

La Crescent Montessori & STEM School



Adolescent Program Addendum* 2026-2027

*We follow the LMSS Family Handbook. This document is meant to include AP-specific information as well as important reminders. For attendance, bullying, and dress code policy details, please see the LMSS Family Handbook.



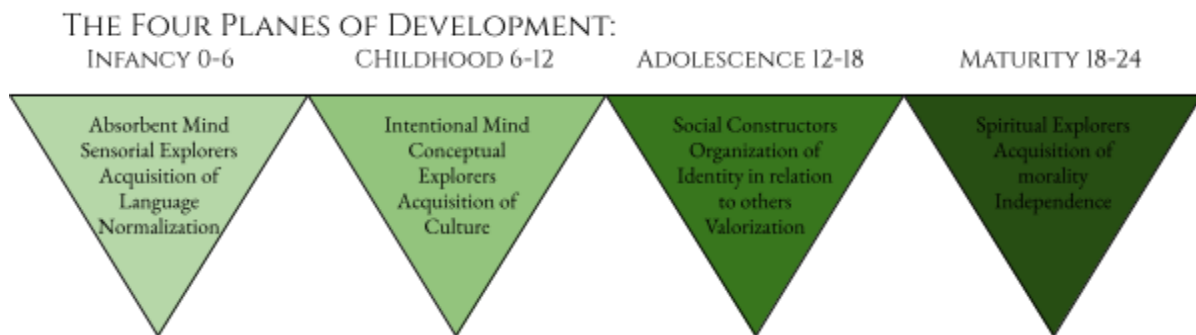
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What does it mean to be an adolescent?

"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 who 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 about 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 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 independence by means of work; an independence of body and mind.” - Dr. Montessori

To be successful in the AP classroom, all students must be able to do the following throughout the program:

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 oneself, 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; everyone is a 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 planner, 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 fundraising

Expectations for Grades

1. Students are expected to complete all work for classes by the assignment due date.
2. If a larger assignment or multi-day project will be late for any reason, students should fill out an AP Late Form to create a plan with the teacher of when the assignment will be turned in prior to the original due date.
3. Teachers reserve the right not to grade assignments turned in three weeks late or by the end of the grading period—whichever is shorter.
4. Grading policies for each class may differ slightly. Students should refer to class syllabi for each course.
5. For semester courses, students must communicate with teachers about any course changes or drops prior to the midterm date.
6. Create their own, independent work and apply appropriate citations when necessary.
 - a. Plagiarized, **AI-generated**, or copied work from another source will not be accepted for grading and will result in disciplinary action.
 - i. 1st offense: Automatic failure of assignment
 - ii. 2nd offense: Failure of assignment and meeting between teacher and parents of the student
 - iii. 3rd offense: Failure of the course

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

Credit Recovery

Adolescent Program courses go beyond the Minnesota Department of Education graduation requirements. In failing a course, a student will not receive credit for said course. Consequently, that student may need to adjust their high school graduation timeline or seek credit recovery opportunities. Students should meet with the HOS and the school counselor to coordinate credit recovery. Options include taking online courses (in the summer or during the school year) or a pre-approved independent study course (with a facilitating AP teacher).

Students receiving special education services may have individualized graduation pathways, transition programming, independent study options, work-based learning opportunities, or modified course sequences as determined by the IEP team and consistent with Minnesota graduation requirements.

Visit the [Minnesota Department of Education](#) website for more information

Progress Report Values

Progress Reports at LMSS rest on these core values:

Respect – Self-respect, respect for others, tolerance, honesty, integrity, and responsibility.

Compassion – Concern for one another, for humanity, kindness, peacefulness, understanding, acceptance, and warmth.

Love of Learning – Discovery, exploration, working together, curiosity, and ownership.

Service – A lifelong commitment to give something back through service to others who are in need.

Independence – Doing for oneself, understanding one's own capabilities.

Interdependence – Responsibility to and healthy dependence upon one another, a love of community.

Excellence – Quality in all that we do to serve the children, and the cultivation of the pursuit of excellence within our students.

Universal Understanding – A global perspective, and an understanding of being part of something bigger than oneself.

Progress reports are based upon a tandem assessment of progress by both the student and the teaching team. The purpose of the Montessori student-teacher progress report is to help the student reflect on their progress, with guidance and external input from the teacher, so as to aid in the development of accurate self-assessment and openness to external assessment, and to promote responsibility, independence, and accountability. The progress report covers personal development, social development, and academic development.

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. They are not adults yet, however. 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 provide the following support:

1. Check work daily - Each day, have a positive conversation with your students about school. Inquire about assignments and check planners and the Google Classroom calendar
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 in an appropriate time frame for Job Shadowing
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
6. Support and advocate for events outside of traditional school hours
7. Review your adolescent's movie and television choices, websites, 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. [Common Sense Media](#) is a helpful resource
8. Give your child weekly chores to build practical 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. Review your child's grades on JMC and check emails for information (at least) weekly
10. Communicate with us throughout the year.

Parent Communication and Student Advocacy

One of the primary goals of the Adolescent Program is to help students develop the skills needed for adulthood. As students move through adolescence, we intentionally increase opportunities for them to communicate directly with teachers, advocate for their needs, solve problems, and take ownership of their learning.

For this reason, families may notice that communication from teachers becomes less frequent than it was during the elementary years. This does not mean we are withholding information from families. Rather, we are creating opportunities for students to practice responsibility, self-advocacy, organization, and professional communication while still receiving support from both home and school.

Parents are encouraged to regularly review JMC, Google Classroom, school emails, planners, and progress reports, and to ask their student about school experiences, assignments, and upcoming responsibilities.

Examples of situations where students may be expected to communicate directly with teachers include:

- Clarifying assignment directions
- Requesting help with coursework
- Discussing missing or late work
- Requesting an extension or creating a plan for completion
- Addressing peer conflicts or misunderstandings
- Asking questions about grades
- Scheduling make-up work after an absence
- Discussing field trip preparations or classroom responsibilities

Examples of situations where teachers will typically communicate directly with parents or guardians include:

- Academic concerns that place a student at risk of failing a course
- Significant attendance concerns
- Major behavioral incidents
- Student safety concerns
- Mental health concerns
- Bullying, harassment, or discrimination concerns
- Repeated patterns of missing work despite interventions
- IEP, 504, health plan, or special education matters
- Situations where school staff determine additional adult support is needed

As always, parents are welcome to contact teachers with concerns. However, in situations where a student is capable of addressing the concern independently, teachers may encourage the student to participate in or initiate the communication process. Our goal is not to reduce family involvement, but to gradually prepare students for the expectations they will encounter in employment, post-secondary education, and adult life.

Expectations for 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, utilizing tools such as quizzes, projects, essays, multiple choice, oral presentations, the Minnesota Comprehensive Assessments, ACT & SAT
- 3) Present a diverse curriculum, including, but not limited to, mathematics, humanities, art, science, language, practical life, vocabulary, literature, physical expression, and career exploration
- 4) Arrive to class on time and prepared
- 5) Create opportunities for students to extend their learning outside the traditional classroom hours
- 6) Provide a quiet, stable learning environment for students
- 7) Facilitate student independence
- 8) Supply feedback and grades
- 9) Continuously challenge students
- 10) Advocate for the civil rights of students
- 11) 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) Textbooks for lending purposes
- 3) In-school study time for completion of assigned subjects
- 4) Access to student grades and assignments through JMC
- 5) Study Island to prepare for MCA testing with access both at school and home

Accessibility and Accommodations Statement

Students with disabilities who have an Individualized Education Program (IEP), 504 Plan, health plan, or other approved accommodations will receive supports and accommodations as determined by their educational team. Program expectations, grading procedures, attendance considerations, technology use, field trips, internships, and other school activities will be implemented in accordance with those plans when applicable.

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, Physical Science, Environmental Education)
2	Social Studies (History and Geography)
1	Physical Education
4	Electives and Interim Sessions

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.

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, Logic, and Personal Finance)
4	Science (including Biology, Environmental Science, Chemistry, and Earth and Space Science)
4	Social Studies (including US history, Geography, World History, Government & Citizenship, Economics)
1	Health (0.5) and Physical Education (0.5)
1	Art
1	STEM
4	Electives and Interim Sessions, and must include Career Exploration (0.25)

Academic Awards

Students who have earned a cumulative GPA of 3.6 or higher will receive honors cords to wear at graduation as a symbol of their effort.

Work Permits

Minnesota does not require work permits, and LMSS does not have the ability to provide work permits for Wisconsin businesses. In order to receive a work permit for employment in Wisconsin, families should contact Onalaska High School in Onalaska, Wisconsin.

Electronic Devices

Due to the potential for disruption, inappropriate material, threats, cheating, bullying, and invasion of privacy, all electronic devices (cellular phones, cameras, MP3 players, tablets, Wi-Fi-capable calculators, smart watches, etc.) are subject to the following rules:

Possession of Electronic Devices

- ❖ Students may carry electronic devices to and from school. Students may use their electronic devices before and after school as long as they do not create a distraction or disruption, and it does not impede students' preparation for class. Use of these devices at any time during the school day is prohibited. All such items should be turned completely off and kept in the designated area until the end of the school day.
 - Parents/guardians are advised that the best way to get in touch with their child during the school day is to call the school office at 507-895-4054.
- ❖ Students utilizing technology as part of an IEP, 504 Plan, assistive technology plan, medical plan, or approved accommodation may use approved devices as determined by the educational team.

Disciplinary Action

It is the student's responsibility to ensure that their electronic devices are turned off and turned in during school hours. Students who violate the above restrictions are subject to disciplinary action, including confiscation of the electronic device and/or suspension from school. As a general rule, the following actions may be taken:

- ❖ **1st Violation**—Electronic device will be confiscated, then returned to the student after an administrative conference at the end of the school day. Parent will be notified by a teacher or HOS.
- ❖ **2nd Violation**—Electronic device will be confiscated and returned only to the student's parent following a parent conference.
- ❖ **3rd Violation**—Electronic device will be confiscated and returned only to the student's parent following one (1) day of in-school suspension and parent conference.
- ❖ **4th and all subsequent violations**—Confiscation of the device, then returned to parent after a suspension and parent conference (Suspension from school may be for up to 10 school days as determined by the disciplinary team).
 - The Disciplinary Team is defined as at least one (1) LMSS administrator and at least one (1) classroom teacher.

Theft of Electronic Devices

LMSS will not be responsible for electronic devices that may become lost or stolen while at school or at school-sponsored activities.

Caffeine/Energy Drinks

The Adolescent Program students have created their own Caffeine Guidelines that are available in detail upon request. Water, coffee, and tea are available. All other caffeinated beverages not included within the Caffeine Guidelines document are prohibited during the school day.

Internet Access and Computer Usage

Only sanctioned use of the computers, the internet, and any other electronic devices is allowed. Students are responsible for good behavior on school computer networks just as they are in a classroom or a school setting.

The network is provided for students to engage in academic endeavors. Access to network services is given to students who agree to act in a considerate and responsible manner. Parent permission is required. Access is a privilege – not a right. We expect our students to use technology with discernment and integrity.

Access to personal music such as Spotify, Apple Music, etc. is subject to teacher discretion.

AI, YouTube, and other age-restricted technology must be approved by parents. Please see the LMSS AI Policy for more information. Students utilizing technology as part of an IEP, 504 Plan, assistive technology plan, medical plan, or approved accommodation may use approved devices as determined by the educational team

Network and computer storage areas will be treated like school lockers. Teachers and administrators may review files and communications to maintain system integrity and ensure that users are using the system responsibly. Users should not expect that files stored on the network server will always be private. GoGuardian and other device management systems or software may be utilized.

Students will be given a password that is to be kept confidential at all times. Any student who feels their password has been violated must contact the teachers immediately. Anytime a student's work appears to have been copied from the network files, the student who copied the work will be treated according to the general rules of cheating.

To ensure computer viruses are not shared from outside computers, USB drives need to be only used at school on school computers. Make sure they do not contain any files from home, library, work, or other devices. Any costs related to repairing the school network or computing systems related to transfer of viruses and the like are subject to financial reimbursement by students/parents/guardians.

Pertaining to Internet Access and Computer Usage

The following are not permitted:

- ❖ Intentionally accessing inappropriate websites
- ❖ Sending or displaying offensive messages or pictures
- ❖ Accessing movies, music, or other media content for personal reasons
- ❖ Using devices and materials in an inappropriate manner that may or may not lead to damage of devices or materials
- ❖ Using obscene or hurtful language
- ❖ Harassing, insulting or attacking others
- ❖ Damaging computers, computer systems or computer networks
- ❖ Violating copyright laws
- ❖ Using another student's password
- ❖ Trespassing in another student's folders, work or files
- ❖ Intentionally wasting limited resources
- ❖ Employing the network for commercial purposes
- ❖ Unauthorized personal e-mail or Instant Message type communications
- ❖ Signing in using a personal account or signing in as a guest

Violations will be dealt with using the following progression:

- ❖ **1st violation** = student will not have access to that technology for the remainder of the day
- ❖ **2nd violation** = student will not have access to that technology for one week
- ❖ **3rd violation** = student will not have access to the technology for two weeks
- ❖ **Subsequent violations** = meeting will be held between the student, parent, and teachers to discuss an individualized plan for technology use

Violations may also result in other disciplinary or legal action.

Foreign Languages

Students who wish to learn another language for their own growth and/or college requirements can choose the program that best fits their schedule and interests! LMSS does not have a foreign language teacher on staff. However, we strive to offer high-quality options with flexibility around individual schedules. Advisors will assist in choosing a program and registration. All of the following options will provide high school credit upon successful completion.

Post-Secondary Enrollment Option (through a college or university)
Benefits: • Students are earning college credit while still in high school • Free of charge • Many choices regarding language type (including ASL) • Online or in-person
Considerations: • Students need to be pre-registered prior to the semester starting (Ex: enrolled in spring to start a fall semester course) • College-level coursework • Only for 11th & 12 grades
There are many colleges and universities in Minnesota that offer courses. As a team, we can look through those offerings, the requirements for enrollment, and schedule considerations.

Middleberry
Benefits: • Fully online and accessible at any time • Can be worked on during the school day
Considerations: • Low level of support from the online teacher • The format can be challenging
This is the program that LMSS has utilized in the past. The program is not easy, especially without support from a live teacher. However, a highly motivated learner with a support person in their family may have success.

Post-Secondary Education Options (PSEO)

Postsecondary Enrollment Options (PSEO) is a program that allows 10th-, 11th- and 12th-grade students to earn both high school and college credit while still in high school, through enrollment in and successful completion of college-level, nonsectarian courses at eligible participating postsecondary institutions. PSEO courses may be offered on the campus of the postsecondary institution or online. Additionally, courses may be held synchronously or asynchronously. Each participating college or university sets its own requirements for enrollment in the PSEO courses. Eleventh- and 12th-grade students may take PSEO courses on a full- or part-time basis; 10th graders may take one career/technical PSEO course. If they earn at least a grade of C in that class, they may take additional PSEO courses.

There is no charge to PSEO students for tuition, books, or fees for items that are required to participate in a course. Students must meet the PSEO residency and eligibility requirements and abide by participation limits specified in Minnesota Statutes, section 124D.09. Funds are available to help pay transportation expenses for qualifying students to participate in PSEO courses on college campuses.

Schools must provide information to all students in grades 8-11 and their families by March 1, every year. Students must notify their school by May 30 if they want to participate in PSEO for the following school year.

For current information about the PSEO program, visit:

[Minnesota Department of Education's Postsecondary Enrollment Options \(PSEO\)](#)

Students should seek guidance from the Head of School to determine if PSEO is right for them and fits into their academic plans. To begin the PSEO application process:

- Student will discuss PSEO plans with the HOS.
- The HOS verifies the student's eligibility.
- The student will apply directly to the individual college's PSEO Program and complete the required PSEO form.
- Students should remember that they must meet high school graduation requirements while participating in this programming opportunity. Participation in PSEO must result in a reduced course schedule at your high school.

Please notify your HOS of the final decision to participate in PSEO by the deadline in May preceding the upcoming school year.

Pertaining to PSEO

Important information for 10th graders:

In 2012, new legislation (Minn. Stat. § 124D.09), was passed that allows eligible 10th-grade students to enroll in a Career and Technical Education (CTE) course through PSEO.

In order to be eligible, a 10th-grade student must:

- Have taken the 8th-grade MCA reading test in the 8th-grade and have met the composite proficiency level of "meets or exceeds".
- Meet specific CTE course eligibility requirements and prerequisites set by the institution,
- Be enrolled in a Minnesota public school.

If the student successfully completes the course with a "C" or higher, the college or university must allow a 10th-grade student to enroll in additional PSEO courses.

Risk of Non-Graduation

The benefits for engaging in a PSEO course are boundless. However, there is a risk for students in this program. If a class required for high school graduation is not successfully completed, the student may not be able to graduate with their classmates, and a failing grade will be recorded on a permanent college or university transcript.

PSEO college classes are divided into two types:

- ❖ Career or Technical Education (CTE) courses provide students with academic and technical knowledge in work-related skills. These courses are open to 10th, 11th, and 12th grade students.
- ❖ General Education (Gen Ed) classes include such courses as Communications, English, Humanities, Computer Applications, Mathematics, and Natural Sciences. These courses are open to 11th and 12th grade students.

Eligibility: Public School Students

9th-and 10th-Graders (PSEO and Concurrent Enrollment):

- Any public or American Indian-controlled tribal contract or grant student classified as a 9th- or 10th-grader who meets residency requirements outlined in the Residency Guidelines section. These students may enroll only in the following:
 1. PSEO Courses on the postsecondary campus or another location through Courses According to Agreements (Minn. Stat. § 124D.09, subd. 10) when the district makes payment directly to the postsecondary institution. One of the following must apply:
 - The school district and the eligible postsecondary institution providing the course agree to the student's enrollment (documentation must be on file at both schools indicating mutual agreement), or
 - The course is a world language course currently available to 11th- and 12th-grade students, and consistent with Minn. Stat. § 120B.022 governing world language standards, certificates, and seals.
 2. Concurrent Enrollment Courses in the high school when the district makes payment directly to the postsecondary institution. One of the following must apply:
 - The school district and the eligible postsecondary institution providing the course agree to the student's enrollment (documentation must be on file at both schools indicating mutual agreement), or
 - The course is a world language course currently available to 11th- and 12th-grade students, and consistent with Minn. Stat. § 120B.022 governing world language standards, certificates, and seals.

10th-Graders (PSEO):

- Any public or American Indian-controlled tribal contract or grant student classified as a 10th-grader who meets residency requirements outlined in the Residency Guidelines section. These students may enroll in the following during the first term of enrollment:
 1. One Career or Technical Education (CTE) course as identified by a Minnesota state college or university on the postsecondary campus when MDE makes payment directly to the postsecondary institution. One of the following must apply:
 - The student must have received a passing score (proficiency level of “meets or exceeds”) on the 8th grade Minnesota Comprehensive Assessment (MCA) in reading, or
 - If the student did not take the 8th grade MCA, another reading assessment can be substituted if accepted by the enrolling postsecondary institution. Note: Eligible students can access the Alternate Eligibility Options Policy for 10th grade students with a disability who wish to participate in Career and Technical Education courses through the PSEO Program.
- Additionally, the student must also meet the specific course requirements and prerequisites of the CTE course in which he/she wishes to enroll. A student who is refused enrollment by a Minnesota state college or university may apply to an eligible institution offering a career or technical education course. If the student receives a grade of “C” or better in the first CTE course, the student is allowed to take additional postsecondary courses at the same institution the subsequent semester.

11th- and 12th-Graders (PSEO and Concurrent Enrollment):

Any public or American Indian-controlled tribal contract or grant student classified as an 11th or 12th grader who meets residency requirements outlined in the Residency Guidelines section. These students, if accepted by a postsecondary institution, may enroll in nonsectarian courses or programs at that postsecondary institution. Each participating college and university sets its own requirements for admission into PSEO or courses and programs.

- State-Approved Alternative Program (SAAP) Students: These students are held to the same participation requirements as traditional students as outlined in the next sections. Note: Charter schools are not considered SAAPs.
- SAAP Students enrolled in a PSEO State-Approved Early/Middle College Program: 11th- and 12th-grade students who are enrolled in a core school day SAAP are eligible to enroll in traditional nonsectarian courses for dual credit, and/or developmental college courses – both of which are paid for by the state.

Students eligible for Special Education: Students who have an Individualized Education Program (IEP) are eligible to apply to participate in PSEO or concurrent enrollment courses and programs available to all students in Minnesota. Admissions requirements for acceptance into the program are determined by the postsecondary institution

Student Parking

Due to very limited parking at the school, student drivers may park on any side streets available for parking. Students are required to follow all local laws regarding seasonal and event parking, and all liability belongs to the student.

- 1) All students must be licensed and covered by insurance.
- 2) At no point during the school day are students allowed to drive another student in their personal vehicle unless student driving forms have been completed and approved by the office. In terms of driving peers before and after school, LMSS does not consider these times school hours; thus, LMSS assumes this to be the responsibility of the student and family of those involved.
- 3) With written permission from all AP teachers and all legal guardians, eligible students may be allowed to drive to and from field trips. This is a very limited privilege and will only be allowed with extensive consideration.
- 4) While the school district makes a concerted effort to maintain a safe and orderly campus environment, the school is not responsible for any automobile, its contents, or damage to private vehicles either on or off school property. The school district is also not responsible for theft or vandalism that may occur to a vehicle or its contents while parked on our lot or in the vicinity of the school.

Open Campus (lunch break)

In the Adolescent Program, qualifying students are allowed to enjoy the privilege of leaving campus during lunch and recess time. Students must be in good academic and behavioral standing and must not be habitually absent or tardy. Grade checks are on Mondays and are completed by the office. More information can be found in our Open Campus Policy.

Mental Health Resources

Attending to mental health is as important as physical health and academic performance. At LMSS, we want to ensure students have the resources they need when struggling with a mental health issue.

- Suicide and Crisis Hotline - 988, lifeline.org, or call 988
- Minnesota Suicide or Crisis Hotline - Text “MN” to 741741 or call **CRISIS (**274747)
- National Alliance for Mental Health - 1-888-950-NAMI

Transfer of Rights

Parental rights under FERPA transfer to the student upon their 18th birthday. Students still have the option to sign a consent to disclose form, which allows for parental access to continue. The consent to disclose form will be provided to students when they are approaching their 18th birthday.

Career Exploration Non-Paid Internship: Parent Information

There are several benefits for students' internships: they learn what it is like to work at a real job, they experience responsibility for tasks in a "real world setting," they work with and for others, they must self-evaluate and be fully professional and prepared each day. The key is for students to participate and work side-by-side with an adult who is passionate about one's work. In order for the experience to be fully realized, the following elements are required each spring semester:

7th and 8th Grade Requirements

- 15-30 Hours
- To work with a supervisor, not a guardian
- To choose a work site that matches their career interests
- To be observing and participating per the discretion of the supervisor
- All students must participate each year

9th-11th Grade Requirements:

- To work with a supervisor, not a family member
- To choose a work site that matches their career interests
- To not repeat an internship site
- To be scheduled for 30 hours within the second semester
- To be observing and participating per the discretion of the supervisor
- All students must participate each year

The student-internship is a decision between you and your child. There are several things you need to consider together.

- How responsible is your child?
- Do they make a good employee?
- Do they have appropriate clothing?
- How are they getting to/coming home from work?
- What days/times have you arranged with the supervisor?
- Have you met with the supervisor and feel comfortable with the internship?
- Have you shared safety concerns and set parameters with the child and supervisor?
- When are their breaks?

Parents are responsible for providing the supervisor with emergency phone numbers and for checking with the supervisor each day regarding their child's efforts and behavior; the student-intern is responsible for their own behavior during the internship. Teachers will be observing once during the internship and will meet once with the supervisor regarding their efforts.

Internship expectations may be modified based on a student's IEP, transition goals, disability-related needs, or work readiness skills.

Please provide a thank-you card for your child to fill out and leave with the supervisor at the end of the internship.

Finally, check over all final work that is required and the due date. No late work is accepted for this. This is .25 credits and not able to be "made up" later.

Please note: Paperwork must be filled in completely and submitted for administration approval no later than 30 days prior to the start of the Job Shadow.

LMSS Field Trip Behavior Policy

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. In some situations, the school may determine that a field trip is not the most appropriate placement for a student on a particular occasion due to safety concerns, the inability to provide necessary supports, or other factors that may impact the safety or well-being of the student or others. When this occurs, an alternative educational experience will be provided at school. Students may not choose to remain behind on their own.

All fees associated with the trip must be paid by participating students prior to the trip. If the cost of a trip is a hardship, scholarships are available. Please contact Ms. Tammy in the office if you need assistance.

Some trips will be out of our local area and overnight, including but not limited to a fall camping trip or an urban odyssey trip.

During field trips, inappropriate language, destruction of property, physical aggression, failure to tell staff where you are, disrespect of yourself, others, and the environment are some examples of behaviors that will not be tolerated. Any student who exhibits unethical, disruptive, or disrespectful behavior at any time will be given a warning promptly. If the warning does not result in immediate corrective action by the student, parents/guardians will be notified to come and pick up their student, who will be dismissed from the remainder of the LMSS field trip. Please discuss this policy and these expectations with your child so that everyone is aware of this behavior policy.

LMSS Textbook and Material Lending Agreement

Textbooks, workbooks, and other materials that are property of LMSS and LMSS staff that are made available on loan to students are subject to the following conditions:

- 1) All loaned items must be checked out to students and recorded by staff with a record of any defects or faults at that time.
- 2) Students are required to return all checked out items within one week of request.
- 3) Any items that are found to be missing, damaged, or worn beyond normal are subject to full replacement of equal or greater value/quality by the student. Replacement of any item is required within 15 days of notice by LMSS staff to students. Failure to provide full replacement within 15 days may result in additional charges from LMSS to include any additional shipping and handling required to replace the item(s).
- 4) Students that have failed to follow any of these guidelines, or have outstanding replacement fees, may be denied the privilege of utilizing LMSS & LMSS staff property.
- 5) No items will be available for loan until this agreement is signed and on file in the LMSS office.

LMSS Lab Permission

La Crescent Montessori & STEM (LMSS) courses are taught with as much hands-on application as possible. As with any practical application, some dangers are inherent. The instructor will teach safety precautions, and personal protective equipment (PPE) will be provided. Every student is expected to listen to and cooperate with the instructor in the use of safety-related items and techniques. The courses are mainly taught on school grounds. Students will be transported, when necessary, from LMSS to the site. While in the class, each student will be provided PPE and safety instructions pertaining to the assigned task. Some safety instructions will be assigned as readings before attending the lab.

With necessary precautions from students and with the instructor, injuries in these courses can be avoided. The school is not responsible for accidents in the lab when safety guidelines/instructions/directions are not followed. By signing this permission form, the student will know that you are cooperating with the instructor to avoid dangerous acts that students commit without the knowledge of the instructor.

If a student consistently does not follow safety precautions (i.e., not wearing PPE, or placing themselves or others in harm's way), or consistently does not complete laboratory work before, during, or after lab, students may be removed from the lab portion of the class. This may result in students failing that portion of the class, which may result in the student failing the whole course.

La Crescent Montessori & STEM School Supply List Adolescent Program (Grades 7-12)

The items on this list are really important- please make sure you have the necessary school items by the first day. Please let us know if you have any extenuating circumstances that prevent you from obtaining any of these items:

Personal Supply List

Personal Supply items do not have to be new or re-purchased every year if you have a sufficient supply or if the items already purchased are still in good condition

Quantity	Item
1	Scientific calculator (optional)
1	Planner
1	Backpack
3	Highlighters (variety of colors are best)
1	Reusable water bottle
2	Package of pencils (1 for shared)
5	Folders
2	3-ring binders with subject dividers (at least 1.5" thick)
1	Composition notebook (7th grade or transfer students only)
4	Spiral notebooks (college ruled)
1	Pair of corded, non-Bluetooth headphones (optional)
1	Lab notebook (Composition notebook)

Shared Supply List

Quantity	Item
2	Boxes of tissues
3	Containers of Clorox wipes
1	Pack/roll of scotch tape
1	1 pack of Post-it notes
1	Package of dry-erase markers
2	Tri-fold boards
2	Package of loose-leaf paper
1	Package of glue sticks

Agreement of LMSS Policies and AP Handbook

A parent or legal guardian **and** the student must initial all statements below and sign at the bottom stating that you have read, understood, are in agreement with, and know, to the best of your knowledge, the policies of LMSS and AP.

_____ Career Exploration Non-Paid Internship

_____ LMSS Field Trip Policy and Permission for Outing Participation

_____ LMSS Textbook and Material Lending Agreement

_____ LMSS Media Policy

_____ LMSS Lab PermissionForm

_____ Computer Usage and Lending Rules/Policy

_____ Student has all immunizations and paperwork up to date before entering the building on the first day of school. Or parents have filled out paperwork stating that the student will not be immunized.

_____ Adolescent Program Handbook Rules and Regulations

Parent/Guardian Signature

Date

Parent/Guardian Signature

Date

Student Signature

Date

La Crescent Montessori & STEM School
Minnesota Public Charter School District 4054
1116 South Oak St. La Crescent, MN 55947
507-895-4054 (ph) 507-895-4064 (f)

PARENT PERMISSION FORM FOR OUTING PARTICIPATION

Dear Parent or Legal Guardian:

Your child will be invited, with good academic and personal conduct, in the school year, to school-sponsored activities requiring transportation to a location away from the school premises.

I grant permission for my child to participate in routine class field trips that are scheduled by teachers of La Crescent Montessori & STEM School. I understand that on such trips students will travel by foot, bicycle, or other vehicle. I further understand that teachers, teacher assistants, and approved adult volunteers will accompany students. Additional information will be provided to me regarding the details of each trip when they occur.

I understand that more extensive class field trips may be scheduled during the year. Overnight stays, or other unusual circumstances, characterize extensive field trips. Students will bring individual permission slips home to be signed and returned before they will be allowed to participate in extensive field trips.

In consideration of the opportunity for my child to participate and fully recognizing that such an undertaking involves an element of risk, we assume all risks and hazards incidental to such participation and do hereby release, absolve, indemnify and agree to hold harmless La Crescent Montessori & STEM School and its agents, employees, officers, chaperones, leaders, organizers, sponsors and persons transporting our children to and/or from these activities.

I hereby consent for my child, _____, to participate in all routine events/field trips described above. I further consent to the conditions stated above on participation in this event, including method of transportation.

In the event of an emergency and I/we cannot be contacted, I/we hereby authorize that emergency treatment may be administered by decisions made by LMSS staff.

The following are special circumstances regarding my child you should be aware of:

Parent/Guardian Signature _____

Date _____

AP Fall Camping Form
Please return by September 4th, 2026

We are very much looking forward to having the students in our community come together for a camping trip!

We will leave from school on **Tuesday, September 8th and return before the end of the school day on Friday, September 11th.** We will provide a bus to the location and back.

Please note, these are scheduled school days. Students will have an unexcused absence if they do not attend the trip or come to school.

Name of student(s): _____

- ☐ Yes! My student will attend the camping trip.
- ☐ My student will stay in the female-only cabin.
 - ☐ My student will stay in the male-only cabin.
 - ☐ My student will stay in the gender neutral cabin.
 - ☐ My student can choose which cabin they will stay in.
- ☐ **No**, my student will not be attending the camping trip and will need alternative activities at school due to the following reason(s):

Expectations:

In order to protect our right to take students on overnight trips and ensure the safest possible environment for all students, there will be zero tolerance for misbehavior. If students do not meet expectations, it is their guardian'(s) responsibility to pick up their student promptly.

1. Polite, kind, and respectful behavior toward all staff, students, and other humans.
2. Students should stay with the group (either at the campsite or on an excursion) at all times, making sure to let an adult know if there is any need to leave their immediate presence.
3. Respect the property and natural spaces. You are a visitor to this area.
4. **Cell phones should be left at home, or they will be collected and stored at school.**
5. Any medications, including Tylenol or ibuprofen, must be kept with an adult on the trip and include a doctor's note.

Emergency Contact Information:

Guardian Information:

Name: _____ Relationship: _____

Phone: _____ Alt. Phone: _____

Name: _____ Relationship: _____

Phone: _____ Alt. Phone: _____

Emergency Contact:

Name: _____ Relationship: _____

Phone: _____ Alt. Phone: _____

Emergency Pick-up Information (if different from above):

Name: _____ Relationship: _____

Phone: _____ Alt. Phone: _____

My signature below certifies that my student(s) are given permission to attend the fall camping trip. I certify that the emergency contact and emergency pick-up contact are aware of their responsibility, and I am responsible for picking up my student in the case of emergency (including disciplinary incidents) if the emergency pick-up contact does not answer:

Guardian Signature

Date

Dietary Restrictions & Allergies

Directions: In order to plan the menu for our camping trip (and other activities during the year), it is important that we understand any allergies or dietary restrictions students may have. Please answer the questions below as completely as you can. Feel free to list any additional information on the back of this form.

Full Name: _____

Do you have any food allergies? (An unpleasant or dangerous immune system reaction after a certain food is eaten, e.g. tree nuts.)

____ No ____ Yes

☐ Please list your food allergies here:

Do you have any dietary restrictions? (A diet relating to a certain lifestyle, religious constraints, or medical plan unrelated to an allergy, e.g. vegetarian.)

____ No ____ Yes

☐ Please explain your dietary restrictions here:

Is there anything else you would like to tell us about your diet as we plan the menu for camp, lunch, and the rest of the year? Feel free to use the space below to share.