

James B. Sanderlin

IB World School

MYP Student Handbook
2024-2025

James B. Sanderlin IB World School is committed to teaching and learning with the brain and heart in mind. Our diverse community of active, lifelong learners will use an inquiry approach through our challenging programmes to become successful internationally minded citizens.



Table of Contents

IB LEARNER PROFILE	5
MYP GLOBAL CONTEXTS	6
A/B SCHEDULE - JAMES B. SANDERLIN MYP	7
STUDENT CALENDAR -2024 – 2025	8
MAGNET PROGRAM STRUCTURE AND PROCEDURES	11
CODE OF CONDUCT	12
DRESS CODE	12
CELL PHONES AND OTHER ELECTRONIC DEVICES	13
EARBUDS	13
SCHOOL POLICIES	14
ID BADGES	14
TECHNOLOGY	14
TOYS/GAMES/MONEY/ELECTRONIC DEVICES	14
PHYSICAL EDUCATION (P.E.)	14
TEXTBOOKS/LIBRARY BOOKS	14
DISCIPLINE	14
COMMUNICATION	15
FOCUS	15
CANVAS	15
SCHOOL MESSENGER	15
SCHOOL WEBSITE	15
CELL PHONES	15
CONFERENCES	15
TRANSPORTATION	15
ARRIVAL	15
DISMISSAL	15
PARKING	15
CHANGES TO TRANSPORTATION	15
BUS SAFETY/ BUS TRANSPORTATION	16
REPORTING	16
REPORT CARDS (PROGRESS REPORTS)	16
AWARDS	16
ATTENDANCE	16
ABSENCES & TARDIES	16
APPOINTMENTS	16

BEFORE/AFTER SCHOOL CARE	16
WITHDRAWALS	17
HEALTH	17
CLINIC	17
MEDICATIONS	17
MEDICATIONS - OVER THE COUNTER	17
MEDICATION - PRESCRIBED.....	17
FIRST AID	17
CAFETERIA (LE BISTRO)	17
SNACKS	18
INSURANCE	18
LOST AND FOUND	18
ACTIVITIES/STUDENT OPPORTUNITIES.....	18
FIELD TRIPS	18
CLUBS.....	18
COMMUNITY PROJECT	18
SERVICE-LEARNING	18
TEAM SPORTS	18
TURTLE TIME	18
PBIS (Positive Behavior Support)/RISE Program	18
PICTURES	19
SPECIAL ACTIVITIES	19
FAMILY INVOLVEMENT OPPORTUNITIES.....	19
SCHOOL ADVISORY COUNCIL (SAC)	19
PARENT TEACHER STUDENTASSOCATION (PTSA)	19
SAFETY	19
SAY SOMETHING	19
SRO/SSO	19
ENTRANCE.....	19
SUPERVISION	19
TORNADO, LOCKDOWN, & FIRE DRILLS.....	19
STUDENT AGENDA	19
QUARTER 1	Error! Bookmark not defined.
QUARTER 2	29
QUARTER 3	39
QUARTER 4	50
IB POLICIES	61
Academic Integrity	61
Assessment.....	63

GOLDEN FOLDER DOCUMENTS	65
PARAGRAPH AND WRITING RULES	65
RESEACH INSTRUCTIONS.....	67
TYPING & PRINTING/EMAIL INSTRUCTIONS.....	69
DISCUSSION RUBRIC.....	70
TRANSITION TOOLBOX.....	71
CORNELL NOTES	72

IB Learner Profile



The aim of all IB programs is to develop internationally minded people, who recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning, and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas, and issue that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups, and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values, and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.
Caring	They show empathy, compassion, and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical, and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

MYP GLOBAL CONTEXTS:

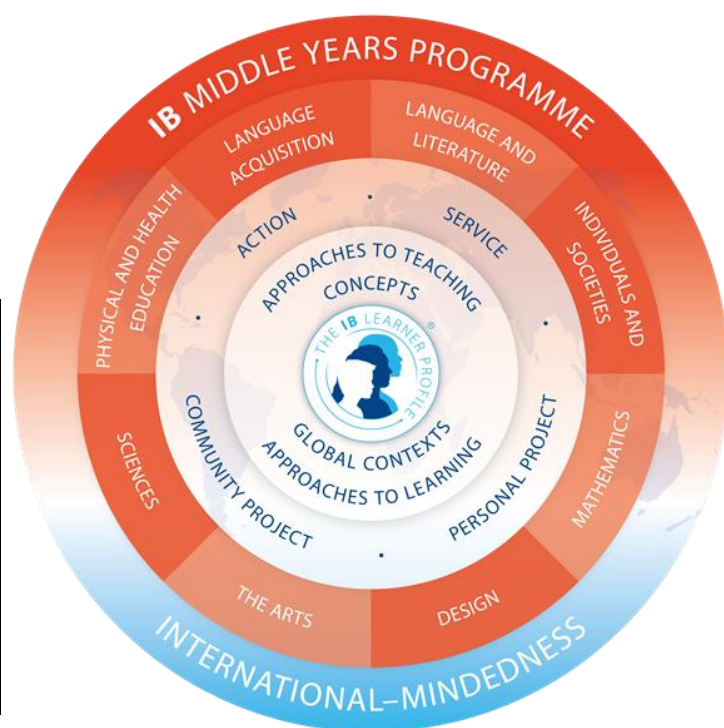
students investigate these globally significant issues within the context of the unit planner.

<p>Identities and relationships</p> <p>Who we are: an inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.</p>	<p>Scientific and technical innovation</p> <p>How the world works: an inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p>
<p>Orientation in space and time</p> <p>Where we are in place and time: an inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from local and global perspectives.</p>	<p>Globalization and sustainability</p> <p>How we organize ourselves: an inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p>
<p>Personal and cultural expression</p> <p>How we express ourselves: an inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p>	<p>Fairness and development</p> <p>Sharing the planet: an inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</p>

BELL SCHEDULES- 2024 – 2025

Bell Schedule		
Period	Green Lunch	Blue Lunch
1 st / 2 nd	9:25 – 10:47	
3 rd / 4 th	10:50 – 12:12	
5 th / 6 th	Lunch 12:15 – 12:45 5 th / 6 th 12:48 – 2:10	5 th /6 th 12:15 – 12:42 Lunch 12:45 – 1:15 5 th /6 th 1:18 – 2:10
7 th / 8 th	2:13 – 3:35	

Turtle Time Schedule		
Period	Green Lunch	Blue Lunch
1 st / 2 nd	9:25 – 10:31	
3 rd / 4 th	10:34 – 11:40	
5 th / 6 th	5 th / 6 th 11:43 – 12:12 Lunch 12:15 – 12:45 5 th / 6 th 12:45 – 1:25	5 th / 6 th 11:43 – 12:42 Lunch 12:45 – 1:15 5 th / 6 th 1:15 – 1:25
7 th / 8 th	1:28 – 2:34	
Turtle Time	2:37 – 3:35	



A/B SCHEDULE - James B. Sanderlin MYP



2024-2025

Aug 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Sept 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Oct 2024						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Nov 2024						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Dec 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Jan 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Feb 2025							
S	M	T	W	T	F	S	S
						1	3
2	3	4	5	6	7	8	10
9	10	11	12	13	14	15	17
16	17	18	19	20	21	22	24
23	24	25	26	27	28		

Mar 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Apr 2025						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

	A day
	B day
	No school for students
	End of quarter
	Hurricane Make Up Day

Turtle Time Schedule			
8/16 – Welcome Back Assembly/ Service-learning	10/11 – Clubs	12/20 – Clubs	3/7 – IB Buddies
8/23 – IB Buddies	10/18 – Service-learning	1/10 – IB Buddies	3/14 – Clubs
8/30 – Service-learning	10/25 – Tutorials	1/17 – Service-learning	3/28 – Service-learning
9/6 – IB Buddies	11/1 – IB Buddies	1/24 – Clubs	4/4 – IB Buddies
9/13 – Tutorials	11/8 – Clubs	1/31 – Tutorials	4/11 – Tutorials
9/20 – ☺ Service-learning	11/15 – Service-learning	2/7 – IB Buddies	4/25 – Service-learning
9/27 – Clubs	11/22 – Clubs	2/14 – Service-learning	5/2 – IB Buddies
10/4 – IB Buddies	12/6 – IB Buddies	2/21 – Clubs	5/9 – Tutorials
	12/13 – NO TT – MYP Exams	2/28 – Tutorials	5/16 – Clubs

STUDENT CALENDAR -2024 – 2025

Pinellas County Schools

Monday, August 12, 2024	1 st day of school for students
Monday, September 2, 2024	Labor Day – No school for students.
* Monday, September 23, 2024	Non-student day – possible hurricane make up day
Friday, October 11, 2024	End of 1 st Quarter
* Monday October 14, 2024	Non-student day – possible hurricane make up day
Monday Nov. 25 – Friday Nov. 29, 2024	Thanksgiving holiday week – No school for students
* November 25th & 26th	Possible hurricane make up days
Friday, December 20, 2024	End of 2 nd Quarter/1 st Semester
Monday Dec. 23, 2024 – Friday Jan 3, 2025	Winter holidays - No school for students
* Monday, January 6, 2025	Non-student day – possible hurricane make up day
Monday January 20, 2025	Martin Luther King, Jr. Day – No school for students
Monday, February 17, 2025	No school for students
Friday, March 14, 2025	End of 3 rd Quarter
Monday Mar. 17 – Friday Mar. 21, 2025	Spring holiday – No school for students
Friday, April 18, 2025	Holiday – No school for students
Monday, April 21, 2025	No school for students
Monday, May 26, 2025	Holiday – school closed for teachers and students
Thursday, May 29, 2025	Last day of school for students – 2-hour early release End of 4 th Quarter/2 nd Semester

* Possible Hurricane Make-Up Days: Sept. 23, Oct. 14, Nov. 25-26, Jan. 6



James B. Sanderlin IB World School

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www.pcsb.org/sanderlinib

Carrie Cormier
Principal

Megan Becker
Assistant Principal

Jillian Black
Assistant Principal

Kristen Herman
PYP Magnet Coordinator

Amrita Mukherjee
MYP Magnet Coordinator

Leland McCullagh
PYP School Counselor

Mark Shreve
MYP School Counselor

August 12, 2024

Dear Parent/Guardian:

The expectation at James B. Sanderlin K-8 IB World Magnet School is that all students will strive to be internationally minded citizens by maintaining high academic, attendance, and behavioral standards. Parental commitment and support is mandatory to this success. Our faculty and staff are also dedicated to assisting students in their development as global citizens and magnet students.

In our districtwide IB magnet school, children are expected to:

- Attend school promptly and regularly with limited absences and tardies; all absences require a written explanation by the parent/guardian.
- Arrive at school dressed appropriately and in compliance with our school’s dress code.
- Develop and exhibit positive behaviors that promote the best possible learning environment for all students.
- Maintain active participation in IB magnet activities and adequate academic progress.
- Treat self, teachers, and school community with respect by being an IB student who demonstrates the ten IB learner profile attributes.
- Comply with all school and classroom expectations and the Pinellas County Code of Conduct.
- Recognize and understand that four office referrals will result in a referral to the Intervention Committee.

As the 2024-2025 school year begins, we want to make sure that all parents and students are made fully aware of the magnet school expectations. ***Please review the magnet agreement with your child. We ask that all students and parents sign and adhere to this agreement, a requirement for participating in this magnet school.*** Your signature indicates an understanding of support and a willingness to comply with this Commitment Agreement to maintain the highest standards of excellence.

The above standards of excellence will ensure a quality magnet program and support of our vision and mission as an authorized International Baccalaureate (IB) World School.

Sincerely,

Carrie Cormier

Carrie Cormier
Principal

Megan Becker

Megan Becker
Assistant Principal

Jillian Black

Jillian Black
Assistant Principal

PINELLAS COUNTY SCHOOLS
DISTRICT APPLICATION PROGRAM
PARENT/STUDENT COMMITMENT AGREEMENT

Student's Name: _____ Grade: _____

Application Program Name: James B. Sanderlin K-8 International Baccalaureate World School

As the parent/guardian of a student in this magnet program, I agree to: _____ Date: _____

- Ensure that my child attends school consistently and on time
- Provide a home environment that encourages my child to learn
- Oversee completion of school assignments
- Talk to my child about his/her school activities on a regular basis
- Encourage my child to read and learn at home
- Prioritize volunteering at my child's school
- Show respect and support for my child, the teaches, and the school
- Assist the school in developing positive behaviors in students
- Support participation in magnet activities
- Communicate with my child's teacher(s), which may include signing my child's agenda book
- Support the activities of the PTA and volunteer programs
- Support all school policies and procedures

Comments: _____

Signature: _____ Signature: _____

As a student in this magnet program, I agree to:

- Come to school daily prepared to learn
- Do my best in my schoolwork, magnet activities and behavior
- Exhibit behaviors that promote a positive learning environment
- Adhere to the expectations and community agreements within my specific magnet program
- Participate in all class and magnet program activities
- Treat myself, my school, and others with respect
- Work cooperatively with my classmates
- Accept responsibility for my actions
- Obey district, school and bus rules

Comments: _____

Signature: _____ Signature: _____

DISTRICT APPLICATION PROGRAM (DAP) PROCEDURES FOR POSSIBLE REMOVAL FROM THE PROGRAM

All students in a DAP program are expected to successfully complete the program. Failure to comply to the commitment agreement may result in the student working with an Intervention Committee (IC). The IC, established by the school administration, reviews cases, suggests interventions that will increase student success, and recommends probation and makes recommendations regarding removal from the DAP program. Specific expectations and processes related to removal from District Application Programs are contained in the DAP Procedures which can be found on the Pinellas County Schools website.

Magnet Program Structure and Procedures- Middle School

Selected Sections of the Pinellas County Schools

Overview

Membership in magnet schools is a privilege enjoyed by interested and qualified Pinellas County students. Therefore, students are expected to exhibit exemplary achievement and conduct while in membership in these programs. Magnet programs differ from the regular elementary and middle school curriculum. Students experience a curriculum integrated with those areas addressed by the magnet program.

Program Design

Each magnet program is designed to meet specific student needs. As part of a continual improvement process, programs are aligned to customer requirements. Within existing budget constraints and to the extent possible, the district will continue to assure program quality and integrity.

The administration, teachers and staff in middle school application programs strive to provide an atmosphere that is conducive to the best education possible. The expectation is that each student enrolled in one of these programs will maintain high academic and behavioral standards. The staff is committed to assisting students in their development because middle school is a major adjustment for all students.

Application Program Structure and Procedures

In order to maintain a positive environment for every student, program staff has identified three areas that allow students to accomplish desirable outcomes: attendance, academics and behavior. Parents are expected to be supportive of teachers and administrators in resolving academic, attendance and/or behavior issues. Students wishing to remain in these programs are expected to meet the following criteria:

Attendance:

- Students must attend school daily, arrive promptly to each class and remain throughout the scheduled hours.
- Families are strongly discouraged from taking planned vacations while classes are in session during the school year. Family vacations or other trips are not valid reasons for absences.
- A doctor's note must be provided if a student misses more than five consecutive days of school.

Academics:

- Maintain a C average in each class for each semester.

Behavior:

- Students are expected to abide by the Code of Student Conduct and, at any IB World School or International Studies Program, model the IB Learner Profile traits.
- In addition to abiding by the Code of Student Conduct, application program students are expected to maintain model standards of behavior and character.

Upon entry to the program, each student and their parent sign a commitment agreement that indicates their understanding and cooperation with the expectations as well as their understanding and cooperation with the procedures for probation and removal from the program.

Middle School Application Program Probation and Dismissal Procedures

For students with disabilities who have an IEP, are eligible for Section 504 protections, or are identified as or suspected of having a disability a manifestation determination review will be conducted prior to referral to the Intervention Committee for consideration of probation or dismissal from the program to ensure that the act or acts resulting in referral to the Intervention Committee are not attributable to their

disability. If the student is placed on probation and later violates that probation, a manifestation determination review will be required prior to dismissing the student from the program.

Probation Process

Each grading period the family of struggling students will receive a Notice of Academic or Behavior Probation. This letter, reminding students and parents of academic/behavior expectations, is sent to the parents of any student who receives a D, F or I on the report card or have behavior referrals. An intervention team will review each student's case, as needed. The team will recommend interventions or strategies to assist the student in being successful. Finally, at the end of the second and/or fourth grading periods the team may recommend the student's removal from the school.

CODE OF CONDUCT

DRESS CODE

Board Policy 5500.04, Dress Code, authorizes individual schools to have additional dress and grooming requirements, if recommended by administrators, faculty, and staff, and if approved by a majority of School Advisory Council (SAC) members. These additional requirements could amount to a school uniform. The Board intends that these additional requirements enhance student safety and security, thereby promoting student academic achievement. Please see below the additional requirements for Sanderlin IB World School.

Please understand that we will be adhering strictly to the Pinellas County Schools dress code, as below, and expect that all children will dress accordingly, or parents will be contacted to bring a change of appropriate clothing. <https://www.pcsb.org/dresscode>

Shirts, Blouses, and Dresses

- Shirts and blouses must cover the midriff, back, sides and all undergarments, including bra straps, at all times.
- All shirts, tops, and dresses shall have sleeves and cover the shoulders.



Pants, Shorts, Skirts & Dresses:

- Must totally cover undergarments, including boxer shorts.
- Must be appropriate size, with the waist of the garment worn at the student's waist.
- Shorts/skirts or dresses must be no more than 3" above the knee.
- Clothing must be properly buttoned, zipped, or fastened. Torn clothing is not permitted.



Shoes

- Safe and appropriate footwear must be worn. Inappropriate footwear includes, but is not limited to: Crocs, roller skates, skate shoes, flip flops, slides and bedroom slippers. Students must wear closed-toed shoes at all times.



The dress and grooming of Pinellas County Public Schools' students shall contribute to the health and safety of the individual, promote a positive educational environment, and not disrupt the educational activities and processes of the school. These standards of dress and grooming apply to all students in the public schools of Pinellas County, unless a specific exemption is granted by the principal. Apparel that disrupts educational activities and processes of the school will result in the removal of the student from the regular school environment until acceptable apparel can be secured for the student. The administration will be the final judge about whether a student's clothing is appropriate for school or whether it will create an environmental climate that is distracting to learning. Principals, faculty, and staff members will enforce the dress code. Failure to comply with the dress code will be handled similarly to other disciplinary infractions. Non-compliance may result in consequences including but not limited to detention, in-school suspension and loss of eligibility to participate in extracurricular activities.

1. All clothing must be appropriately sized, securely fastened and cover midriff, back, sides, and all undergarments at all times. For example, suspenders should be over the shoulders, pants secured at the waist, belts buckled, no underwear as outerwear, no underwear exposed.
2. Clothing must cover the body from one armpit across to the other armpit and down to mid-thigh. All tops must have sleeves and cover the entire shoulder.
3. Rips, holes, or tears in clothing must be below mid-thigh.
4. See-through, revealing, or mesh garments must not be worn without appropriate coverage underneath that meets the minimum requirements of this dress code.
5. Gang paraphernalia, garments and/or jewelry, tattoos, or other insignias, which display or suggest sexual, vulgar, drug, alcohol, or tobacco-related wording/graphics or may tend to provoke violence or disruption in school shall not be worn.
6. Clothing must not state, imply, or depict hate speech or imagery targeting groups based on race, ethnicity, gender, sexual orientation, religious affiliation, or any other characteristics protected by federal or state law or Board policy.
7. Any articles of clothing or jewelry that may cause injury including, but not limited to, items with spikes, or sharp objects, wallet chains, and heavy link chains are not allowed.
8. Students must wear shoes that are safe and appropriate for the learning environment. Inappropriate footwear includes, but is not limited to, roller skates, skate shoes, and bedroom slippers.
9. Form fitting leotard/spandex type clothing is not allowed unless proper outer garments cover to mid-thigh length or longer.
10. Clothing and footwear traditionally designed as sleepwear shall not be worn.
11. Head gear, including but not limited to, caps, hats, bandanas, sweatbands and/or sunglasses shall not be worn indoors on campus unless permitted by the principal for religious or medical reasons. Students may wear sunglasses, hats, or other sun-protective wear while outdoors during school hours, however these articles must not violate this dress code.

CELL PHONES AND OTHER ELECTRONIC DEVICES

Parents are advised that the best way to get in touch with their child during the school day is by calling the child's school office.

Students may possess a cell phone and other electronic devices, which are defined as a device designed to receive and send an electronic signal, in school, on school property, at school-related functions, provided these items are powered off and concealed from view while school is in session. In addition, it is absolutely forbidden for a student to film or photograph anything with their device while on campus. If a student does this, it will result in immediate confiscation of the phone and potential further disciplinary action. Any student who fails to abide by the terms of this policy forfeits any right or privilege to possess any electronic device described in this policy.

Pinellas County Schools recognizes the ever-increasing importance of technology in students' lives and the beneficial role it can play for student education and communication when used responsibly. The possession and use of such devices should not interfere with academic instruction, student safety or a positive school climate.

At no point should an electronic device be used in a manner which infringes on the privacy rights of any other person; disrupts the educational process, school programs or activities; or violates Board Policy or federal/state law including but not limited to cyberbullying, sexual harassment, threats or cheating on tests or assignments.

Violations of this policy may result in disciplinary action and/or confiscation of the cell phone or electronic device. If the cell phone or electronic device is confiscated, it will be released/returned to a parent unless an alternative arrangement is agreed to by the principal (or designee).

EARBUDS

Students are not allowed to wear headphones or earbuds during school hours unless for instructional or testing purposes. Students may wear headphones during a standardized testing situation or listening to audio content specific for instruction. Earbuds may be worn during standardized testing situations only as an approved testing accommodation.

During official school hours the following rules apply:

- A. Students MAY NOT use electronic devices at school or school-sponsored activities to take pictures or record audio or video of students or school staff (including teachers, administrators or staff) without the prior consent of the student or staff member.
- B. Students may not use cell phones or other electronic devices on school property or at a school-sponsored activity to access and/or view Internet web sites that are otherwise blocked to students at school.
- C. The use of cell phones and other electronic devices is prohibited in locker rooms, bathrooms, and/or swimming areas.
- D. The student who brings a cell phone or other electronic device to school does so at their own risk. The student who possesses a cell phone or other electronic device is responsible for its care.
- E. Any cell phone or other electronic device left behind on a district school bus will be retained at the respective bus compounds until retrieved either by the student or parent possessing proper identification.

F. School Board staff are not responsible for preventing theft, loss, damage, or vandalism to cell phones or other electronic devices brought onto its property, or left on school buses, including any electronic device confiscated due to inappropriate use.

SCHOOL POLICIES

ID BADGES: ID badges are designed for student safety and is a Sanderlin expectation that all MYP students wear them daily. Students who are not wearing their ID badge will not be able to receive RISE tokens, attend incentive events, or other events. If a student repeatedly does not wear their ID badge, they will receive escalated consequences for defiance. If a child loses an ID badge, they can have it replaced for \$5 in the bookkeeper's office. Fees are all recorded in FOCUS Student Info/Payment & Fees section and remain on student account until the obligation is satisfied by paying the fee.

TECHNOLOGY: An Internet Usage Agreement form is sent home at the beginning of every school year & must be signed by the parent/guardian for the student to be able to use the Internet (first day packet). If students are to take their PCS device home, families must complete the Parent (Guardian)/Student Technology Equipment Receipt and Responsibility form (2-3184). Please read the agreement carefully & note that inappropriate handling or use may result in the suspension of computer privileges. Families may be responsible for the cost of repair or replacement of devices through a Pinellas County Schools approved vendor.

MAGNET SCHOOL AGREEMENT: Each year, it is a magnet expectation that students and parents/guardians agree to all districtwide magnet guidelines and sign the commitment agreement. Membership in a magnet school is a privilege, and student are expected to exhibit exemplary behavior, attend daily and on time, and participate fully in the IB programme (see page 9 for District Application Program Commitment Agreement).

TOYS/GAMES/MONEY/ELECTRONIC DEVICES: Money, games, toys, and electronic devices should not be brought to school as they are distracting to the learning environment. The school will not be held responsible for loss of these items. Extra money should also be kept safe at home. If brought to school, these objects will be held by the assistant principal and not returned to the child, only to the parent/guardian.

PHYSICAL EDUCATION (P.E.): Participation in P.E. is required of all students as part of the MYP framework and one of the eight IB subject areas. A note from the student's parent will be accepted to excuse a child temporarily; for longer periods of time, a doctor's note must be on file stating valid health reasons why the child cannot participate. Students are required to wear P.E. appropriate clothing, including closed-toed gym shoes, on their P.E. days. A water bottle is strongly recommended.

TEXTBOOKS/LIBRARY BOOKS: All textbooks and library books are loaned to students free of charge. However, students are responsible for lost or damaged books and will be expected to pay for them.

DISCIPLINE: The Pinellas School Board has adopted, as policy, the CODE OF STUDENT CONDUCT, which is sent home on the first day of school. Parents are asked to discuss the Code of Student Conduct with their child, sign the acknowledgement page, and acknowledge digitally. The magnet agreement states that parents will assist the school in developing positive behaviors in students and that students will accept responsibility for, and the consequences of, his/her own actions.

COMMUNICATION

FOCUS: Parents can access important information about their child in FOCUS <https://portal.pcsb.org>, including attendance, grades, school events calendar, outstanding financial obligations, and important school messages, and messaging with teachers.

CANVAS: A web-based learning management system used by MYP teachers and students to access and manage assignments and as a communication platform for feedback and grades.

SCHOOL MESSENGER: Provides school voicemail & email to families using phone numbers and primary email addresses listed in FOCUS for ongoing school communication. Parents are expected to keep their address and all phone numbers and email addresses up to date in FOCUS. Parents may list up to three phone numbers and two email addresses. Keeping information current in FOCUS is critical as the School Messenger System uses that data for phone calls & emails to families. Please notify Julia Cumbie school DMT, of updated information at CumbieJ@pcsb.org

SCHOOL WEBSITE: Our school website will be the primary form of communication for school-wide events and other important information throughout the year. <https://www.pcsb.org/sanderlinib>

CELL PHONES: A student may possess a cell phone at school, provided it is **powered off and concealed from view while school is in session**. Student use of cell phones during the day is not permitted unless given permission from a Sanderlin staff member. If the policy is not followed, the item will be held until end of day by the teacher upon the first offense. Upon the second offense, a parent/guardian must meet with an administrator to retrieve the device. The school will not be held responsible for lost or stolen cell phones.

CONFERENCES: A conference between the teacher and family is one of the best ways of helping students, collaboratively gain insight and understand information about their progress. Individual conferences between families & MYP teachers may be arranged at either party's request. Conferences are held by appointment, before and after the student's school day. Please note that teachers begin duty at 9:00 a.m. and are not available to conference at this time as they must supervise students before school begins.

TRANSPORTATION

ARRIVAL: Students may report to school between 9:00 and 9:25 a.m. Adult supervision does not begin until 9:00. Students *may not* be left unattended at the gate prior to 9:00. After 9:20, students may not be dropped off at car side. Parents must sign their child in at the office for arrivals after 9:20 a.m.

DISMISSAL: Due to bus traffic, cars are NOT permitted in the front parking lot area and students may not be picked up from the office between 3:00 and 4:00 p.m. Only buses are permitted to utilize the entrance on 22nd Avenue South between 9:00–9:25 a.m. and between 3:00–4:00 p.m. Families are to use the entrance on 23rd St. to drop-off & pick-up students at the designated area, where ALL car riders go after school. Please stay in cars & wait until a Safety patrol or an adult opens the car door. If parents choose to park in the 23rd St parking lot, use the crosswalk to go to the marked parent waiting area to pick up your student and walk back with them to your car, using the crosswalk.

PARKING: Parking at the school is very limited. Please make every effort to park in the east side parking lot of the school when coming to visit or attend events. We ask that you not park in the front parking lot from 9:00 – 9:25 a.m. and 3:00 – 4:00 p.m. These are our drop off and dismissal times for buses and vans and it creates a safety issue for our students if we have families parking in that lot. We appreciate your assistance with this matter.

CHANGES TO TRANSPORTATION: A written message is necessary to change from the normal way a child goes home. Transportation changes by phone will not be accepted. All transportation changes must be

received in writing. You may notify the front office via email NO LATER THAN 3:00 p.m. at CumbieJ@pcsb.org or a fax to (727) 552-1701. After that time, we cannot guarantee that the message will get to your child before the end of the day. Students will NOT be permitted to call home after school to change pickup arrangements.

BUS SAFETY/ BUS TRANSPORTATION: Riding the bus is a privilege. The bus driver is responsible for the safety and conduct of students riding the bus. Students must obey the driver at all times. Any student who does not follow the rules on the school bus shall be reported to the assistant principal. Student must be at their assigned bus stop 10 minutes before the scheduled bus arrival time. Students must be dropped off and picked up at the same bus stop every day. If you live two or more miles from school, bus transportation will be provided. Students are not permitted to ride the bus home with other students for any reason. To get bus notifications on the status of your child's bus, please sign up for the Bus Bulletin at www.BusBulletin.com/Parents. If you need assistance, the district transportation phone number is (727) 587-2020.

REPORTING

REPORT CARDS (PROGRESS REPORTS): 6th – 8th grade report cards are posted 4 times per year; midterm progress reports are posted half-way through each grading period. Midterm reports and report cards will be published to parent's FOCUS accounts. A written request can be made to the DMT, Julia Cumbie at CumbieJ@pcsb.org for a hard copy of grades.

AWARDS: Awards are given each grading period, based on the following criteria:

Principal's List

- All A's in the academic subjects
- All E's and V's for conduct

Honor Roll

- All A's and B's and one C in the academic subjects
- All E's, and V's for conduct

ATTENDANCE

ABSENCES & TARDIES: A note explaining a child's absence is required by School Board policy the day the student returns to school. Should a student be out of school for family/personal reasons for a prolonged period of time, advance notice should be given to the school, and may impact the child's assignment to the collaborative nature of our IB programme. A student will be considered tardy if he/she is not in his/her classroom by 9:25 a.m. – as all students should be in seats and ready to learn at that time. It is a magnet expectation that parents/guardians ensure that their child is on time & attends school each day. Excessive absences and/or tardies will be referred to the Magnet Intervention Committee.

APPOINTMENTS: To be excused from any part of the school day due to doctor or dental visits, the student must bring a note from the doctor or dentist with the date, time, reason, and doctor's signature. For any other appointments, students must bring a note from a parent/guardian detailing the date, time, nature of appointment and signature. Tardies and absences may be considered excused only for reasons listed in the Pinellas County Schools Code of Student Conduct. Please make every effort to schedule appointments outside of the school day. Students will be released only to parents/guardians or persons listed on the white student information card, who must show a picture ID. The driver's license will be scanned through the school security system (Ident-a-Kid). Students will not be released to older siblings unless they are of adult age and listed on the white student information card. Please update this card as needed.

BEFORE/AFTER SCHOOL CARE: Before & after school care is provided for students at the parent's expense. The R'Club program is available every day that school is in session from 6:30 a.m. to 9:00 a.m. and from 3:25 p.m. to 6:00 p.m. Please call the R'Club at (727) 321-4924 to register. A list of providers other that pick up at the school is available at the front desk.

WITHDRAWALS: Please notify the office and teacher, in writing, regarding a decision to leave the Pinellas County school system. Please note the last day your child will attend class and return all textbooks, library books, and technology before your child leaves. Also, check with the school cafeteria to see if your child owes lunch money.

HEALTH

CLINIC: There is an electronic form that families must sign to give permission for the nurse to assess any medical concern. Any child who becomes ill or injured at school is sent to the clinic until he/she feels well enough to go on with school activities or is picked up by a parent/guardian. It is extremely important that each child's yellow clinic card has the most current home and emergency telephone numbers on file. The school nurse will be on campus as needed to check health records and advises teachers but does not treat children. She may observe health conditions that may require her to call parents & advise them of the school's concern regarding the child's health. Students may not call to be picked up by parent/guardian; they must go to the clinic. It is very important that your current home and business telephone numbers, as well as two emergency contacts always be on file in the school office.

MEDICATIONS: School personnel may assist students in the administration of clearly labeled medications only when the official authorization form is on file at school, and only at the time designated by the doctor. Students may not carry over the counter or prescribed medications at any time UNLESS a PCSB self-carry form has been filled out by the doctor and is on file with the school. Medications are secured in a locked cabinet in the clinic and students come to the clinic to have medications administered.

MEDICATIONS - OVER THE COUNTER (including cough drops): The medication forms (ORANGE) are available in the school office. Please fill in with the name of the medication, dosage, and special instructions. All forms must be signed by a physician/dentist and the parent/guardian. Medication must be in the original, unopened, and labeled container and only be delivered by the parent/guardian (not by the student).

MEDICATION - PRESCRIBED: The medication forms (BLUE) are available in the school office. The medication must be delivered to school in a labeled, original container that specifically states the dosage and time(s) the medication is to be given (i.e. "11:30am", not "at lunchtime"). Fill in the name of the medications, dosage, and any special instructions. All forms must be signed by the parent/guardian and only be delivered by the parent/guardian (not by the student). School personnel cannot administer eye or ear drops.

FIRST AID: The school staff seeks to prevent accidents. If a minor accident occurs, the staff can give ice and bandages. In case of serious accidents, the parent/guardians are telephoned and, if necessary, emergency assistance will be called to the school. Please keep the yellow clinic card up to date with correct contact numbers and update as necessary.

CAFETERIA (LE BISTRO): Please make checks payable to Sanderlin K-8 Cafeteria or go online to www.MySchoolBucks.com to manage your child's account. Free breakfast and lunch are available for all students. Applications for free and reduced lunches are available from the cafeteria manager, or online at www.MySchoolApps.com. The price for middle school lunch is \$2.75. For questions regarding the cafeteria, please call (727) 552-1792. Students are responsible for the safekeeping of their lunch money; those who forget or lose their lunch money may borrow from the cafeteria; the loan must be repaid the next day. Students may borrow up to three times for a full lunch. Extra milk and juice may be purchased however, money is not loaned for extra milk or juice.

Free/Reduced Lunch Application



Lunch Account



SNACKS: Snack items such as soda, gum, candy or family sized portions of snacks are not permitted in lunches or on campus at any time. For birthdays and classroom celebrations, please send only healthy snacks such as: fruits, vegetables, crackers, pretzels, yogurt, 100% fruit juices, & bottled water. Cupcakes, cakes, candy, and other sweets are not allowed per School Board Wellness policy. Student lunch deliveries, such as Uber, DoorDash, or outside food etc., are not permitted and will be refused at the front desk.

INSURANCE: At the beginning of the school year, accident insurance for students may be purchased (including 24-hour coverage). The school serves only as an agent and all claims are made to the company. The school district does not provide coverage to cover student injury. Therefore, this inexpensive coverage is an excellent option.

LOST AND FOUND: A “Lost and Found” area is kept in the front office. Please label student belongings whenever possible (water bottles, backpacks, lunch boxes, clothing, etc.) with a permanent marker so items can be returned to your child. Lost and Found items will be purged once a month.

ACTIVITIES/STUDENT OPPORTUNITIES

FIELD TRIPS: Field Trips are an important part of education and the IB curriculum, yet also a privilege based on school behavior expectations. Each child must return a permission form signed by parent/guardian to go on a field trip. All field trip volunteers must be registered, which takes several weeks to process. Drivers for field trips must also have proof of insurance and be Level II approved to drive.

CLUBS: Approximately once per month middle school students will participate in student interest-based clubs.

COMMUNITY PROJECT: 8th grade students participate in an in-depth inquiry leading to service as action in the community with the guidance of a mentor. The community project may be completed individually or by groups of a maximum of three students and presented at the end of the middle years programme.

SERVICE-LEARNING: Students participate in foundational (6th grade) and class (7th grade) projects to develop understanding of service as action and prepare them for the independence required for the Community Project.

TEAM SPORTS: MYP students have the opportunity to join sports seasonally throughout the school year. In order to participate, students must provide an updated physical (less than one year old), school insurance and complete a participation form as well as maintain a 2.0 GPA. Families are responsible for transportation to and from games and practices. Team sports offered are volleyball, basketball, track and field and flag football.

TURTLE TIME: An altered bell schedule runs weekly to allow MYP student to participate in tutorials, clubs and service-learning/community project. See Turtle Time schedule on pages 5 and 6 of Student Handbook.

PBIS (Positive Behavior Support)/RISE Program: Sanderlin Sea Turtles RISE Up!

R - Respect

I – Independence

S – Service

E – Excellence

It is the goal of Sanderlin IB World School to help students develop the self-discipline necessary to be successful global and internationally minded citizens. Sanderlin is a PBIS school that rewards positive behavior based on students meeting the school-wide expectations for success. The school-wide expectations matrix for success is posted around the school, in every classroom, and on the school website. These expectations are explicitly taught to students. Students will earn Turtle Tokens as they demonstrate school expectations. Students will can use their electronic Turtle Tokens to purchase classroom and school-wide incentives.

PICTURES: Individual and group pictures will be taken during the school year. Dates will be announced on School Messenger, posted on Class Dojo and added to the FOCUS calendar.

SPECIAL ACTIVITIES: The entire school day is dedicated to instruction. Parties will not be held as this takes away from instructional time. Celebration of student successes, relating to classroom instruction, may be arranged with the principal's approval. All food must be purchased through a store as mandated by School Board policy (only healthy snacks – see *snacks*).

FAMILY INVOLVEMENT OPPORTUNITIES

SCHOOL ADVISORY COUNCIL (SAC): The SAC is an advisory board and resource for the school, parents & community it serves. Meetings are held approximately once a month – please check FOCUS calendar for dates. All parents are welcome to attend and may attend in person or virtually.

PARENT TEACHER STUDENT ASSOCIATION (PTSA): General membership meeting dates are noted in the FOCUS calendar and on Sanderlin PTSA's website www.JamesBSanderlinPTSA.com. You are encouraged to join and attend all meetings. Your active participation is important to this organization, and especially to your child!

VOLUNTEERS:

VISITORS: All visitors and parents are welcome and encouraged to visit the school, especially during special events. Visitors must sign in the school office and receive a Visitor's Tag. To better protect our students, visitors, and staff, we utilize the Ident-a-Kid system. A valid state ID (driver's license) is required to enter our campus. All visits, outside of special events, should be pre-arranged and will need to be approved by an administrator. This is to ensure limited interruptions to the flow of student instruction. You may choose to visit your child for lunch on Fridays ONLY; please sign in at the office – no appointment necessary.

SAFETY

SAY SOMETHING: Say Something allows you to submit secure & anonymous safety concerns to help identify and intervene upon at-risk individuals BEFORE they hurt themselves or others. Tips made to the Say Something Anonymous Reporting System are passed along to the appropriate law enforcement agencies and school officials. The free app can be found on the Clever homepage.

SRO/SSO: An armed SRO or SSO is actively monitoring the school campus as well as the security cameras during student hours.

ENTRANCE: To ensure the safety of students and staff all visitors must enter the campus through the front office. All visitors are required to sign in at the front desk and follow visitor procedures as outlined in the handbook.

SUPERVISION: Children on school grounds before 9:00 a.m. & after 4:00 p.m. must have parental/guardian supervision unless participating in a staff supervised after school program, club, sport or event.

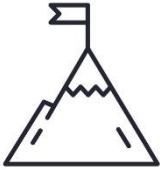









TORNADO, LOCKDOWN, & FIRE DRILLS: Safety drills are held at least once a month. Visitors in the building at the time should follow the procedures listed throughout the building. An emergency tag is prepared for each child at Sanderlin and is kept by the classroom teacher.








James B. Sanderlin IB World School



Quarter 1 Academic Goal:





<p>Risk-takers demonstrate courage and resilience in the face of challenges.</p> 	<p>Thinkers use critical & creative thinking skills to analyze and take responsible action on complex problems.</p> 	<p>Balanced students manage their time effectively between academic, personal pursuits and extracurricular.</p> 	<p>Communicators express ideas clearly and confidently, both verbally and in writing.</p> 	<p>Open-minded learners embrace diversity and respect different cultures, beliefs, and perspectives.</p> 
<p>Reflective students give thoughtful consideration to their own learning and experience.</p> 	<p>Knowledgeable individuals have a deep understanding of various subjects and concepts.</p> 	<p>Principled students act with integrity and honesty and with respect for the dignity and rights of people everywhere.</p> 	<p>Caring individuals show empathy, compassion, and kindness towards others.</p> 	<p>Inquirers are enthusiastic learners who actively seek knowledge.</p> 

Which IB attributes will you develop the most this school year? Give specific examples of how you will grow in these learner profile attributes.

The Approach to Learning (ATL) skill I am going to focus on this week is...				
Communication 	Research 	Social 	Self-Management 	Thinking 
Action step to develop this ATL:				

Monday	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
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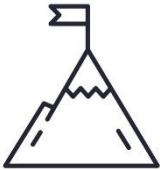











James B. Sanderlin

IB World School

Quarter 1 Academic Reflection

Quarter 2 Academic Goal:

<p>Risk-takers demonstrate courage and resilience in the face of challenges.</p> 	<p>Thinkers use critical & creative thinking skills to analyze and take responsible action on complex problems.</p> 	<p>Balanced students manage their time effectively between academic, personal pursuits and extracurricular.</p> 	<p>Communicators express ideas clearly and confidently, both verbally and in writing.</p> 	<p>Open-minded learners embrace diversity and respect different cultures, beliefs, and perspectives.</p> 
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Which IB attribute have you developed the most over the last quarter? Provide two examples of how you have made progress towards this learner profile attribute.

The Approach to Learning (ATL) skill I am going to focus on this week is...

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The Approach to Learning (ATL) skill I am going to focus on this week is...

Communication 

Research 

Social 

Self-Management 

Thinking 

Action step to develop this ATL:

Monday	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
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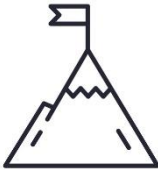











James B. Sanderlin

IB World School

Quarter 2 Academic Reflection:

Quarter 3 Academic Goal:

<p>Risk-takers demonstrate courage and resilience in the face of challenges.</p> 	<p>Thinkers use critical & creative thinking skills to analyze and take responsible action on complex problems.</p> 	<p>Balanced students manage their time effectively between academic, personal pursuits and extracurricular.</p> 	<p>Communicators express ideas clearly and confidently, both verbally and in writing.</p> 	<p>Open-minded learners embrace diversity and respect different cultures, beliefs, and perspectives.</p> 
<p>Reflective students give thoughtful consideration to their own learning and experience.</p> 	<p>Knowledgeable individuals have a deep understanding of various subjects and concepts.</p> 	<p>Principled students act with integrity and honesty and with respect for the dignity and rights of people everywhere.</p> 	<p>Caring individuals show empathy, compassion, and kindness towards others.</p> 	<p>Inquirers are enthusiastic learners who actively seek knowledge.</p> 

Which IB attribute have you developed the most over the last quarter? Provide two examples of how you have made progress towards this learner profile attribute.

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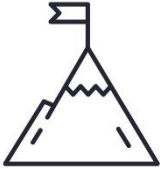











James B. Sanderlin

IB World School

Quarter 3 Academic Reflection:

Quarter 4 Academic Goal:

<p>Risk-takers demonstrate courage and resilience in the face of challenges.</p> 	<p>Thinkers use critical & creative thinking skills to analyze and take responsible action on complex problems.</p> 	<p>Balanced students manage their time effectively between academic, personal pursuits and extracurricular.</p> 	<p>Communicators express ideas clearly and confidently, both verbally and in writing.</p> 	<p>Open-minded learners embrace diversity and respect different cultures, beliefs, and perspectives.</p> 
<p>Reflective students give thoughtful consideration to their own learning and experience.</p> 	<p>Knowledgeable individuals have a deep understanding of various subjects and concepts.</p> 	<p>Principled students act with integrity and honesty and with respect for the dignity and rights of people everywhere.</p> 	<p>Caring individuals show empathy, compassion, and kindness towards others.</p> 	<p>Inquirers are enthusiastic learners who actively seek knowledge.</p> 

Which IB attribute have you developed the most over the last quarter? Provide two examples of how you have made progress towards this learner profile attribute.

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James B. Sanderlin
IB World School
Academic Integrity Policy

Mission Statement: James B. Sanderlin IB World School is committed to teaching and learning with the brain and heart in mind. Our diverse community of active lifelong learners will use an inquiry approach through our challenging programmes to be successful internationally minded citizens.

Philosophy on Academic Integrity: At James B. Sanderlin, we believe that academic integrity is integral to learning and embodied in the IB Learner Profile. The IB Learner Profile, as the heart of the PYP and MYP, seeks to help students realize the importance of academic integrity in their education and future careers. We trust that students act with integrity in representing their work and the work of others. We provide learners the time to practice the skills, values, and beliefs of academic integrity and expect our learners to be principled in their approaches to learning and assessments. When students are able to embody these attributes, they will become role models of academic integrity and international mindedness.

Purpose of this Document: This policy clarifies for all stakeholders – administrators, teachers, students, parents and community members - what constitutes as academic integrity vs. academic misconduct, lists roles and responsibilities of all stakeholders, and explains consequences for academic misconduct, as well as the programme expectations for academic integrity.

Roles and Responsibilities of Stakeholders:

Students	Teachers	Parents/Guardians and Families
<ul style="list-style-type: none"> • Students will take responsibility and practice integrity for their own original work. • Students cite sources according to an agreed upon age- appropriate format. • Students use cell phones, computes, information technology, and library resources responsibly and with permission. 	<ul style="list-style-type: none"> • Provide instruction in research protocols and citation of sources as well as summarizing and paraphrasing of information. • Provide examples of proper citations, note-taking, and source summarization. • Protect the fidelity of all exams and assessments. • Review Academic Integrity Policy with students. 	<ul style="list-style-type: none"> • Emphasize expectations for integrity and academic honesty on all work. • Support your child to independently complete projects and tasks. • Monitor your child’s use of digital devices as it applies to academic work. • Consistently monitor your child’s planner/CANVAS and review grades and assignments in FOCUS.

Academic Misconduct is: (but not limited to)	Examples of Academic Misconduct (but not limited to):
<ul style="list-style-type: none"> • Cheating: communicating with other students during an exam or assessment, using an unauthorized device or material during an exam or assessment, or copying another students’ work. • Collusion: assisting another student in being academically dishonest. • Duplication: re-submitting work that was previously assessed or graded without the knowledge of teachers involved. • Falsification: fabricating or changing items such as signatures or data to alter the outcome. • Plagiarism: submitting work and/or ideas as one’s own, when in fact it is the work and/or idea of someone else or AI/bot. 	<ul style="list-style-type: none"> • whispering, hand gestures, passing notes or other forms of communication during assessments. • modifying the work of someone else and submitting it as your own without proper citations. • telling students in a later class period, or an absent student, what material is on an assessment (face to face, written, or with social media) • bringing a cell phone or smart watch into an assessment that states no electronics. • using notes or references on an assessment without the permission of the teacher. • purchasing an assignment from someone or AI/bot and submit it as your own • using internet applications to solve math problems as represent solving as your own.

Academic Misconduct Consequences: The consequences listed below are dependent on the scope and severity of the situation, grade level of the student and are subject to review by Administration.

	K – 2	3 – 5	6 - 8
1st violation of the year	<ul style="list-style-type: none"> reteach academic integrity expectations teacher notifies parent/guardian and reviews the Academic Integrity Policy with student and family 		
		<ul style="list-style-type: none"> Student given the opportunity to redo assignment 	
			<ul style="list-style-type: none"> teacher notifies other MYP teachers of the misconduct

	K – 2	3 – 5	6 - 8
2nd violation of the year	<ul style="list-style-type: none"> reteach academic integrity expectations teacher notifies parent/guardian and reviews the Academic Integrity Policy with student and family 	<ul style="list-style-type: none"> Student receives zero grade until student completes the assignment. 75% of the possible grade Teacher fills out the Academic Integrity Misconduct Form and submits to an administrator 	
			<ul style="list-style-type: none"> Administrator reviews the misconduct and the Academic Integrity Policy with the student and parent/guardian and the policy is signed by all parties to represent understanding. Consequence is assigned

	K – 2	3 – 5	6 - 8
3rd violation of the year	<ul style="list-style-type: none"> reteach academic integrity expectations teacher notifies parent/guardian and reviews the Academic Integrity Policy with student and family Administration is notified and additional consequence determined 	<ul style="list-style-type: none"> Student receives zero grade until student completes the assignment. 50% of the possible grade Administrator meets with parent and student 	
			<ul style="list-style-type: none"> Student referred to Magnet Intervention Committee

Pinellas County Code of Student Conduct: The Pinellas County Code of Student Conduct states that teachers “shall also record a ‘zero’ for each act of cheating,” but other discipline could occur (including suspension, reassignment, or expulsion). (Pinellas County Code of Student Conduct, July 2013)

Student Signature: _____ Date: _____



**James B. Sanderlin
IB World School
Assessment Policy**



Mission Statement: James B. Sanderlin IB World School is committed to teaching and learning with the brain and heart in mind. Our diverse community of active lifelong learners will use an inquiry approach through our challenging programmes to be successful internationally minded citizens.

Philosophy of Assessment: At James B. Sanderlin, assessment is used to guide instruction and promote continuous learning and growth to prepare students to become lifelong learners in an increasingly intercultural world. Critical thinking and application of meaningful knowledge is an essential element of the IB PYP and MYP. Collaboratively, the instructional staff design, evaluate and analyze assessment practices regularly.

Purpose of this Document: The purpose of this document is to communicate to all stakeholders – administrators, teachers, students, parents and community members – the programme expectations for assessment for all learners as required by International Baccalaureate Organization (IBO) and Pinellas County School Board. This document also provides clear guidelines and responsibilities of all stakeholders.

Common Types of Assessment (but not limited to):

Formative Assessment: identify learning progress, individual student needs and helps guide instruction.	Summative Assessment: measures student understanding and application of strategies.
<ul style="list-style-type: none"> • Interactive notebooks • Gallery walks • Collaborative work • Peer/self-assessment • Socratic Seminars • Group discussions • Exit/entrance tickets • Observations • Baseline or diagnostic assessments • Progress monitoring 	<ul style="list-style-type: none"> • Pre/Post Tests • Student portfolios • Presentations or performances • Essays/Reports • Unit projects • Labs/Investigations • Open-ended tasks • Exhibition/Community Project • District common assessments • State assessments

Roles and Responsibilities of Stakeholders:

Students	Teachers	Parents/Guardians and Families
<ul style="list-style-type: none"> • set and monitor goals for future learning • track and monitor data • celebrate achievements 	<ul style="list-style-type: none"> • collaboratively plan and design rubrics and assessments • differentiate learning experiences based on assessment • provide timely feedback • communicate progress with students and families 	<ul style="list-style-type: none"> • monitor and review student progress in FOCUS • participate in conferences – PYP: one per semester; MYP: as needed

Assessment Tracking:

Student progress is tracked and documented to allow for goal setting and development of action plans. Students also participate in programme specific experiences as listed below.

PYP	MYP
<ul style="list-style-type: none"> • All students monitor their assessment data with an orange data folder. • Grades 3- 5: students begin monitor their academics using FOCUS online portal. • Portfolios: These are collections of student work that are designed to demonstrate successes, growth, higher order thinking, creativity, and reflection. A portfolio should be thought of as an exhibition of active mind at work. Sanderlin teachers and staff developed an essential agreement regarding the use of PYP portfolios. This essential agreement is an addendum to the Assessment Policy. • Exhibition (5th grade): A transdisciplinary inquiry conducted in the spirit of personal and shared responsibility, as well as a summative assessment activity, that is a celebration as students move from the PYP into the MYP. 	<ul style="list-style-type: none"> • All students monitor their academics using FOCUS online portal. • Criterion Assessment: subject specific rubrics are used to determine student achievement levels a minimum of two times a year in each subject area. • Service-Learning (6th grade): Students participate in a series of foundational projects to introduce them to the service-learning process. • Service-Learning (7th grade): Students participate in class projects to further their understanding and prepare them for independence needed to complete the 8th grade Community Project. • MYP Community Project (8th grade): Community project engages students in a sustained, in-depth inquiry leading to service as action in the community. The community project may be completed individually or by groups of a maximum of three students and presented to all stakeholders at the end of the middle years programme. Students in 8th grade have the guidance of a mentor but are responsible for carrying out the entire process of creating, implementing, and presenting the project.

Reporting: At James B. Sanderlin IB World School, we use multiple reporting practices and tools to share information derived from assessments. This allows us to communicate and report about students’ progress and growth.

Communication	
<ul style="list-style-type: none"> • School messenger • FOCUS Messages • Midterm Progress Reports and Report cards (quarterly) • Assessment reports in FOCUS • Agenda books • Unit reflections (K-5) • Parent/teacher conferences 	
PYP Celebrating Achievements	MYP Celebrating Achievements
<ul style="list-style-type: none"> • Academic awards (quarterly 3-8) • Student led conferences (K-5) • i-Tag Celebrations (annually K-5) • Exhibition (5) • Promotion ceremony (5) 	<ul style="list-style-type: none"> • Community project (8) • Student Showcase (6-7) • Science Fair showcase (6-8) • Promotion ceremony (8)

Student Signature: _____ Date: _____

Paragraphs

- ❖ A paragraph is a series of sentences that are organized and coherent and are all related to a single topic.
- ❖ A paragraph contains a topic sentence, supporting details and a transition/concluding sentence.
- ❖ Paragraph length depends on the document type.
- ❖ Paragraphs can range in length:
 - a basic paragraph would be a quick write that would be five sentences.
 - a paragraph can be given a word limit. The word limit can be basic, or it can be advanced. The word limit can be: 100, 200, 300 words or more.
 - a more advanced paragraph would include more details and could be anywhere from 6 to 10 sentences. It could be more if needed to include text support and/or elaboration.
- ❖ The paragraphs in an essay are broken down into three sections: introduction, body and conclusion.
 - **Introduction:** the introduction section includes one paragraph. This type of paragraph starts with a hook, then you will have a thesis statement or claim, ending with a preview statement and transition sentence. An introduction should be 4 to 8 sentences.
 - **Body:** the body section of an essay includes multiple paragraphs. A paragraph in this section starts with a topic sentence. This paragraph must also include text support, citations and elaboration. These paragraphs can be anywhere from 8 sentences to 16 sentences, possibly more depending on the elaboration being used.
 - **Conclusion:** this section includes one paragraph. This paragraph is wrapping up your writing. A strong conclusion aims to: Tie together the essay's main points. Show why your argument matters. Leave the reader with a strong impression. A conclusion can be anywhere from 3 to 5 sentences.

Writing Rules

Make sure to include.....

- ✓ **Capital letters**
 - Beginning of a sentence
 - Dates, names, titles, places
 - Proper nouns
- ✓ **End punctuation (make sure it can be seen)**
 - Periods I went to school.
 - Questions Marks Did you go to school?
 - Exclamation points I love school!
- ✓ **Other punctuation marks**
 - Commas: indicates a pause in a sentence
 - Quotation marks: indicate direct speech, the exact words

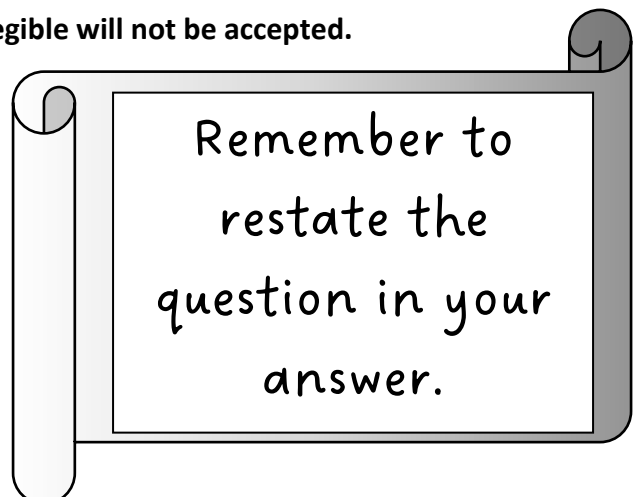
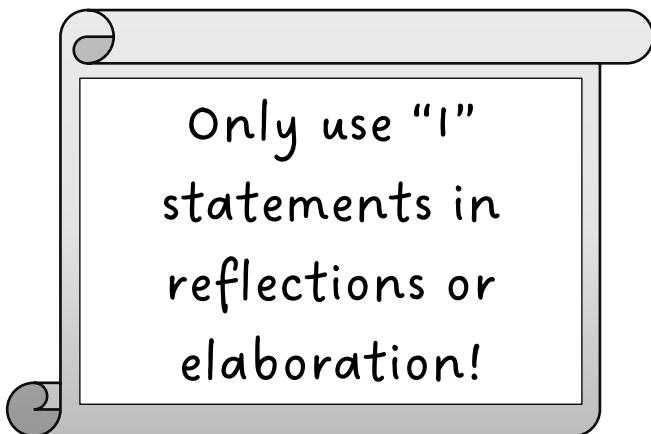
- Apostrophes: to show a missing letter or possession
- ✓ **Spelling**
 - Use golden folder words
 - Look up unknown words

Sentence Structure

- ✓ A sentence is a sequence of words which begin with a capital letter and ends with a full stop (or ! or ?).
 - It forms a complete thought.
 - It should make sense.
 - It contains a verb.
- ✓ A sentence is made up of a subject and a predicate.
 - A subject tells who or what the sentence is about.
 - A predicate tells what the subject is or does
- ✓ **4 kinds of sentences**
 - A **declarative sentence** tells about something and ends with a period.
 - I have a blue dress.
 - A **interrogative sentence** asks something. It ends with a question mark. ?
 - How do you play this game?
 - A **imperative sentence** tells someone to do something and ends in a period.
 - Do your homework, please.
 - A **exclamatory sentence** shows strong feelings. It ends with an exclamation point. !
 - The car has a flat tire!

Presentation

- ✓ Write in print or cursive, whatever is neater for you.
- ✓ Make sure to write slow enough to form all your letters neatly.
- ✓ You can write in either pen or pencil. If writing in pen no neon colors or writing on the back of the paper.
- ✓ Do not allow printed letters to touch each other.
- ✓ Make sure to start writing on the margin on the left side of the notebook paper and end on the right side of the paper up to the margin.
- ✓ **Papers that are torn, dirty, crumbled, or illegible will not be accepted.**



Writing Rules (continued)

- ✓ **Commas:** a punctuation mark (,) indicating a pause between parts of a sentence. It is also used to separate items in a list and to mark the place of thousands in a large numeral.
- ❖ Use a comma to separate items (words, phrases, or clauses) in a series. **Example:** We have read novels, poems, and dramas.
- ❖ Use a comma to separate two or more adjectives preceding a noun. **Example:** This is a rough, narrow road.
- ❖ Use a comma before *and*, *but*, *or*, *nor*, *for*, *yet*, and *so* when they join independent clauses. **Example:** Our group received ten bonus points, for we had completed the task ahead of time.
- ❖ Use a comma after a long prepositional phrase or after the final phrase in a series of phrases. **Example:** At the top of a hill on the ranch, we found the lost calf.
- ❖ Use a comma after an introductory participial phrases or adverb clause. **Example:** After the team won the preliminary meet, they advanced to the regional competition.
- ❖ Use a comma after introductory words such as *well*, *yes*, and *no*. **Example:** Yes, you may go to the office.
- ❖ Use a comma to set off parenthetical expressions and other words that interrupt a sentence. **Example:** The school year, so far as we know, will end on June 12.
- ❖ Use a comma to separate a noun of direct address, wherever it appears in the sentence. **Example:** Josh, please answer the question.
- ❖ Use commas in standard conventional situations. **Examples:** 1) Dear Jane, (2) Exams begin on Wednesday, January 14, for all students. (3) We have lived at 209 Riverside Drive, Augusta, Maine, since 1998.
- ❖ Never use a comma to separate a verb from its subject. **Example:** What I cannot imagine is winter without snow.
- ✓ **Apostrophes:** are used to show possession or to indicate a contraction. **Example:** John's new skis do not have bindings.
- ✓ **Semi-Colons:** are used to join two sentences (two independent clauses) of equal weight or with closely related ideas. **Example:** Mary is a talented drummer; Sam is an excellent trumpet player.

Research Instructions

- **Acceptable search engines:** Google, Bing and Google Scholar
- **How to research:**
 - When researching any subject, you need to be specific with what you put in the search engine you are using.
 - You need to use key words when researching. You should never type in a whole sentence.
 - **For example:** the topic is "How many Jewish people were killed during the Holocaust?"
 - The key word you could use is "Holocaust".

- To refine your search, you would type the following in your chosen search engine:
 - site:edu “Holocaust”
 - Another way to refine your search is to look up information in the country where the event happened. You must look up the country code to use in the search. The country code for Germany is “DE”.
 - site:DE “Holocaust”
- **For example:** the topic is “Why did the Vietnam War start?”
- The key words would be “Vietnam War”
- To refine your search, you would type the following in your search engine:
 - site:edu “Vietnam War”
 - Another way to refine your search is to look up information in the country where the event happened. You must look up the country code to use in the search. The country code for Vietnam is “VN”.
 - site:VN “Vietnam War”

How to determine if your website is reliable:

- ❖ Type the website’s name into a search engine and review the results. If the site in question is a hazard (or simply an overwhelmingly illegitimate site), a cursory Google check will be enough to inform you.
- ❖ Look at the website’s connection type. A website that has an “https” tag is usually more secure- and therefore more trustworthy—than a site using the more common “http” designation.
- ❖ Check the site’s security status in your browser’s address bar. For most browsers, a “safe” website will display a green padlock icon to the left of the website’s URL.
- ❖ Look for bad English on the site. If you notice a large number of poorly-spelled (or missing) words, generally bad grammar, or awkward phrasing, you should question the site’s reliability.
- ❖ Watch out for invasive advertising. If your selected site has a stunningly large number of ads crowding the page or ads that automatically play audio, its probably not a credible site. Additionally, consider looking elsewhere if you encounter any of the following types of ads:
 - Ads that take up the whole page
 - Ads that require you to take a survey before you continue
 - Ads that redirect you to another page
- ❖ Evaluate the website’s URL. A website’s URL consists of connection type (“http” or “https”), the domain name itself (e.g., “wikihow”), and extension (“.com”, “.net”, etc.). Even if you verified that the connection is secure, be on the lookout for the following red flags:
 - Multiple dashes or symbols in the domain name.
 - Domain names that imitate actual businesses (e.g., “Amaz0n” or “NikeOutlet”).
 - Doman extensions like “.biz” and “.info”. These sites tend not to be credible.
- ❖ **DO NOT USE WIKIPEDIA**

Typing & Printing

When submitting work that has been typed, adhere to the following:

- ✓ Use a 12-point font
- ✓ Choose a non-cursive font
- ✓ Select 1.5- or double-spaced line spacing
- ✓ Print AHEAD of due date
 - Work will not be printed in class. Hard copies only/no flash drives.
- ✓ Apply the Conventions of Standard English
- ✓ At least one space after a period but no more than two.

Email Instructions

When sending an email to a teacher or administrator please make sure that you follow the rules listed below.

- ❖ Start with a greeting (name, dear and then name, good morning, good afternoon or good evening)
- ❖ Use correct grammar, punctuation and spelling
- ❖ No text speak
- ❖ End with a salutation (thank you, sincerely)

EXAMPLE

Ms. Geraghty,

I was wondering what assignments I missed in class today because I was absent. Could you please email me and let me know what I need to do?

Thank you,
Student name

NON-EXAMPLE

i want to now when you will grade the assignment i turned in today i need my grade to go up ttyl

Discussion Rubric

	5	4	3	2	1 or 0
Listening/ Etiquette	Listens without interrupting and incorporates and expands on the contributions of other students	Listens and appropriately responds to the contributions of others	Listens carefully and responds in discussions sometimes	Does not listen carefully and comments are often nonresponsive to discussion	Does not listen when others talk, interrupts, or makes inappropriate comments
Preparation	Student is consistently well-prepared; frequently raises questions or comments on material outside the assignment	Student has read and thought about the material	Students has read the material	Student has read the material but not closely or has read only some of the assigned material	Student is not adequately prepared; Does not appear to have read the material in advance of class
Quality of contributions	Contributions are relevant and promote deeper analysis of the topic	Contributes are always relevant	Contributions are sometimes relevant	Contributions are sometimes off-topic or distracting	Contributions when made are off-topic or distract class from discussion
Level of Engagement and active participation	Proactively and regularly contributes to class discussions; initiates discussion on issues related to the topic	Proactively contributes to class discussion, asking questions and respond to direct questions	Student occasionally contributes in class discussion; sometimes responding to direct questions	Few contributions to class discussion; Seldom volunteers but responds to direct questions	Student <u>NEVER</u> contributes to class discussion; fails to respond to direct questions

Transitions Toolbox

To introduce a claim or evidence:

- The primary reason
- Frequently
- In fact
- The most compelling evidence
- According to
- As stated
- For example
- For instance
- Another significant
- Most important
- Equally important
- Another key point
- It is important to realize
- Specifically

To clarify, elaborate, comment:

- This reveals
- This suggest
- This demonstrates
- This indicates
- This is important because
- The is illustrates
- In other words
- In this case
- As a result
- The logical conclusion is
- That is
- Actually
- Thus
- This explains why
- To put it another way
- If..., then...

To connect, add, continue:

- Not only
- It could also be said
- Similarly
- Similar
- Likewise
- Additionally
- Moreover
- Also
- And
- In addition
- Furthermore
- Another
- In the same way
- No only... but
- Equally important
- Of course

To compare:

- Therefore
- Thus
- This clearly shows
- As a result
- Consequently
- In short
- Finally
- Obviously
- In brief
- Ultimately

To shift, contradict or refute:

- Some sources suggest
- One text argues
- Other would say
- On the other hand
- A different view is
- In contrast
- However
- Despite this argument
- Conversely
- Unlike
- Nevertheless
- Regardless
- But
- Even though
- Although
- By contrast
- On the contrary
- Yet
- Whereas
- While nonetheless

To concede:

- It is true that
- Admittedly
- Of course...,but
- This may be true, but
- Although this may be a good point
- Indeed
- Granted

Cornell Notes	Topic/Objective:	Name:
		Class/Period:
		Date:

Essential Question:

Main point:	Notes:
Questions:	
Key points:	
Picture/sketch:	
Vocabulary:	
Connections:	
Key People:	
Characters:	

Summary: