

SANDERLIN K-8 IB WORLD SCHOOL PYP
STUDENT HANDBOOK
2021 -2022



AGENDA BOOKS: The main tool for communication between home and school is the daily agenda book. ***It is a magnet expectation that parents initial the agenda book every day.*** Each child is given an agenda book at no cost. The replacement fee for a lost agenda book is \$5.00.

ANIMALS: A child must have an administrator's written permission to bring a live animal to school. Live animals are not permitted on school buses or on campus during arrival & dismissal of students.

APPOINTMENTS/EMERGENCIES: To be excused from any part of the school day, the student must bring a note from home with the date, time, reason, and parent/guardian signature. If an emergency occurs and you must pick up your child before school is dismissed, the child must be signed out in the office. 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.*** Due to the collaborative nature of the PYP, it is difficult to replicate the learning that is missed.

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 brothers and sisters unless they are of adult age and listed on the white student information card. ***Please update the card as needed.***

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 2:30 and 3:30 p.m.**

ARRIVAL: Students may report to school **between 8:25 and 8:55 a.m.** **Adult supervision does not begin until 8:25.** Students **may not** be left unattended at the gate prior to 8:25. ***After 8:50, students may not be dropped off at car side. Parents must sign their child in at the office for arrivals after 8:50 a.m.***

ATTENDANCE (ABSENCES & TARDIES): Daily attendance is VERY important. 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 our IB programme as daily and on time attendance is a magnet expectation. ***Vacations must be planned during school holidays.***

Being on time every day for school is very important. Parents/guardians are requested to provide the school with a note for all tardies. ***A student will be considered tardy if he/she is not in his/her classroom by 8:55 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.***

AWARDS:

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

Principal's List (3rd - 5th Grade)

- All A's in the academic subjects
- All E's, V's & S's for conduct grades including: Art, Music, P.E. & Spanish

Honor Roll (3rd - 5th Grade)

- All A's & B's in the academic subjects
- All E's, V's & S's for conduct grades including: Art, Music, P.E. & Spanish

Perfect Attendance

- Student has been in attendance every day of the grading period but may have 1 excused tardy and 1 excused early release.

Outstanding Attendance

- Student in attendance every day of the grading period; may have 1 excused absence, 1 excused tardy, and 1 excused early release during the grading period.

i-TAGS: All students may earn i-tags as they achieve personal goals they set for themselves or as a class, reflecting the attributes of the IB Learner Profile and the "Taking Action" cycle.



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 8:25 a.m. and from 3:05 p.m. to 6:00 p.m. Please call the R'Club at 321-4924 to register. A list of providers that pick up at the school, is available at the front desk.

BUS TRANSPORTATION /BUS SAFETY:

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. Should an emergency develop due to the conduct of students on the bus, the bus driver may take such steps as are reasonably necessary to protect the students on the bus. Students must be at their assigned bus stop 10 minutes before the scheduled bus arrival time. Drivers will make every attempt to be on 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 Bus Bulletin at www.busbulletin.com/parents. If you need assistance, **the district transportation phone number is 587-2020.**

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 is available for all students. **Applications for free and reduced lunches are available in the office, from the cafeteria manager, or on-line at www.applyforlunch.com and may be submitted at any time throughout the school year.** The price for elementary lunch is \$2.25, subject to change. Questions regarding the cafeteria may be answered directly by calling **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, which must be repaid the next day. Students may borrow up to three times for a full lunch. Alternative eating arrangements will be made for those students who owe for three lunches & must borrow again. Extra milk and juice may be purchased; however, money is not loaned for milk or juice.

CELL PHONES: A student may possess a cellular telephone at school, **provided it is powered off and concealed from view while school is in session. Students should never use the cell phone during the day without permission from a Sanderlin staff member.** The school will not be held responsible for loss of these items. If the policy is not followed, the item will be held until end of day upon the first offense. Upon the second offense, a parent or guardian must meet with the assistant principal to retrieve the device.

CLINIC: 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 is on campus daily & checks 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.

CONFERENCES: A conference between the teacher and parent(s) is one of the best ways of helping students, and collaboratively gaining insight, understanding, & information about their progress. Individual conferences between parents & teachers may be arranged at either party's request. Please inform the teacher if your child has any physical, emotional, or personal problems. These problems might be ongoing, but it is still helpful to bring it to the teacher's attention very early in the school year. It is especially helpful to inform teachers of a separation, divorce, or death within a family. If you do not have time to come to school for an individual conference, please call or send the teacher a note. Ordinarily, conferences are held, by appointment, before and after the student's school day. Please note that all teachers begin duty at 8:25 a.m. and are not available to conference at this time, as they must supervise students before school begins.

Student led conferences are held one evening every spring, in which students are in charge of sharing their portfolios and yearlong progress with parents.

DISCIPLINE-CODE OF STUDENT CONDUCT:

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 acknowledgment page and return that page to the school. ***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.*** **Weapons:** The School Board has adopted a policy that requires mandatory expulsion for any student who brings a gun or other weapon to school. Toy guns are also prohibited and may also result in a suspension from school.

DRESS CODE (STUDENT): Student dress code policy, adopted by the Pinellas School Board, is included in the CODE OF STUDENT CONDUCT, which is sent home on the **first day** of school. **Please read that section carefully.** As a magnet school, Sanderlin has some additional expectations in our dress code policy. Please see the dress code page of this student handbook for further clarification

DROP-OFF/PICK-UP PROCEDURES: Only buses are permitted to utilize the entrance on 22nd Avenue South between 8:25-8:55 a.m. and between 2:30 - 3:30 p.m. No students may be picked up from the office between 2:30-3:30 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 cross walk to go to the marked parent waiting area to pick up your student and walk back with them to your car, using the crosswalk.

FIELD TRIPS: Field trips are an important part of education and the IB curriculum, yet also a privilege based on respectful behavior. Permission forms will be sent home prior to the trip. Each child **must** return a **signed** permission form by parent or guardian to go on the trip. All volunteers for field trips must be registered, which takes several weeks to process. Drivers for field trips must also have proof of insurance **and** be Level II approved in order to drive.

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 parents/guardians are telephoned and if necessary, emergency assistance will be called to the school.

Please keep yellow clinic card up-to-date with correct contact numbers and update as necessary.

FOCUS: Parents can access important information about their child in FOCUS (<https://portal.pcsb.org>), especially attendance, grades, school events calendar, outstanding financial obligations, and important school messages. School Messenger (school voicemail to families) uses phone numbers and email addresses listed in FOCUS for our 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 Danielle Kusek, school DMT, of updated information at kusekd@pcsb.org.

****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.**

ID Tags: All 4th and 5th grade PYP students must wear their school ID tag around their neck every day. All K-3 PYP students will have ID badges in their classrooms managed by their teachers. 4th and 5th grade students who are not wearing their ID Badge will not be able to receive RISE tokens or attend incentive events. If students repeatedly do not wear their ID badge, they will begin to receive escalated consequences for defiance. ID badges are designed for student safety and it is a Sanderlin expectation that our students wear them. If a child loses an ID badge, they can have it replaced for \$5 in the front 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.

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 office. **PLEASE LABEL ALL STUDENT BELONGINGS** (backpacks, lunch boxes, all clothing, etc.) with a permanent marker, so all items can be returned to your child. Lost and Found items will be purged once a month.

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 students are expected to exhibit exemplary behavior, attend daily and on time, and participate fully in our IB programme.

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.

OVER-THE-COUNTER MEDICATIONS

(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 or guardian. Medication **must** be in the **original, unopened, and labeled container** and be delivered by the parent/guardian ONLY (not by the student)

PRESCRIBED MEDICATION: 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")**. Please fill in the name of the medication, dosage and any special instructions. All forms **must** be signed by the parent/guardian and be delivered by the parent/guardian ONLY (not by the student). School personnel **cannot** administer eye and eardrops.

PARENT-TEACHER-STUDENT ASSOCIATION

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

PARKING

Parking at the school is very limited. Please make every effort to park in the side parking lot of the school when coming to visit or attend events. We ask that you please NOT park in the front parking lot from 8:15 - 9:15 and 2:25 - 3:25. These are our drop off and dismissal times for buses and vans and it creates a safety issue for our students if we have multiple families parking in that lot. We appreciate your assistance with this matter.

Positive Behavior Support/RISE Program

Sanderlin Sea Turtles RISE Up!

- R-Respect
- I - Independence
- S - Service
- E - Excellence

It is the goal of Sanderlin K-8 IB World School to help students develop the self-discipline necessary to be successful global and internationally minded citizens. We follow the Pinellas County Code of Student Conduct (a copy is given to each student) and the procedures outlined on the School Bus Incident Report. In addition, 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 will be posted around the school, in every classroom and on the school website. These expectations will be explicitly taught to our students at the beginning of the year and throughout the year when deemed necessary.

All staff members will award students electronic Turtle Tokens based on random, successful demonstration of the expectations. Students will be able to use their electronic Turtle Tokens to purchase classroom and school-wide incentives. ALL staff members will participate in the distribution of Turtle Tokens. One student from each class will be selected monthly as the Sea Turtle In Action and will be rewarded a special certificate, 10 Sea Turtle Tokens and

The Sanderlin K-8 IB World School program is modeled around the research based Positive Behavior Support Program from University of South Florida. This research-based program has proven that students who are rewarded for positive behaviors perform better in school and that this focus on positive behavior leads to better student achievement.

PHYSICAL EDUCATION (P.E.): Participation in P.E. is required of all students unless a doctor's note is filed with the school stating valid reasons why the child cannot participate. A note from the student's parent will be accepted to excuse a child temporarily. Students must dress appropriately for P.E., including closed toe gym shoes.

PICTURES: Individual and group pictures will be taken during the school year. Dates will be announced in school messenger calls and on the FOCUS calendar.

REPORT CARDS (PROGRESS REPORTS): Gr. K-8 report cards come out 4 times per year; midterm progress reports come out half-way through each grading period. Midterm reports and report cards will be published to parent's Focus accounts. Midterms with academic and IB criteria progress will be sent home to communicate throughout the year. A written request can be made to the DMT for a hard copy of grades.

SCHOOL ADVISORY COUNCIL (SAC): - The SAC is an advisory board and resource for the school, parents & community it serves. Meetings are held four times a year - please check FOCUS calendar for dates. All parents are welcome to attend. PTSA provides childcare for each meeting.

SCHOOL GROUNDS: Children on school grounds before 8:25 a.m. & after 3:30 p.m. must have parental/guardian supervision or be under direct staff supervision in a before/after school program, club or school sponsored event.

SODA, GUM & CANDY: Studies have shown good nutrition improves a child's ability to learn, and we encourage healthy eating habits. Soda, gum & candy 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% juice popsicles, baked chips, raisins, granola bars, 100% fruit juices, & bottled water. Cupcakes, cakes, candy, and other sweets are not allowed as per School Board Wellness Policy.

SPECIAL ACTIVITIES: The entire school day is dedicated to instruction. Parties **will not** be held, for any reason, 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 above).

S.U.N.N.: Sanderlin Universal News Network is a daily TV show by Sanderlin students, broadcast every morning throughout the school at 8:55 a.m.

TECHNOLOGY: All technology must be handled with care & respect. We use our devices as a daily tool for teaching & learning and are proud to have a fully wireless campus. 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). 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.

TELEPHONE: Telephone calls regarding school business will be forwarded to teachers. Teachers will return calls as time permits during the school day. Know that it may be after hours when a teacher will have an opportunity to return your call.

Parents are urged to plan ahead with children so that it will not be necessary for them to use the school phone. Students will not be called to the telephone during the day and will not be permitted to call home for forgotten items without an administrator's approval. Front office staff will make a best effort to communicate messages received prior to 2:00 p.m.; student messages will be screened for their protection. Teachers often do not check their email while students are present, so please call the school to communicate emergencies.

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.

TORNADO, LOCKDOWN, & FIRE DRILLS: 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 that is kept by the classroom teacher.

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.

TRANSPORTATION: It is important that your student's teacher knows how your child gets home. *A note must be written in the agenda if there is a 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. If you forget to write in the agenda, or have a change of plans, you may notify the front office **BY NO LATER THAN 2:30pm.** (email to holtc@pcsb.org and kusekd@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.

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 and library books before your child leaves. Also, check with the school cafeteria to see if your child owes lunch money.

VISITORS: All visitors and parents are welcome and encouraged to visit the school, especially during special events. All guests 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.** A special ID tag will be furnished upon entering the school. The classroom is a "sacred place", therefore 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. We suggest that you request an appointment at least a day before

you would like to visit. Extended visitation to classes will require administrative approval. If you choose to visit your child for lunch on Fridays, please sign in at the office - no appointment necessary!

Entire class, grade level, or school events held during the school day will take place in the multipurpose room and/or Le Bistro (cafeteria). For these events, parents will check in with the supervising adult(s) at the side entrance to the multipurpose room and will not be required to sign in at the front office. Details announcing events of this type will be sent home before the event(s).

VOLUNTEERS: Volunteers are always welcome at our school. Please contact the front office to fill out a Pinellas County Volunteer Registration Form. When you come to volunteer, please report to the front office, sign-in on the Volunteer Computer and have a badge printed to wear using the **Ident-a-Kid** steps. **Level II Volunteer:** If you would like to drive and/or chaperone on field trips, you will need Level II clearance. You must be a district-approved registered volunteer before seeking Level II clearance. If you have had a Level II screening (within the past 5 years) through your work, you can provide a copy of your FBI National Background Results and a copy of your Level II Badge (nurse, daycare provider, fireman for example) along with your volunteer paperwork. We may be able to use it for your volunteer Level II clearance. Please contact our Community Involvement Liaison for more information.



Primary Years Programme





James B. Sanderlin K-8 IB World School

2350 - 22nd Avenue So.
St. Petersburg, FL 33712

727-552-1700
www.pcsb.org/sanderlinib

Carrie Armstrong
Principal

Megan Becker
Assistant Principal

Cassandra Holt
Secretary/Bookkeeper

Kristen Herman
PYP Magnet
Coordinator

Katie Nicholson
MYP Magnet
Coordinator

August 11, 2021

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:

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

As the 2020-2021 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 insure a quality magnet program and support of our vision and mission as an authorized International Baccalaureate (IB) World School.

Sincerely,

Carrie L. Armstrong
Carrie L. Armstrong
Principal

Megan Becker
Megan Becker
Assistant Principal

Selected Sections of the 2021-2022 Pinellas County Schools Elementary and Middle School Magnet Program Structure and Procedures

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.

Full Time Enrollment

Students attending an elementary or middle school magnet program must be enrolled fulltime in that school. Since the magnet program is the student's school of assignment, the student will not be permitted to participate in the school functions and activities at any other area school.

Attendance

Attendance is extremely important in all educational settings. The integrity of the magnet program curriculum requires that students be present so as not to experience a lapse in skill development or in academic preparation for highest student achievement. All students are expected to attend school from the first day of school. Vacancies (openings) created by students who fail to attend during the first three days of the school year may be offered to the next student(s) on the waiting lists. In addition, families are strongly discouraged from taking planned vacations while classes are in session during the school year.

Commitment Agreement

Each magnet program has a commitment agreement, which outlines the expectations for student success in that program. This agreement must be signed by the parents or guardians at the beginning of the school year.

Prior to removing a student from a program, intervention strategies will be utilized by the program staff to ensure the student has had adequate opportunity to be successful. Intervention strategies may include but not be limited to:

- | | |
|--|--|
| A. Parent contact/conference | D. Modified curriculum |
| B. School-based Intervention team referral | E. Strategies to improve academics/behavior |
| C. Tutor/mentor | F. Support services (counselor, psychologist, social worker) |

A school-based intervention team will review each case, as needed. That team may recommend immediate removal from the program.

Elementary School Magnet Program Probation and Removal from the Program Procedures

The parents, students and staff believe each student attends school to strive for excellence in all activities, academic, physical and social. Students are expected to abide by the Code of Student Conduct. Parents, students, and staff are expected to commit to:

- showing respect for all people,
- accepting responsibility for, and consequences of, their own actions, and
- helping each classroom have the best possible learning environment.

Students may be placed on probation and, ultimately, removed from the school for the following reasons:

1. Lack of adequate academic or behavioral progress
2. Non-compliance to district or school rules
3. Lack of participation in program activities
4. Excessive absences

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, the team may recommend the student's removal from the school.

SANDERLIN K-8 IB World School - DRESS CODE OVERVIEW

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 K-8 IB World School, as approved by SAC on May 8, 2011.

****DRESS CODE OVERVIEW****

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.

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.

Trousers, 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 shall not be worn.

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.



Student Dress Code (Approved May 24, 2005)

Excerpt from policy 4.01 CODE OF STUDENT CONDUCT

(4) DRESS CODE:

The dress and grooming of Pinellas County students shall be neat and clean, promoting a positive educational environment. 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.

Requirements for student dress in all schools are listed below:

1. All shirts and blouses must cover midriff, back, sides, and all undergarments including bra straps at all times. All shirts, tops, and dresses shall have sleeves and cover the shoulders.
2. Shorts, skirts, divided skirts, dresses and culottes are allowed. They must be hemmed and be mid-thigh length or longer.
3. All trousers, pants or shorts must totally cover undergarments, including boxer shorts.
4. All clothing, jewelry or tattoos shall be free of the following: profanity; violent images, wording or suggestion; sexually suggestive phrases or images; gang related symbols; alcohol, tobacco, drugs or advertisements for such products.
5. Safe and appropriate footwear must be worn. Inappropriate footwear includes, but is not limited to, roller skates, skate shoes and bedroom slippers.

Further clarification/other requirements:

- a. Form fitting leotard/spandex type clothing (including sport bras) is not allowed unless proper outer garments cover it.
- b. See through or mesh fabric clothing may only be worn over clothing meeting requirements.
- c. Clothing must be appropriate size, with the waist of the garment worn at the student's waist.
- d. Clothing not properly buttoned, zipped, fastened, or with inappropriate holes or tears shall not be worn.
- e. Clothing and footwear traditionally designed as undergarments or sleepwear shall not be worn as outer garments.
- f. Sunglasses may not be worn inside unless a parent provides a doctor's note to the school.
- g. Bandanas or sweatbands are not allowed to be visible on school grounds during the regular school hours.
- h. Hats or other head coverings may be worn during outside P.E. activities and may not be worn during any portion of the regular school day without the expressed permission of the Principal.

APPROACHES TO LEARNING

SOCIAL SKILLS

- Developing positive interpersonal relationships and collaboration skills
- Developing social-emotional intelligence



RESEARCH SKILLS

- Information-literacy skills
- Media-literacy skills
- Ethical use of media/information



THINKING SKILLS

- Critical-thinking skills
- Creative-thinking skills
- Transfer skills
- Reflection/metacognitive skills



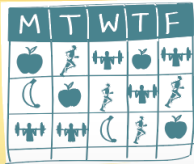
COMMUNICATION SKILLS

- Exchanging-information skills
- Literacy skills
- ICT skills



SELF-MANAGEMENT SKILLS

- Organization skills
- States of mind



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Elements of the IB Primary Years Programme

THE KEY CONCEPTS

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THESE SUPPORT HIGHER-ORDER THINKING AND PROVIDE LENSES FOR CONSIDERING KNOWLEDGE RELATED TO THE CENTRAL IDEA IN A RANGE OF WAYS

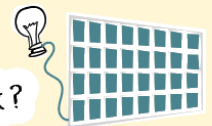
FORM

What is it like?



FUNCTION

How does it work?



CAUSATION

Why is it as it is?



CHANGE

How is it transforming?



CONNECTION

How is it linked to other things?



PERSPECTIVE

What are the points of view?



RESPONSIBILITY

What are our obligations?



Action

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USE LESS PAPER



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PARTICIPATION

contributing as individual or group

ADVOCACY

action to support social / environmental / political change

SOCIAL JUSTICE

relation to rights, equality and equity, social well-being and justice

SOCIAL ENTREPRENEURSHIP

innovative, resourceful and sustainable social change

LIFESTYLE CHOICES

eg. consumption, impact of choices



The IB Learner Profile

Open Minded

de Mentalidad Abierta

- * I **appreciate** and value different beliefs and cultures.
- * I **respect** what other people think and feel.
- * I am open to trying new things.
- * I listen and try new ideas.
- * I speak, think and act kindly.



Knowledgeable

Informados e Instruidos



- * I read, watch, and learn as much as I can.
- * I share my learning appropriately.
- * I know and use many problem solving strategies.
- * I research and check information using multiple resources.

Inquirer

Indagadores



- * I am **curious** and ask meaningful questions.
- * I try to find answers by researching information or doing investigations and experiments.
- * I work **independently** and with others.
- * I am **enthusiastic** and motivated to learn.

Thinker

Pensadores



- * I make meaningful connections.
- * I am a thoughtful and **creative** problem solver.
- * I give reasons to support my ideas.
- * I think about my choices.
- * I select information carefully.

Principled

Integros



- * I am fair and have **integrity**.
- * I am honest even when I know I'm wrong.
- * I treat others the way I would want to be treated.
- * I show **commitment** and try to do and be my best.
- * I am **respectful** & responsible with my words & actions.

Caring

Solidarios



- * I care about and **respect** people and the Earth.
- * I show **empathy** and compassion.
- * I am **committed** to take action that makes a positive difference in the world around me.
- * I willingly share my things and help others.

Communicator

Buenos Comunicadores



- * I write neatly and draw carefully.
- * I **cooperate** and collaborate effectively.
- * I share my ideas **creatively** and **confidently**.
- * I listen carefully to consider different perspectives.
- * I care about my work and always do my best.

Risk Taker

Audaces



- * I am brave and courageous but can also ask for help.
- * I have **confidence** in myself and I persevere.
- * I have a **Growth Mindset**, I am comfortable making and learning from my mistakes.
- * I **independently** & **cooperatively** explore new ideas.

Reflective

Reflexivos



- * I am thoughtful.
- * I think about my work, actions and ideas.
- * I learn from my **successes** and my **mistakes**.
- * I know my strengths and weaknesses.
- * I always work to improve and get better.

Balanced

Equilibrados



- * I am **enthusiastic** and enjoy learning.
- * I play sports, play an instrument, sing, dance, paint...
- * I have friends and can get along with people I meet.
- * I understand and express my feelings appropriately.
- * I eat healthy, exercise and take care of my body.

International Mindedness



Students and Families: Share ways you and your child have displayed international mindedness personally, at home, at school, or in the local and/or global community. These examples will help enable students to earn i-tags throughout the year and display growth as IB students who truly care about the world at large.

Date	Learner Profile Attribute Or Action	Short Description of Action	Parent's Initials
8/25/20 Example	Risk-taker	My child auditioned for a part in the local theatre and performed on stage.	M.M.
9/15/20 Example	Balanced Taking Action	Our family participated in the Tortuga Trot to raise money for juvenile diabetes research.	M.M.
10/13/20 Example	Knowledgeable	My child read a story with his younger sister using the strategies he learned at school.	M.M.

PYP Transdisciplinary Themes

Students investigate these globally significant issues within the context of the units of inquiry.



Who we are

An inquiry into the nature of the self; of our beliefs and values; of personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

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.



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.



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.



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.

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.



- *Parents, please* come share your knowledge with our students on any of these topics. Become an “expert” speaker in the classroom!
- *Parents, please* have conversations about these “big ideas” with your children. Remember to ask questions like: “What do you know?”, “How can you find out?”, or “What else are you wondering about?”
- *Parents, please* take advantage of the opportunities for investigating these units of inquiry through participation in homework projects, reading and researching your student’s questions and sharing your thoughts and questions.

The date that each unit will begin will be provided by teachers identifying the unit’s central idea, lines of inquiry, and concepts to be taught.



Learning Resources on the Web


You can find additional educational websites by accessing *Sanderlin IB's HUB* page at www.pcsb.org/sanderlinib.com and *Pinellas County School's Resource* page at <https://www.pcsb.org/Page/691>

Students can access the programs below by logging in to FOCUS with their R2D2# & student password:	
Ticket to Read Reading Program, K-5	Student Name: R2D2#: Password:
FCAT Explorer FCAT Science	
MackinVia, K-5 Online ebook library	
Typing Tutor www.typing.com/tutor Gr. 3-8 can build typing fluency which will be helpful for current & future district & state assessments	
Students can access the programs below by logging in to FOCUS with the R2D2# without the . & student password.	
iStation Reading intervention and enhancement program	R2D2# (without the .): Password:
ST Math Available until end of July Visual math instruction for math concepts & problem solving. Individual logins required	
<i>Unique user names and passwords are required for the sites below:</i>	
MobyMax Math, Reading, Grammar, Vocabulary	Username Password
BrainPOP Jr., K-2 http://www.brainpopjr.com/ BrainPOP, 3-8 http://www.brainpop.com/	Username: Sanderlin_ES Password: school52
World Book http://www.worldbookonline.com/link/schools/pinellas/ •to access literacy/social studies/science topics of interest	Username: pinellas Password: schools

Math Resource Page

Make sense of problems and persevere in solving them. Mathematical Practice 1

I can make a plan, carry out my plan, and check its success.



BEFORE... **DURING...** **AFTER...**

EXPLAIN the problem to myself.
MAKE A PLAN to solve the problem

- What is the question?
- What do I know?
- What do I need to find out?
- What tools/strategies will I use?

PERSEVERE (Stick to it!)
MONITOR my work
ASK myself, "Does this make sense?"
CHANGE my plan if it isn't working out

CHECK

- Is my answer correct?
- How do my representations connect to my solution?


EVALUATE

- What worked/didn't work?
- How was my solution similar or different from my classmates'?

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Reason abstractly and quantitatively. Mathematical Practice 2

I can use numbers, words, and reasoning habits to help me make sense of problems.

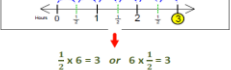


Contextualize (Numbers to Words)
 $\frac{1}{2} \times 6 = 3$ or $6 \times \frac{1}{2} = 3$

Mary practices the piano $\frac{1}{2}$ hour a day for 6 days. How many total hours does she practice?



Decontextualize (Words to Numbers)
 Mary practices the piano $\frac{1}{2}$ hour a day for 6 days. How many total hours does she practice?




Reasoning Habits

- 1) Make an understandable representation of the problem.
- 2) Think about the units involved.
- 3) Pay attention to the meaning of the numbers.
- 4) Use the properties of operations or objects.

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Construct viable arguments and critique the reasoning of others. Mathematical Practice 3

I can make logical arguments and respond to the mathematical thinking of others.



I can make and present arguments by...

- using objects, drawings, diagrams and actions
- using examples and non-examples
- relating to contexts


I can analyze the reasoning of others by...

- listening
- asking and answering questions
- comparing strategies and arguments

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Model with mathematics. Mathematical Practice 4

I can recognize math in everyday life and use math I know to solve problems.




I can...

My new turtle is getting a new tank. He is 0, 1/2" long and 3" tall. One side length of this tank needs to be 5 times this length. How long will the length of the tank need to be?

Use estimates to make the problem simpler.
 I will round 5 1/2" to 6".

Find important numbers.
 Turtle: About 6" long
 Tank: 5 times the length of the turtle

Use tools to show relationships.



Consider my answer - Does it make sense?
 I thought about the problem again and a 30" side length on the tank makes sense!


Think about the relationship to find an answer.
 The tank (30") is 5 times bigger than the turtle length (6").

...to solve everyday problems.

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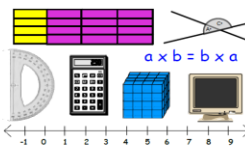
Use appropriate tools strategically. Mathematical Practice 5

I can use certain tools to help me explore and deepen my math understanding.



I know HOW and WHEN to use math tools.

I can reason: "Did the tool I used give me an answer that makes sense?"




$a \times b = b \times a$

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Attend to precision. Mathematical Practice 6

I can be precise when solving problems and clear when communicating my ideas.



Mathematicians communicate with others using...

symbol: equal (the same as)
48 inches = 4 feet


units of measure

- math vocabulary with clear definitions
- symbols that have meaning
- context labels
- units of measure
- calculations that are accurate and efficient

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Look for and make use of structure. Mathematical Practice 7

I can see and understand how numbers and spaces are organized and put together as parts and wholes.



Numbers

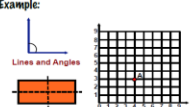
For Example: I know that $\frac{30}{100}$ is equal to $\frac{3}{10}$.



Spaces

For Example:

- Lines and Angles
- Symmetry
- Location




Equivalent Fractions

$\frac{30}{100} = \frac{3}{10} = \frac{3}{10}$

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Look for and express regularity in repeated reasoning. Mathematical Practice 8

I can notice when calculations are repeated. Then, I can find more general methods and short cuts.




As I work...

There are many ways to decompose $\frac{3}{8}$ because it is composed of repeated $\frac{1}{8}$ s.

I CAN...

- ...draw a whole and shade in three $\frac{1}{8}$ s parts.
- ...add eighths.
- ...count by eighths.

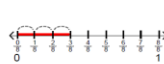


$\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$

$\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$

...I evaluate if my results are reasonable.

...jump three $\frac{1}{8}$ size jumps on a number line.



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Questions to help build Mathematical Thinking Skills and Self-Management Skills

- What do you see/know?
- What have you tried? What happened?
- What did you notice? What else did you notice?
- What did you try that didn't work? Why do you think it didn't work?
- What do you think might happen if you try _____?
- Is this similar to a problem you have done before?

Spelling Words

A	B	B - Cont.	D - Cont.	F	G	H - Cont.	K - Cont.
a	back	by	day	face	game	himself	king
able	ball	C	decided	fact	gave	his	knew
about	base	called	deep	fall	get	hold	know
above	be	came	did	family	girl	home	known
across	became	can	didn't	far	give	horse	L
add	because	cannot	different	farm	go	hot	land
after	become	car	do	fast	good	hours	language
again	been	carefully	does	father	got	house	large
against	before	carry	dog	feel	government	how	last
ago	began	certain	done	feet	great	however	later
air	beginning	change	don't	few	green	hundred	learn
all	behind	check	door	field	ground	I	leave
almost	being	children	down	figure	group	I	left
along	below	circle	draw	filled	grow	idea	less
also	best	city	dry	finally	H	if	let
always	better	class	during	find	had	I'll	letters
am	between	clear	E	fine	halt	important	life
America	big	close	each	fire	hand	in	light
among	birds	cold	early	first	happened	inches	like
an	black	color	earth	fish	hard	include	line
and	boat	come	easy	five	has	Indians	list
animals	body	common	eat	fly	have	inside	listen
another	book	complete	end	following	he	into	little
answer	both	contain	English	food	head	is	live
any	box	correct	enough	for	hear	island	long
are	boy	could	equation	force	heard	it	look
area	bread	country	even	found	heat	its	low
around	bring	course	ever	four	heavy	it's	M
as	brought	covered	every	friends	help	J	machine
asked	building	cried	example	from	her	just	made
at	built	cut	explain	front	here	K	make
away	busy	D	eyes	full	high	keep	man
	but	dark			him	kind	many

Grades 1 – 3

These are words that should be able to be read and spelled in a student's writing. This resource can be used as needed. Please note, that all of these words should be known by the end of third grade.

Spelling Words

M - Cont.	N - Cont.	P - Cont.	R - Cont.	S - Cont.	T - Cont.	T - Cont.	W - Cont.
map	not	passed	room	so	tell	try	were
mark	note	pattern	round	some	ten	turn	what
material	nothing	people	rule	something	than	two	wheels
may	notice	person	run	sometimes	that	U	when
me	noun	picture	S	song	the	under	where
means	now	piece	said	soon	their	understand	which
measure	number	place	same	sound	them	unit	while
men	numeral	plan	saw	south	then	until	white
might	O	plane	say	space	there	up	who
miles	object	plants	school	special	these	upon	whole
minutes	ocean	play	scientists	spell	they	us	why
miss	of	point	sea	stand	thing	use	will
money	off	power	second	stars	think	usually	wind
more	often	problem	see	started	this	V	with
morning	oh	produce	seemed	state	those	verb	without
most	old	products	seen	stay	though	very	wood
mother	on	pulled	sentence	step	thought	voice	words
mountains	once	put	set	still	thousands	vowel	work
move	one	Q	several	stood	three	W	world
much	only	questions	shape	stop	through	wait	would
music	open	quickly	she	story	time	walked	write
must	or	R	ship	street	to	want	Y
my	order	ran	short	strong	today	war	years
N	other	reached	should	study	together	warm	yes
name	our	read	show	such	told	was	yet
near	out	really	shown	sun	too	watch	you
need	over	red	side	sure	took	water	young
never	own	remember	since	surface	top	waves	your
new	P	rest	sing	system	toward	way	
next	page	right	six	T	town	we	
night	pair	river	size	table	travel	week	
no	paper	road	slowly	take	trees	well	
north	part	rock	small	talk	true	went	

Grades 1 – 3

These are words that should be able to be read and spelled in a student's writing. This resource can be used as needed. Please note, that all of these words should be known by the end of third grade.

Spelling Words

A	B – Cont.	C – Cont.	C – Cont.	D – Cont.	E – Cont.	G – Cont.	I – Cont.
act	belong	caught	couldn't	drawing	experiment	gas	instruments
action	beside	cause	count	dress	express	general	interest
actually	bill	cells	cows	drive	F	glass	interesting
addition	bit	center	create	drop	factories	God	iron
adjective	block	cents	crops	E	factors	gold	isn't
afraid	blood	century	cross	ears	fair	gone	itself
Africa	blow	chance	crowd	east	famous	grass	J
age	blue	chart	current	edge	farmers	Greek	Japanese
agreed	board	chief	D	effect	fear	grew	job
ahead	bones	child	dance	eggs	feeling	guess	joined
allow	born	choose	dead	eight	fell	gun	jumped
alone	bottom	church	deal	either	felt	H	K
already	bought	clean	death	electric	fig	hair	kept
although	branches	climbed	decimal	elements	fight	happy	key
amount	break	clothes	describe	else	fingers	hat	killed
angle	bright	cloud	desert	energy	finished	heart	L
anything	British	coast	design	engine	fit	held	lady
appear	broken	column	details	England	flat	hill	lake
apple	brother	company	determine	enjoy	floor	history	laughed
arms	brown	compare	developed	entered	flow	hit	law
army	build	compound	dictionary	entire	flowers	hole	lay
arrived	burning	conditions	died	equal	foot	hope	lead
art	business	consider	difference	especially	forest	huge	least
B	buy	consonant	difficult	Europe	forward	human	led
baby	C	continued	direct	evening	fraction	hunting	legs
bad	can't	control	direction	everyone	France	I	length
bank	capital	cook	discovered	everything	free	ice	let's
bear	captain	cool	distant	exactly	French	increase	level
beat	care	copy	divided	except	fresh	indicate	life
beautiful	case	corn	division	exciting	fruit	industry	lifted
bed	cat	corner	doctor	exercise	fun	information	located
believe	catch	cost	doesn't	expect	G	insects	lost
bell	cattle	cotton	dollars	experience	garden	instead	lot

These are words that should be able to be read and spelled in a student's writing. This resource can be used as needed. Please note, that all of these words should be known by the end of fifth grade.

Grades 4 - 5

Spelling Words

L- Cont.	N - Cont.	P - Cont.	R- Cont.	S - Cont.	S- Cont.	T- Cont.	W-Cont.
loud	nose	president	rolled	silent	strange	tiny	west
love	O	pretty	root	similar	stream	tone	western
M	observe	printed	rope	simple	stretched	tools	whether
main	office	probably	rose	single	string	total	whose
major	opposite	process	row	sir	students	touch	wide
march	outside	property	S	sister	subject	track	wife
match	oxygen	provide	safe	sit	substances	trade	wild
matter	P	pushed	sail	skin	suddenly	train	win
maybe	paint	Q	sand	sky	suffix	triangle	window
meat	paragraph	quiet	sat	sleep	sugar	trip	wings
meet	park	quite	save	smell	suggested	trouble	winter
melody	particular	R	scale	smiled	sum	truck	wire
members	party	race	science	snow	summer	tube	wish
metal	past	radio	score	soft	supply	type	within
method	pay	rain	seat	soil	suppose	U	woman
middle	per	raised	section	soldiers	surprise	uncle	women
milk	perhaps	rather	seeds	solution	swim	underline	wonder
million	period	ready	sell	solve	syllables	V	won't
mind	phrase	reason	send	someone	symbols	valley	workers
mine	picked	received	sense	son	T	value	wouldn't
modern	plains	record	sent	southern	tail	various	written
molecules	planets	region	separate	speak	tall	view	wrong
moment	please	remain	serve	speed	teacher		
months	plural	repeated	settled	spot	team		
moon	poem	report	seven	spread	temperature	W	
mouth	pole	represent	shall	spring	terms	wall	
movement	poor	result	sharp	square	test	wash	
N	position	return	shoes	statement	themselves	Washington	
nation	possible	rhythm	shop	steel	thick	wasn't	
natural	pounds	rich	shoulder	stick	thin	wear	
necessary	practice	ride	shouted	stone	third	weather	
nor	prepared	ring	sight	store	thus	weight	
northern	present	rise	sign	straight	tied	we'll	


Grades 4 - 5

These are words that should be able to be read and spelled in a student's writing. This resource can be used as needed. Please note, that all of these words should be known by the end of fifth grade.

December 2021

Students fill in the date, title, and pages read each day. Parents initial each day the child reads.

Date	Title	Pages	Time	Parent initial

<u>Winter Break</u>						
Parents please initial on days that your child reads!						
12/18	12/19	12/20	12/21	12/22	12/23	12/24
12/25	12/26	12/27	12/28	12/29	12/30	12/31
1/1	1/2	1/3	1/4 Return Reading Log to School!	Total Minutes: _____		

2021-2022

PYP Student Calendar

Pinellas County Schools

Wednesday Aug. 11, 2021	Schools open. Classes begin.
Monday Sept. 6, 2021	Labor Day – No school for students.
Thursday Oct. 7, 2021	End of 1st grading period
•Friday Oct. 8, 2021	No school for students
Tuesday Oct. 19, 2021	Report Cards in FOCUS
•Monday Nov. 22 – Friday Nov. 26, 2021	Thanksgiving holiday week – No school for students
Friday Dec. 17, 2021	End of first semester & 2 nd grading period.
Monday Dec. 20 - Friday Dec. 31, 2021	Winter holidays - No school for students.
•Monday Jan. 3, 2022	No school for students
Tuesday Jan. 4, 2022	Second semester begins
Tuesday Jan. 11, 2022	Report Cards in FOCUS
Monday Jan. 17, 2022	Martin Luther King, Jr. Day – No school for students
Monday Feb. 21, 2022	No school for students.
Friday Mar. 11, 2022	End of third grading period
Monday Mar. 14 – Friday Mar. 18, 2022	Spring holidays – No school for students.
•Monday Mar. 21, 2022	No school for students
Tuesday Mar. 29, 2022	Report Cards in FOCUS
◆ Monday Apr. 4 – Friday Apr. 15, 2022	3rd Gr ELA Reading FSA Testing Window 4th Gr and 5th Gr ELA Writing FSA Testing Window
Friday Apr. 15, 2022	No school for students
◆ Monday May 2 – Friday May 13, 2022	4 th & 5 th Gr ELA Reading FSA Testing Window 3 rd , 4 th , & 5 th Gr Mathematics FSA Testing Window
◆ Monday May 9 – Friday May 20, 2022	5 th Gr Science FSA Testing Window
Thursday May 26, 2022	Last day for all students; Report Card in FOCUS, Early Dismissal; Students released at 12:30pm

● *Possible Hurricane Make-Up Days*
 Oct 8, Nov 22, Nov 23, Jan 3, Mar 21
 ◆ *Expected FSA dates as of May 2021 – please watch for more information in Spring 2022.*

Calendar dated 1/18/21 from PCSB website