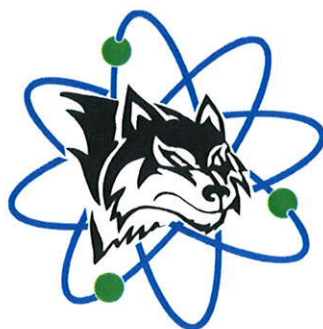


La Crescent Montessori & S.T.E.M.

Adolescent Program Family Handbook
Grades 7-12
2016-2017

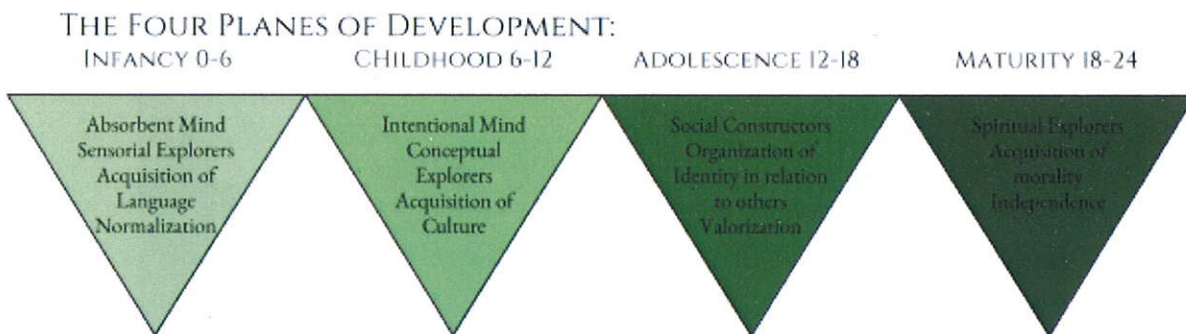


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What does it mean to be an Adolescent?

“Psychologists interested in adolescent education think of it as a period of so much psychic transformation that it bears comparison with the first period from birth to six. The character is seldom stable at this age; there are signs of indiscipline and rebellion. Physical health is less stable and assured than before.’ - Dr. Maria Montessori

Montessori’s view of the adolescent is one of intense change, in both body and mind with peak changes occurring between ages 12 and 15. The child has left the elementary phase of life and must be active in preparation for adulthood. A future of peace and justice depends on citizens that are informed, caring, and willing to take on challenges. We know that in a few short years, these adolescents will be facing many choices about jobs, romance, alcohol and drugs, and the legal ability to drive. They are also interested in fairness and justice and will be adamant on sharing their views of what they feel is right. Adolescence can be a time for introspection and the development of healthy living habits. How we view them today, not someday, is vital. In a Montessori school, we will be actively preparing them during this time period through challenging academic programs, research projects that allow them to explore areas of personal interest, and participation in real-life scenarios.



LMSS Adolescent Program Expectations

“This is education, understood as a help to life; an education from birth, which feeds a peaceful revolution and unites all in a common aim, attracting them as to a single center. Mothers, fathers, politicians: all must combine in their respect and help for this delicate work of formation, which the little child carries on in the depth of a profound psychological mystery, under the tutelage of an inner guide. This is the bright new hope for mankind.’ - Dr. Montessori

Montessori and LMSS both believe education is a community effort; schools are simply the environment we create to help foster a focused appreciation and dedication for learning. Throughout the 2016-2017 year we hope to grow together in support of our children and the adults they are trying so earnestly to become. Please take a moment to read through the expectations below for students, parents, and teachers in order to enter our new school year with a basic understanding of how we can best work together.

EXPECTATIONS FOR STUDENTS

“The child seeks for independence by means of work; an independence of body and mind.’ - Dr. Montessori

Students must be able to:

- 1) Utilize class work time to complete assignments and expand their own independent knowledge
- 2) Maintain a noticeably consistent, high level of effort
- 3) Be respectful to one's self, others, and our learning environment
- 4) Arrive to each class each day prepared with materials, assignments, and ideas
- 5) Work at home to prepare for the next day, catch up on assignments, or review for a test is expected, respect yourself, however, everyone is unique learner so times and effort will vary for everyone.
- 6) Record summaries of daily topics as well as keep track of assignments and due dates in a planner
- 7) Complete required assignments on time
- 8) Focus and participate in a wide variety of courses and activities
- 9) Use resources such as the computer, internet, or books appropriately
- 10) Check Google Classroom and JMC regularly for updates and grades
- 11) Facilitate communication between your guardians, teachers, and self
- 12) Reference individual course syllabi for specific expectations, due dates, requirements, and policies
- 13) Take an active role in choosing, planning, and organizing school activities and field trips
- 14) Display economic independence through participation in micro-economies and fundraising

EXPECTATIONS FOR GRADES

In order to receive a grade, a student must be able to:

- 1) Complete 100% of the requirements for an assignment-late work will be downgraded one half letter grade each day late. A grade of zero will be applied after one week late or by the end of the grading period-which ever is shorter, unless otherwise noted by the teacher or nature of the assignment.
- 2) There are assignments that have a basic completion requirements-and if completed will result in a "C" on a 4.0 scale, marking average work, whereas students who go beyond the assigned work have the opportunity to receive a "B" or "A." Students will be notified of these prior to completing the assignment so they can make the choice that suits them.
**Only students taking honors courses will be given the opportunity to earn higher than 4.0.
- 3) Create their own, independent work and apply appropriate citations when necessary.
**Plagiarized, downloaded, purchased, or copied work from another source will not be accepted for grading and will result in disciplinary action.

Grading Scale:

<u>Grade</u>	<u>Cumulative %</u>
A+	101+
A	95-100
A-	90-94
B	85-89
B-	80-84
C	75-79
C-	70-74
D	65-69
D-	60-64
F	0-59

Standards and credit recovery:

AP courses align with Minnesota Department of Education graduation requirements. In failing a course, a student may not receive credit for said course. Consequently, that student may require adjusting their high school graduation timeline or seek summer credit recovery opportunities.

Visit the Minnesota Department of Education website for more information
<http://education.state.mn.us/MDE/EdExc/StanCurri/K-12AcademicStandards/>

EXPECTATIONS FOR PARENTS:

“If puberty is on the physical side a transition from an infantile to an adult state, there is also, on the psychological side, a transition from the child who has to live in a family, to the man who has to live in society. These two needs of the adolescent: for protection during the time of the difficult physical transition, and for an understanding of the society which he is about to enter to play his part as a man.” - Dr. Montessori

Adolescents are in the middle of transitioning into adulthood. However, they are not adults yet. During puberty, the adolescent brain becomes less contemplative and more prone to risk taking. In order to facilitate a successful transition, educators and families must work together. At home, guardians must set boundaries and enforce the practice of healthy habits in order for students to be successful. In time, students will internalize these valuable skills and become driven, peaceful, resilient adults.

In order to help students succeed, parents must be able to:

- 1) Check work daily - Each day, have a positive conversation with your students about school. Inquire about assignments and check planners
- 2) Act as a study partner to prepare your child for tests and learn together!
- 3) Work with your children to set up career exploration opportunities in conjunction with the LMSS and Minnesota state requirements for safety and effectiveness of experience
- 4) Provide a quiet space where students can spend extended periods of time concentrating on work or exploring their cosmic path
- 5) Establish consequences for incomplete and unacceptable work and set goals for school success -- education happens EVERYWHERE ☺
- 6) Support and advocate for events outside of traditional school hours
- 7) Review your adolescents movie and television choices, web sites, video games and music (lyrics), to name a few, for content and age appropriateness as well as remind students that not every family has the same rules at home as we do at school
- 8) Give your child weekly chores to build life skills; doing all of their laundry, cooking for self and others with respect to nutritional needs, and cleaning shared spaces in order to foster independence and self-worth
- 9) Read about world events and use these as a point of discussion on a daily basis
- 10) Volunteer to be a chaperone on field trips -- field trips are only possible for our school with parent volunteers
- 11) Review your child's grades on JMC and check Google Classroom for information (at least) weekly
- 12) Bring all your questions, wonderings, and curiosities to August Back to School Night
- 13) Attend conferences
- 14) Communicate with us throughout the year!

EXPECTATIONS FOR AP TEACHERS AND LMSS

“The greatest sign of success for a teacher... is to be able to say, ‘The children are now working as if I did not exist.’” - Dr. Montessori

In order to best serve our students, families, and communities we must be able to:

- 1) Offer the current Minnesota academic requirements for all middle and high school grade level programs in Minnesota, including any courses that would be required by a four-year college
- 2) Prepare and test students for acquired knowledge in all areas of the curriculum, including, but not limited to, quizzes, projects, essays, multiple choice, oral presentations, the Minnesota Comprehensive Assessments, Minnesota Basic Skills, ACT & SAT

- 3) Present a diverse curriculum, including, but not limited to, mathematics, humanities, art, science, language, practical life, vocabulary, literature, physical expression, career exploration and micro-economics
- 4) Organize a multi-subject, daily schedule
- 5) Arrive to class on time and prepared
- 6) Create opportunities for students to extend their learning outside traditional classroom hours
- 7) Provide a quiet, stable learning environment for students
- 8) Facilitate student independence
- 9) Regularly communicate with parents and be available outside of school hours when necessary
- 10) Supply feedback and grades
- 11) Continuously challenge students
- 12) Advocate for the civil rights of students
- 13) Allow access to educational tools provided by LMSS

Tools offered for success at LMSS

- 1) Guidelines for writing accurate and descriptive assignments and activities
- 2) Text books for lending purposes
- 3) Micro-economy and fundraising opportunities
- 4) In school study time for completion of assigned subjects.
- 5) Local and global critical thinking and service opportunities
- 6) Access to student grades and assignments through JMC and Google Classroom
- 7) Study Island to prepare for MCA testing with access both at school and home

Curriculum

MIDDLE SCHOOL COURSES

In order for a student to be considered ready to enter the AP high-school program, a student is expected to have earned the following credits in the following categories during their time in grades 7-8.

<u>Credits:</u>	<u>Course:</u>
2	Language Arts
2	Mathematics (must include Algebra I)
2	Science (Life Science, Earth Science, Environmental Education)
2	History and Humanities
1	Engineering (PLTW)
1	Technology
4	Electives

GRADUATION REQUIREMENTS

To earn a high-school diploma from LMSS, a student must earn the required number of credits during his/her time in grades 9-12. Also, the student must pass the Minnesota Graduation Basic Standards tests in Reading, Mathematics, and Written Composition, or specified entrance exams as per state statute.

All students must successfully complete (i.e. earn a passing grade) the following credits in each of the following categories:

***One credit is equivalent to one year (two semesters) of class.

<u>Credit</u>	<u>Course:</u>
4	Language Arts

- 4 Mathematics (including Algebra II, Geometry, Statistics/Probability)
- 4 Science (including Environmental Education)
- 4 Social Studies (including US history, Geography, World History, Government & Citizenship (0.5), Economics (0.5))
- 2 Foreign Language
- 1 Health (0.5) and Physical Education (0.5)
- 1 Engineering (PLTW)
- 1 Art/Art History
- 4 Electives

ORGANIZATION

Students in AP need to organize their time and work more than in past years. Each student is asked to keep track of history, science, math, and literature, not to mention outside reading, writing assignments and research. Students can take advantage of advisers to plan how and when they will complete their assignments. They are responsible for bringing home the proper books and supplies and returning the next day with their work. At this stage in life, many students (even those who previously have been good self-organizers) can become scattered. Recognizing the importance of organization, we give students lots of support. Learning an organizational system that works is an important goal for the AP years. We encourage parents who believe their child is struggling to maintain an organized state to assist their child in organizing their desks and/or assisting their child in packing up for the day's homework.

SCHOOL WORK

Schoolwork is designed to reinforce information covered during the day and expand student understanding through more analytic explorations. If students have questions about school work, they should: 1) check their planners for an assignment list, 2) check their binders and folders for possible handouts about the assignment, 3) check their Google Classroom and/or JMC, or (as a last resort) 4) ask a classmate for help. As teachers, we will also be there for questions, but independence and peer relationships are extremely important during adolescence. It should also be expected that schoolwork will overflow to homework. Education should not be limited to the classroom, but should work in conjunction with ideas, concepts, and skills students will need in "real life."

Students are expected to come to class with their homework printed if necessary, or prepared on the appropriate media. Students who do not come to class with their work done cannot receive grades and will be expected to make up the work. We need your support! If your child is asked to stay after school to improve/finish school work please help us provide the necessary extra time. If schoolwork begins to be missed consistently, parents will be asked to meet with LMSS staff to come up with a plan to help. Students may be asked to forego outings until they have demonstrated the ability to complete their work to the best of their abilities.

COFFE AND SCRAM -- ALL GRADES, ONCE A MONTH

A micro economy opportunity for all students to learn first-hand how to manage a business and understand the role of economics all the while they can earn funds for their school supplies and trips through planning and working Coffee and Scram Friday's.

YOUTH OUTINGS AND EXPLORATIONS (YOE)

Field trips outside of the classroom are an integral part of the AP program. All students are required to attend, unless otherwise stated, so make appointments and other plans outside of these dates. If a student has been asked by staff to remain behind, alternative accommodations will be made including-joining another

classroom or in their own classroom. Students may not choose to remain behind on their own. Unless a student is uninvited by staff, all fees associated with the trip must be paid by all students prior to the trip.

COMMUNITY SERVICE -- ALL GRADES

50% of the Hours must be completed by September 1, 2016 to be considered eligible. 100% of the hours must be completed by February 1, 2017.

WE Act/WE Day-September 20, 2016
7th-10 hours/school year
8th-15 hours/school year
HS-20-30 hours/school year

How do we live in relation to others?
How can I contribute to the community?
How can I help others?

Community service requires students to take an active part in the communities in which they live. Giving importance to the sense of community throughout the program encourages responsible citizenship as it seeks to deepen the adolescent's knowledge and understanding of the world around them. The emphasis is on developing community awareness and concern, and the skills needed to make an effective contribution to society. Students are encouraged to make connections between their intellectual and social growth, thereby refining their affective, creative and ethical as well as cognitive development. This is achieved through a process of discovery of self and community, and reflections inside as well as outside the classroom.

"Community service is defined as a voluntary service provided by students to others in the community other than their families." **This must be verifiable in writing on the form provided by the student.** They may volunteer at a variety of places such as the library, animal shelter, or youth group outings. Community Service hours may begin the summer prior to fall entrance in their grade level and continue throughout the first semester until complete.

RULES AND REGULATIONS

Academic Standing(s)

1. Good Academic Standing – In the previous quarter, the student has earned a 3.3 GPA
2. Academic Probation
 - a. In the previous semester, the student earned a GPA equal to or lower than a 2.5 OR
 - b. During the current semester, the student has earned a GPA equal to or lower than a 2.0 in at least one class

Academic Award(s)

1. Montessori Academic Achievement Award – Student has earned a 4.0 GPA over the course of one semester with a minimum of one honors course
2. President's List – Student has earned a 4.0 GPA over the course of one semester
3. Dean's List – Student has earned a 3.5 GPA over the course of one semester
4. Academic Recognition – Student has earned a 3.0 GPA over the course of one semester
5. Student of the Semester- One student from each class may be chosen for Student of the Semester based on a student's academic performance, community engage, student improvement, student leadership, and inclusiveness.

Community Engagement Award(s)

1. Montessori Community Award – Student has completed an additional 50% of their required community service hours before the deadline.

CREDIT RECOVERY

Students needing to recover offered credit from the past school year may have the following options as offered by private and public school districts. Briefly: (see policy for full terms)

- 1) LMSS-Correspondence/On-line program offered (One credit course-work at a time-6 weeks maximum. Must enroll at LMSS to receive credit
- 2) ISD 300 Summer Recovery Options-June-July-on-site program at ISD 300 6-8 weeks
- 3) Other-by approval from LMSS school district. Must be Minnesota State approved to receive credit

ATTENDANCE/TRUANCY

Minnesota State Law requires 100% on time and 100% attendance for students. Parents are to **call** in an absence by 8:10 to the office. Missing one day of school, means at least 4 subject lessons, and it can be difficult to catch up when students return and receive more lessons. Students missing more than 7 class periods are considered truant and will be considered as such. Students may face a loss of credit if students exceed the required amount of absence's allowed in a year and will be required to make up for lost credit. School doors open at 7:50 and close at 3:10.

ABSENCES

In order to support academic continuity it is important to follow our school's calendar. Absences should occur only because of illness or unavoidable family commitments. When a student needs to miss school for personal reasons, families should give teachers as much notice as possible. Students will be expected to complete all tests, quizzes, labs and in-class assignments that they miss.

INCLUSIVENESS

There is no greater cause of hurt feelings than being left out of social events. It is important to be aware of the groups your child is part of (primarily, the girls or boys in one class or split group) and include all logical members when planning social events. It is important to us that students in our community treat each other with respect and courtesy. AP is a time of great sensitivity, social turmoil and a focus on peer acceptance. As adults guiding students through this time, we have a responsibility to remind them often of the value of treating others, as they would want to be treated themselves. All forms of abuse, verbal, electronic, and physical, are taken seriously, and the school is committed to dealing with any transgressions.

BULLYING AND HARRASSMENT

The school takes accusations of bullying very seriously. School is meant to be a safe and peaceful place for all students. The full policy is available upon request to the LMSS office.

DRESS CODE

- 1) No hats, or hoodies in the classroom
- 2) Pants, shorts, etc. pulled up so as not to reveal undergarments.
- 3) No sleepwear, outside clothing (i.e.-winter jackets, boots) will worn in class or any other unnecessary distracting items.
- 4) Students need proper PE clothing and shoes and a water bottle for active use. They will be running and need the correct shoes, supportive underwear and deodorant.
- 5) No perfumes or body spay (they can cause allergic reactions or aggravate asthma).

CAFFEINE AND SNACKS

Caffeine drinks or energy drinks are dangerous for young adults to drink daily and are not allowed in school. Students will be allowed to eat a snack in a designated area during the morning and are limited to one-5 minute break. Snack must have nutritional value for their developing bodies and brains.