remain in the students' locker. Cell phone usage is permitted before and after school and during the lunch period.

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. (Snacks may be permitted for students in grades K–2). Chewing gum is not allowed at any time.

Genetically Engineered Foods: The perspective of both Maharishi Vedic Science and modern science is that genetically modified organisms (GMO's) and genetically engineered food products can be harmful to health. For this reason, food brought to School should not contain GMO ingredients. Approximately 60-70% of all corn, canola, cotton, and soy products contain GMO ingredients. Additionally, be wary of dairy products containing milk from cows given rBGH.

To avoid genetically engineered products, the general rule is simply to buy only certified organic, and organically grown whole, unprocessed foods and produce from reliable sources.

When baking for the school—for birthday parties, snacks, bake sales, school banquets, holidays, etc., please try to use only organic sugar, butter, milk, juice, cheese, etc. Dairy products need to be organic not only to avoid rBGH, but also because of GMO animal feed and enzymes. Be careful of baking powder that contains cornstarch. Rumford baking powder is not genetically modified. Vanilla may contain corn products used for making alcohol; and “natural flavors” may contain GMO ingredients.

Smoking: The use of tobacco products has been proven beyond doubt to be physically harmful. It is also illegal in the state of Iowa for children under 18 to use tobacco products or have them in their possession. Therefore, such behavior will result in a student and his or her family being referred to the Nourishing Creative Intelligence (NCI) committee and the student possibly being suspended from the School.

Drugs and Alcohol: Maharishi School has a no tolerance policy on the possession, use, or distribution of alcohol or non-prescribed drugs either on or off campus by Maharishi School students. Any student of Maharishi School involved in any way with alcohol or non-prescribed drugs, or being in the company of persons who are using or distributing alcohol or non-prescribed drugs, will be treated very seriously. Maharishi School students are expected not only to avoid the use of drugs, alcohol, and tobacco on or off campus, but to also avoid being in the presence of drugs, alcohol or tobacco. For a first offense Maharishi

School will immediately notify the parents and refer the student and his or her parents to the NCI committee. The student may be placed on probation with possible suspension. For a second offense the student may be expelled from the School.

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. The School has adopted a referral policy for students who bring weapons to School.

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.

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.

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 Central Office.

Field Trips: Cars waiting for field trips must not come up to the turn-around until after 9:30 a.m. and 1:00 p.m. Please remind drivers for field trips to wait in the student parking lot until the class, accompanied by the teacher, is ready to be picked up in the turn-around.

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

Bicycle Safety: Bikes must be walked on school grounds. To create order and provide the opportunity for locking bicycles, bike racks are provided for students who ride bicycles to School. Bicycles should not be parked near the entrance to the School or on the grass.

Bicycles should not be used between classes, i.e., to ride to the Field House.

All bicycles must be in compliance with city and campus regulations regarding equipment and visual signals (headlights, brakes, reflectors, pennants, etc.).

All children riding their bikes to and from Maharishi School are strongly encouraged to wear a safety helmet. The School cannot be responsible for bikes left on the grounds.

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 Crisis Management Plan 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 Director.
- 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 two 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. The Lower School Director will describe appropriate procedures to follow as students listen attentively. The fire alarm is not used for tornado drills. An air horn is used instead.

Lockdown/Blackout Drills: In the 29 words of a Homeland Security official, “People

respond to the level of their preparedness.” We do not anticipate an actual lockdown or blackout incident, but these can occur in the life of a school, even as non-threatening situations. We distinguish between situations with these two types of drills and protocols:

- **Lockdown:** To reduce student exposure to a on-threatening situation. Students are gathered into secure classrooms, hallways and bathrooms are cleared, doors are locked, and teaching continues until an “All Clear” signal is given.
- **Blackout:** To shield students from a potential threat in the environment. In addition to the lockdown procedures, windows are covered, students are concealed in the room, and everyone remains quiet until the “All Clear” signal.

VI. Notices

Important Notice

Maharishi School of the Age of Enlightenment 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.

Accessibility of School Programs and Activities to Handicapped Persons

It is Maharishi School’s policy to provide equal opportunity to handicapped individuals for full participation in all of the school’s activities and programs. Handicapped individuals are those who have a physical or mental impairment that substantially limits at least one major life activity.

Each department reviews its programs and activities periodically to make sure that they do not discriminate solely on the basis of handicap, and that they provide for the full participation of handicapped persons. 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 handicapped students and staff is advised.

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

opportunity.

Smoke Tobacco-Free Environment

School facilities and grounds, including school vehicles, are off limits for smoking tobacco use. This requirement extends to students, employees and visitors. This policy applies at all times, including school-sponsored and nonschool-sponsored events. Persons failing to abide by this request are required to extinguish their smoking material, dispose of the tobacco product or leave the school premises immediately. It is the responsibility of the administration to enforce this policy.

Anti-Bullying/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, socio-economic status, or familial status. Harassment against employees based upon race, color, creed, sex, sexual orientation, gender identity, national origin, religion, age or disability is also prohibited.

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

Any person who promptly, reasonably, and in good faith reports an incident of bullying or harassment under this policy to a school official, shall be immune from civil or criminal liability relating to such report and to the person's participation in any administrative, judicial, or other proceeding relating to the report. An individual who knowingly files a false complaint may be subject to appropriate disciplinary action.

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 Personnel 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

Anti-Harassment/Bullying Investigation Procedures

Individuals who feel that they have been harassed should:

- Communicate to the harasser that the individual expects the behavior to stop, if the individual is comfortable doing so. If the individual wants assistance communicating with the harasser, the individual should ask a teacher, counselor or Division Director to help.
- If the harassment does not stop, or the individual does not feel comfortable confronting the harasser, the individual should:
- Tell a teacher, counselor or Division Director; and
- Write down exactly what happened, keep a copy and give another copy to the teacher, counselor or Division Director including:
 - a. What, when and where it happened;
 - b. Who was involved;
 - c. Exactly what was said or what the harasser did;
 - d. Witnesses to the harassment;
 - e. What the student said or did, either at the time or later;
 - f. How the student felt; and
 - g. How the harasser responded.

Complaint Procedure

has been harassed or bullied will notify

33 An individual who believes that the individual
the Division Director, the designated

investigator. The investigator may request that the individual complete the Harassment/Bullying Complaint form and turn over evidence of the harassment, including, but not limited to, letters, 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 Division Director has the authority to initiate an investigation in the absence of a written complaint.

Investigation Procedure

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

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

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 Hopson 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

³⁴programs, 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 General Counsel's Office, Maharishi University of Management, Fairfield, IA 52557, at (641) 472-1175.

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 student's educational 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 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, the Division Directors, 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, major field of study, 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 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 ³⁵ 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 that 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.

Maharishi School is not required to permit the inspection and review of confidential records and recommendations placed in students' files prior to January 1, 1975, provided those letters were collected under established policies of confidentiality and were used only for the purposes for which they were collected.

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 parents 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 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 Division Director, the Chairperson of the Academic Council, the Registrar, the Dean of Students, and the Academic Counselor (Middle and Upper School levels).

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 should be directed to the Office (FERPA), Department of

Family Educational Rights and Privacy Act
36 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.

Maharishi School Anthem

Fortunate are we
To be born at a time such as this.
Diving deep within the Self
We know that life is bliss.

All the world we see
In the light of the Unified Field.
As we grow in Unity,
The truth of life's revealed.

CHORUS:

*So we give thanks for the gift
Of this knowledge heaven-sent
And sing the praise
Of Maharishi School of the
Age of Enlightenment*

Education is ideal
When the knower, known, and knowing unite.
Three-in-one reality makes
Learning pure delight.

Nature must be pleased
As a witness to wisdom's rebirth,
Young enlightened sages
Bringing peace to all on Earth.

CHORUS

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