

SANDERLIN K-8 IB WORLD SCHOOL

MYP 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. Replacement agendas (\$5.00) are available from the bookkeeper.

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 school grounds during arrival and 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 the school day.** Due to the collaborative nature of the MYP, 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:

Dean's List

- All A's in the academic subjects
- All E's and S's in grades for conduct.

Honor Roll

- All A's and B's and one C in the academic subjects
- All E's and S's in grades for conduct.



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 Bull 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 middle school lunch is \$2.75, 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 visits once per week & 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.

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.

E-READERS: eReaders are permitted at school for educational use only if a permission form is signed by a parent/guardian and is on file. The school will not be held responsible for loss or damage to these items. If used for activities other than an eReader during school activities, the device will be held by the assistant principal and not returned to the child. A parent must make an appointment with the assistant principal to pick up the item.

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.**

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▪ ****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.** ▪
.....

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

ID Tags: All MYP students must wear their school ID tag around their neck on a daily basis. Students who are not wearing their ID Badge will not be able to receive RISE bucks, attend incentive events, or other events and receive a phone call home. 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 a student's 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 monthly.

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. The school will also participate in the coordination of a mobile school store where students can use Turtle Tokens to purchase school supplies at the school store. A schedule for school-wide incentives and the school store will be sent home to parents at various times during the year as they are published.

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 be recognized on the School News. One student from each class will be selected quarterly as the Top Sea Turtle based on school-wide criteria for Top Sea Turtle success. This Top Sea Turtle award will be presented at a quarterly breakfast awards ceremony. Top Sea Turtles will earn recognition at the assembly, a certificate, and 20 Sea Turtle Tokens.

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 as part of the MYP framework and one of the 8 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 bring in P.E. appropriate clothing, including closed-toed gym shoes, to change into on their P.E. days. They should also bring a water bottle. PE Shirts and shorts are available for purchase at the beginning of each semester for a small fee. Information will be sent home with students at the beginning of each semester.

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

REPORT CARDS (PROGRESS REPORTS): Gr. 6-8 report cards come out 4 times a year; midterm progress reports come out half-way through each marking period. Midterm reports and report cards will be published to parent's Focus accounts. A written request can be made for a hard copy to the DMT, Danielle Kusek KusekD@pcsb.org.

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 unless participating in a staff supervised after school program, club or event.

SERVICE LEARNING HOURS: All 6th-8th Grade students will be required to complete a minimum of 10 community service hours. Students will receive the necessary paperwork to document and reflect on these service opportunities and will turn the documentation into the IB Coordinator. These hours are a mandatory component of the IB program.

SODA, GUM & CANDY: Studies have shown good nutrition improves a child's ability to learn and we encourage health 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 juice, & 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 health snacks - see above.)

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 in order 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. Your student's ID is their emergency tag and they must wear it at all times.

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 knows how they will be getting home each day BEFORE they arrive at school. **Transportation changes by phone will NOT be accepted.** If there is 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 send 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.**

TURTLE TALK: Turtle Talk is a weekly TV show produced by Sanderlin MYP students, broadcast every week throughout the school.

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 at 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!

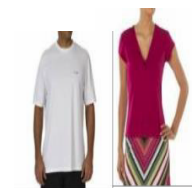
VOLUNTEERS: Volunteers are always welcome at our school. Please contact the front office to fill out a Pinellas County Volunteer Registration Form. When you come to volunteer, please report to the front office, sign-in on the Volunteer Computer and have a badge printed to wear using the **Ident-a-Kid** 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.

SANDERLIN PK-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.



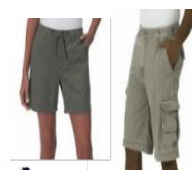
Shirts, Blouses and Dresses

- 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.



James B. Sanderlin K-8 IB World School

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

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

Carrie L. 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 are 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 in order 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 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 District Application 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.

Middle School Magnet Program Probation and Removal from the Program Procedures

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.

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:

1. 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.

2. Academics

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

3. Behavior

- Students are expected to abide by the Code of Student Conduct and, at Sanderlin IB World School, 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.



IB LEARNER PROFILE

The aim of all IB programmes 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. IB learners strive to be:

INQUIRERS

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

Knowledgeable They explore concepts, ideas and issues 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

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

COMMUNICATORS

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

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

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

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.

RISKTAKERS

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

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

REFLECTIVE

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.

IB MYP Subject Area Criteria

All MYP students will be assessed on all the criterion below throughout their time in the program. These IB centered assessments will play a part in them successfully completing the Middle Years Program at the end of their 8th grade year.

<i>Arts</i>	
CRITERION A: KNOWING AND UNDERSTANDING	
At the end of year 3 (eighth grade), students should be able to:	
i.	Demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language
ii.	Demonstrate knowledge of the role of the art form in original or displaced contexts
iii.	Use acquired knowledge to inform their artwork
CRITERION B: DEVELOPING SKILLS	
At the end of year 3 (eighth grade), students should be able to:	
i.	Demonstrate the acquisition and development of the skills and techniques of the art form studied
ii.	Demonstrate the application of skills and techniques to create, perform and/or present art
CRITERION C: THINKING CREATIVELY	
At the end of year 3 (eighth grade), students should be able to:	
i.	Outline a clear and feasible artistic intention
ii.	Outline alternatives, perspectives, and imaginative solutions
iii.	Demonstrate the exploration of ideas through the developmental process to a point of realization
CRITERION D: RESPONDING	
At the end of year 3 (eighth grade), students should be able to:	
i.	Outline connections and transfer learning to new settings
ii.	Create an artistic response inspired by the world around them
iii.	Evaluate the artwork of self and others

Design

CRITERION A: INQUIRING AND ANALYSING

At the end of year 3 (eighth grade), students should be able to:

i.	Explain and justify the need for a solution to a problem
ii.	Construct a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem
iii.	Analyse a group of similar products that inspire a solution to the problem
iv.	Develop a design brief, which presents the analysis of relevant research

CRITERION B: DEVELOPING IDEAS

At the end of year 3 (eighth grade), students should be able to:

i.	Develop a design specification which outlines the success criteria for the design of a solution based on the data collected
ii.	Present a range of feasible design ideas, which can be correctly interpreted by others
iii.	Present the chosen design and outline the reasons for its selection
iv.	Develop accurate planning drawings/diagrams and outline requirements for the creation of the chosen solution

CRITERION C: CREATING THE SOLUTION

At the end of year 3 (eighth grade), students should be able to:

i.	Construct a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow to create the solution
ii.	Demonstrate excellent technical skills when making the solution
iii.	Follow the plan to create the solution, which functions as intended; explain changes made to the chosen design and the plan when making the solution
iv.	Present the solution as a whole

CRITERION D: EVALUATING	
At the end of year 3 (eighth grade), students should be able to:	
i.	Describe detailed and relevant testing methods, which generate accurate data, to measure the success of the solution
ii.	Explain the success of the solution against the design specification
iii.	Describe how the solution could be improved
iv.	Describe the impact of the solution on the client/target audience

<i>Individuals & Societies</i>	
CRITERION A: KNOWING AND UNDERSTANDING	
At the end of year 3 (eighth grade), students should be able to:	
i.	Use a range of terminology in context
ii.	Demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples
CRITERION B: INVESTIGATING	
At the end of year 3 (eighth grade), students should be able to:	
i.	Formulate/Choose a clear and focused research question, explaining its relevance
ii.	Formulate and follow an action plan to investigate a research question
iii.	Use methods to collect and record relevant information
iv.	Evaluate the process and results of the investigation, with guidance.
CRITERION C: COMMUNICATING	
At the end of year 3 (eighth grade), students should be able to:	
i.	Communicate information and ideas in a way that is appropriate for the audience and purpose
ii.	Structure information and ideas according to the task instructions
iii.	Create a reference list and cite sources of information.

CRITERION D: THINKING CRITICALLY	
At the end of year 3 (eighth grade), students should be able to:	
i.	Analyse concepts, issues, models, visual representation and/or theories
ii.	Summarize information to make valid, well-supported arguments
iii.	Analyse a range of sources/data in terms of origin and purpose, recognizing values and limitations
iv.	Recognize different perspectives and explain their implications.

<i>Language & Literature</i>	
CRITERION A: ANALYSING	
At the end of year 3 (eighth grade), students should be able to:	
i.	Identify and explain the content, context, language, structure, technique and style of text(s) and the relationships among texts
ii.	<i>Identify and explain the effects of the creator's choices on an audience</i>
iii.	Justify opinions and ideas, using examples, explanations and terminology
iv.	Interpret similarities and differences in features within and between genres and texts
CRITERION B: ORGANIZING	
At the end of year 3 (eighth grade), students should be able to:	
i.	Employ organizational structures that serve the context and intention
ii.	Organize opinions and ideas in a coherent and logical manner
iii.	Use referencing and formatting tools to create a presentation style suitable to the context and intention
CRITERION C: PRODUCING TEXT	
At the end of year 3 (eighth grade), students should be able to:	
i.	Produce texts that demonstrate thought, imagination and sensitivity, while exploring and considering new perspectives and ideas arising from personal engagement with the creative process
ii.	Make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
iii.	Select relevant details and examples to develop ideas.

CRITERION D: USING LANGUAGE	
At the end of year 3 (eighth grade), students should be able to:	
i.	Use appropriate and varied vocabulary, sentence structures and forms of expression
ii.	Write and speak in an appropriate register and style
iii.	Use correct grammar, syntax and punctuation
iv.	Spell (alphabetic languages), write (character languages) and pronounce with accuracy
v.	Use appropriate non-verbal communication techniques.

<i>Language Acquisition</i>	
CRITERION A: COMPREHENDING SPOKEN & VISUAL TEXT	
At the end of phase 3 (usually Spanish 2), students should be able to:	
i.	Show understanding of information, main ideas and supporting details, and draw conclusions
ii.	Understand conventions
iii.	Engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions
CRITERION B: COMPREHENDING WRITTEN & VISUAL TEXT	
At the end of phase 3 (usually Spanish 2), students should be able to:	
i.	Show understanding of information, main ideas and supporting details, and draw conclusions
ii.	Understand basic conventions including aspects of format and <i>style, and author's purpose for writing</i>
iii.	Engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions

CRITERION C: COMMUNICATING IN RESPONSE TO SPOKEN AND/OR WRITTEN AND/OR VISUAL TEXT	
At the end of phase 3 (usually Spanish 2), students should be able to:	
i.	Respond appropriately to spoken and/or written and/or visual text
ii.	Interact in rehearsed and unrehearsed exchanges
iii.	Express ideas and feelings, and communicate information in familiar and some unfamiliar situations
iv.	Communicate with a sense of audience and purpose
CRITERION D: USING LANGUAGE IN SPOKEN AND/OR WRITTEN FORM	
At the end of phase 3 (usually Spanish 2), students should be able to:	
i.	Write and/or speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
ii.	Organize information and ideas and use a range of basic cohesive devices
iii.	Use language to suit the context

<i>Mathematics</i>	
CRITERION A: KNOWING AND UNDERSTANDING	
At the end of year 3 (eighth grade), students should be able to:	
i.	Select appropriate mathematics when solving problems in both familiar and unfamiliar situations
ii.	Apply the selected mathematics successfully when solving problems
iii.	Solve problems correctly in a variety of contexts
CRITERION B: INVESTIGATING PATTERNS	
At the end of year 3 (eighth grade), students should be able to:	
i.	Select and apply mathematical problem-solving techniques to discover complex patterns
ii.	Describe patterns as relationships and/or general rules consistent with findings
iii.	Verify and justify relationships and/or general rules

CRITERION C: COMMUNICATING	
At the end of year 3 (eighth grade), students should be able to:	
i.	Use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations
ii.	Use different forms of mathematical representation to present information
iii.	Move between different forms of mathematical representation
iv.	Communicate complete and coherent mathematical lines of reasoning
v.	Organize information using a logical structure
CRITERION D: APPLYING MATHEMATICS IN REAL-LIFE CONTEXTS	
At the end of year 3 (eighth grade), students should be able to:	
i.	Identify relevant elements of authentic real-life situations
ii.	Select appropriate mathematical strategies when solving authentic real-life situations
iii.	Apply the selected mathematical strategies successfully to reach a solution
iv.	Explain the degree of accuracy of a solution
v.	Explain whether a solution makes sense in the context of the authentic real-life situation.

<i>Physical & Health Education</i>	
CRITERION A: KNOWING AND UNDERSTANDING	
At the end of year 3 (eighth grade), students should be able to:	
i.	Describe physical health education factual, procedural and conceptual knowledge
ii.	Apply physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations
iii.	Apply physical and health terminology effectively to communicate understanding
CRITERION B: PLANNING FOR PERFORMANCE	
At the end of year 3 (eighth grade), students should be able to:	
i.	Design and explain a plan for improving physical performance and health
ii.	Explain the effectiveness of a plan based on the outcome

CRITERION C: APPLYING AND PERFORMING	
At the end of year 3 (eighth grade), students should be able to:	
i.	Demonstrate and apply a range of skills and techniques
ii.	Demonstrate and apply a range of strategies and movement concepts
iii.	Outline and apply information to perform effectively
CRITERION D: REFLECTING AND IMPROVING PERFORMANCE	
At the end of year 3 (eighth grade), students should be able to:	
i.	describe and demonstrate strategies to enhance interpersonal skills
ii.	outline goals and apply strategies to enhance performance
iii.	explain and evaluate performance

<i>Sciences</i>	
CRITERION A: KNOWING AND UNDERSTANDING	
At the end of year 3 (eighth grade), students should be able to:	
i.	Describe scientific knowledge
ii.	Apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
iii.	Analyse information to make scientifically supported judgments
CRITERION B: INQUIRING AND DESIGNING	
At the end of year 3 (eighth grade), students should be able to:	
i.	Describe a problem or question to be tested by a scientific investigation
ii.	Outline a testable hypothesis and explain it using scientific reasoning
iii.	Describe how to manipulate the variables, and describe how data will be collected
iv.	Design scientific investigations
CRITERION C: PROCESSING AND EVALUATING	
At the end of year 3 (eighth grade), students should be able to:	
i.	Present collected and transformed data
ii.	Interpret data and describe results using scientific reasoning
iii.	Discuss the validity of a hypothesis based on the outcome of the scientific investigation
iv.	Discuss the validity of the method
v.	Describe improvements or extensions to the method

CRITERION D: REFLECTING ON THE IMPACTS OF SCIENCE

At the end of year 3 (eighth grade), students should be able to:

i.	Describe the ways in which science is applied and used to address a specific problem or issue
ii.	Discuss and analyse the various implications of using science and its application in solving a specific problem or issue
iii.	Apply scientific language effectively
iv.	Document the work of others and sources of information used

MYP Projects: Community Project (8th Grade)

CRITERION A: INVESTIGATING

In the community project, students should:

i.	Define a goal to address a need within a community, based on personal interests
ii.	Identify prior learning and subject-specific knowledge relevant to the project
iii.	Demonstrate research skills

CRITERION B: PLANNING

In the community project, students should:

i.	Develop a proposal for action to serve the need in the community
ii.	Plan and record the development process of the project
iii.	Demonstrate self-management skills

CRITERION C: TAKING ACTION

In the community project, students should:

i.	Demonstrate service as action as a result of the project
ii.	Demonstrate thinking skills
iii.	Demonstrate communication and social skills

CRITERION D: REFLECTING

In the community project, students should:

i.	Evaluate the quality of the service as action against the proposal
ii.	Reflect on how completing the project has extended their knowledge and understanding of service learning
iii.	Reflect on their development of ATL skills.

MYP Global Contexts

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



Identities & Relationships

Students will explore identity, beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.

Personal & Cultural Expression

Students will explore 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.



Globalization & Sustainability

Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; the opportunities and tensions provided by world interconnectedness; the impact of decision-making on humankind and the environment.



Orientation in Space & Time

Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives.

Scientific & Technical Innovation

Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.



Fairness & Development

Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.



Monday	Tuesday	Wednesday	Thursday	Friday
		Aug 11 – Revised Schedule 1st Semester Starts	Aug 12 – Revised Schedule	Aug 13 – A
Aug 16 – B	Aug 17 – A	Aug 18 – B	Aug 19 – A	Aug 20 - B
Aug 23 - A	Aug 24 - B	Aug 25 - A	Aug 26 - B	Aug 27 - A
Aug 30 - B	Aug 31 - A	Sept 1 - B	Sept 2 - A	Sept 3 - B
Sept 6 No School - Holiday	Sept 7 – A Special Observ. Day	Sept 8 – B Special Observ. Day	Sept 9 – A Mid Term	Sept 10 – B
Sept 13 – A	Sept 14 – B	Sept 15 – A	Sept 16 – B Special Observ. Day	Sept 17 – A
Sept 20 – B	Sept 21 – A Special Observ. Day	Sept 22 – B Special Observ. Day	Sept 23 – A	Sept 24 – B
Sept 27 – A	Sept 28 – B Special Observ. Day	Sept 29 – A Special Observ. Day	Sept 30– B	Oct 1 - A
Oct 4 – B	Oct 5 - A	Oct 6 – B	Oct 7 – A Report Period Ends	Oct 8 – No School
Oct 11- B	Oct 12 – A	Oct 13 – B	Oct 14 – A	Oct 15 – B
Oct 18 – A	Oct 19 – B Report Card in FOCUS	Oct 20 – A	Oct 21– B	Oct 22 – A
Oct 25 – B	Oct 26 – A	Oct 27 – B	Oct 28 – A	Oct 29– B
Nov 1 – A	Nov 2 – B	Nov 3 – A	Nov 4 – B	Nov 5 – A
Nov 8 – B	Nov 9 – A	Nov 10 – B Mid Term	Nov 11 – A	Nov 12 – B
Nov 15 – A	Nov 16 – B	Nov 17 – A	Nov 18 – B	Nov 19 – A
Nov 22 Thanksgiving Holiday	Nov 23 Thanksgiving Holiday	Nov 24 Thanksgiving Holiday	Nov 25 Thanksgiving Holiday	Nov 26 Thanksgiving Holiday
Nov 29 – B Schools Reopen	Nov 30– A	Dec 1 – B	Dec 2 – A	Dec 3 – B
Dec 6 – A	Dec 7 – B	Dec 8 – A	Dec 9 – B	Dec 10 – A 1st Semester Exams
Dec 13 – B 1st Semester Exams	Dec 14– A 1st Semester Exams	Dec 15– B 1st Semester Exams	Dec 16 - A Makeup Exams	Dec 17 - B Makeup Exams Report Period Ends
Dec 20 Winter Holiday	Dec 21 Winter Holiday	Dec 22 Winter Holiday	Dec 23 Winter Holiday	Dec 24 Winter Holiday
Dec 27 Winter Holiday	Dec 28 Winter Holiday	Dec 29 Winter Holiday	Dec 30 Winter Holiday	Dec 31 Winter Holiday

Monday	Tuesday	Wednesday	Thursday	Friday
Jan 3 No School for Students	Jan 4 – A 2nd Semester Starts	Jan 5– B	Jan 6 – A	Jan 7 – B
Jan 10 – A	Jan 11 – B Report Card in FOCUS	Jan 12 – A	Jan 13 – B	Jan 14 – A
Jan 17 No School - Holiday	Jan 18 – B	Jan 19 – A	Jan 20 – B	Jan 21 – A
Jan 24 – B	Jan 25 – A	Jan 26 – B	Jan 27 – A	Jan 28 – B
Jan 31– A	Feb 1 – B	Feb 2 – A	Feb 3 – B	Feb 4 – A Mid Term
Feb 7 – B	Feb 8 – A	Feb 9 – B	Feb 10 – A	Feb 11 – B
Feb 14- A	Feb 15 – B	Feb 16 – A	Feb 17 – B	Feb 18 – A
Feb 21 No School for Students	Feb 22 – B	Feb 23 – A	Feb 24 – B	Feb 25 – A
Feb 28 – B	Mar 1 – A	Mar 2 – B	Mar 3 – A	Mar 4 – B
Mar 7 – A	Mar 8 – B	Mar 9 – A	Mar 10 – B	Mar 11 – A Report Period Ends
Mar 14 Spring Holiday	Mar 15 Spring Holiday	Mar 16 Spring Holiday	Mar 17 Spring Holiday	Mar 18 Spring Holiday
Mar 21 No School for Students	Mar 22 – B Schools Reopen	Mar 23 – A	Mar 24 – B	Mar 25 – A
Mar 28 – B	Mar 29 – A Report Card in FOCUS	Mar 30 – B	Mar 31– A	Apr 1- B
Apr 4 – A	Apr 5 – B	Apr 6 – A	Apr 7 – B	Apr 8 - A
Apr 11 – B	Apr 12 – A	Apr 13 – B	Apr 14 – A	Apr 15 No School
Apr 18 – B	Apr 19 – A	Apr 20 – B	Apr 21 – A	Apr 22 – B Mid Term Special Observ. Day
Apr 25 – A	Apr 26 – B	Apr 27 – A	Apr 28 – B	Apr 29 – A
May 2 – B	May 3 – A Special Observ. Day	May 4 – B	May 5 – A	May 6 – B
May 9 – A	May 10 – B	May 11 – A	May 12 – B	May 13 – A
May 16– B	May 17 – A	May 18 – B	May 19 – A	May 20 – B 2nd Semester Exams
May 23 - A 2nd Semester Exams	May 24 – B 2nd Semester Exams	May 25 – A 2nd Semester Exams	May 26- B Last Day of School Early Release-2 hrs Report Period Ends.	June 1 - Report Card in FOCUS

Agenda Book Color Coding		
Color	Category	Examples
Yellow	Test & quizzes	Any quiz or test that requires studying!
Pink	Due dates	Homework, projects, field trip money, field trip permission slips
Green	Extracurricular activities	Clubs, study hall, evening events/performances
Blue	Personal information/key dates	Birthdays; academic celebrations; field trip dates; personal reminders of needed supplies, etc.

Marking Period	Midterms	End of Report Period	Report Cards Distributed
1	Sept. 9, 2021	Oct. 7, 2021	Oct. 26, 2021
2	Nov. 10, 2021	Dec. 17, 2021	Jan. 18, 2022
3	Feb. 4, 2022	Mar. 11, 2022	Apr. 5, 2022
4	Apr. 22, 2022	May 26, 2022	June 10, 2022

Middle School Magnet Expectations
<p>Students are required to:</p> <p>Maintain a minimum of a C average in EACH class over two report periods.</p> <ul style="list-style-type: none"> □ Attend school daily and on time (8:55 a.m.), including all field trips and performances. Students are expected to arrive promptly to each class and remain throughout the scheduled hours. Planned absences during the school year are strongly discouraged. Students are responsible for obtaining and completing all assignments, presentations, group work and lab work missed during an absence. • Magnet students will be expected to maintain high standards of behavior and character according to the Pinellas County Schools Student Code of Conduct, Sanderlin's IB Academic Honesty Policy and the IB Learner Profile. • Parents are expected to assist their child to ensure that the criteria listed above is met, by helping maintain home routines that strongly support the middle school student's sense of independence and responsibility for required classwork; homework assignments returned on or before stated deadlines; in addition, work collaboratively with teachers and/or administrators in resolving academic, attendance or behavior issues.



The IB Middle Years Programme

Preparing students to be successful in school
and to be active, lifelong learners

