James B. Sanderlin

IB World School

PYP Student Handbook

2025-2026

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



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Letter from Administration

James B. Sanderlin K-8 IB World School

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

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

Carrie Cormier
Principal

Megan Becker
Assistant Principal

Jillian Black
Assistant Principal

Kristen Herman
PYP Magnet Coordinator

Amrita Mukherjee
MYP Magnet Coordinator

Leland McCullagh
PYP School Counselor

Shea Nguyen
MYP School Counselor

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

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

Sincerely,

Carrie Cormier
Carrie Cormier
Principal

Megan Becker
Megan Becker
Assistant Principal

Jillian Black
Jillian Black
Assistant Principal

Magnet Agreement

PINELLAS COUNTY SCHOOLS
DISTRICT APPLICATION PROGRAM
PARENT/STUDENT COMMITMENT AGREEMENT

Student's Name: _____ Grade: _____

Application Program Name:

James B. Sanderlin K-8 International Baccalaureate World School

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

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

Comments: _____

Signature: _____ Signature: _____

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

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

Comments: _____

Signature: _____ Signature: _____

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

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

STUDENT CALENDAR 2025 – 2026

Pinellas County Schools

Date	School Info
Aug. 11, 2025	All schools open. First Day for Students.
Sept. 1, 2025	Labor Day holiday – No school for students
Sept. 19, 2025	No school for students. (a) **Possible hurricane make-up day*
Oct. 10, 2025	End of first quarter
Oct. 13, 2025	No school for students. (a) **Possible hurricane make-up day*
Nov. 22, 2025 - Nov. 30, 2025	Thanksgiving holiday week – No school for students. (a) * *November 24-25, 2025, Possible hurricane make-up days*
Dec. 19, 2025	End of second quarter
Dec. 20, 2025 - Jan. 4, 2026	Winter holidays – No school for students
Jan. 5, 2026	All schools resume. Second semester begins
Jan. 19, 2026	Dr. Martin Luther King, Jr. Day – No school for students
Feb. 13, 2026	No school for students. (a) **Possible hurricane make-up day*
Feb. 16, 2026	No school for students.
Mar. 13, 2026	End of third quarter
Mar. 14, 2026 - Mar. 22, 2026	Spring holidays – No school for students.
Apr. 3, 2026	Holiday - No school for students.
Apr. 27, 2026	No school for students.
May 25, 2026:	Memorial Day holiday – No school for students.
May 28, 2026	End of fourth quarter. Last day for all students. Students will be released two hours early.

CODE OF CONDUCT

DRESS CODE:

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

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



Shirts, Blouses, and Dresses

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

Pants, Shorts, Skirts & Dresses:

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

Shoes

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

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

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

CELL PHONES AND OTHER ELECTRONIC DEVICES

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

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

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

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

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

EARBUDS & HEADPHONES

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

During official school hours the following rules apply:

A. Students MAY NOT use electronic devices at school or school-sponsored activities to take pictures or record audio or video of students or school staff (including teachers, administrators or staff) without the prior consent of the student or staff member.

B. Students may not use cell phones or other electronic devices on school property or at a school-sponsored activity to access and/or view Internet web sites that are otherwise blocked to students at school.

C. The use of cell phones and other electronic devices is prohibited in locker rooms, bathrooms, and/or swimming areas.

D. The student who brings a cell phone or other electronic device to school does so at their own risk. The student who possesses a cell phone or other electronic device is responsible for its care.

E. Any cell phone or other electronic device left behind on a district school bus will be retained at the respective bus compounds until retrieved either by the student or parent possessing proper identification.

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

SCHOOL POLICIES

DISCIPLINE: The Pinellas School Board has adopted, as policy, the CODE OF STUDENT CONDUCT, which is sent home on the first day of school. Parents are asked to discuss the Code of Student Conduct with their child, sign the acknowledgement page, and 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.

ID BADGES: All K-5th Gr 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. 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 bookkeeper's office. Fees are all recorded in FOCUS Student Info/Payment & Fees section and remain on the student account until the obligation is satisfied by paying the fee.

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 the IB programme.

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.

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

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.

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 and are creating a distraction from learning, these objects will be held by the teacher or administrator until the end of the day.

COMMUNICATION

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

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

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

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

CONFERENCES: A conference between the teacher and 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 concerns. These concerns 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 the school for an individual conference, please call or send the teacher a note. Conferences are held **by appointment**, typically, before and after the student's school day. Please note that all teachers begin duty at 9:00 a.m. and are not available to conference at this time, as they must supervise students before school begins. **Student-led conferences** are held one evening every Spring, in which students are in charge of sharing their portfolios and yearlong progress with parents.

TRANSPORTATION

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

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

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

CHANGES TO TRANSPORTATION: A written message is necessary to change from the normal way a child goes home. Transportation changes by phone will not be accepted. All transportation changes must be received in writing. You may notify the front office via email NO LATER THAN 3:00 p.m. at CumbieJ@pcsb.org or a fax to (727) 552-1701. After that time, we cannot guarantee that the message will get to your child before the end of the day. Students will NOT be permitted to call home after school to change pickup arrangements.

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

REPORTING

REPORT CARDS (PROGRESS REPORTS): KG – 5th grade report cards come out 4 times per year; midterm progress reports come out half-way through each grading period. Report cards will be published to parents' FOCUS accounts. Midterms with academic and IB criteria progress will be sent home to communicate throughout the year. Written requests can be made to the DMT, Julia Cumbie at CumbieJ@pcsb.org for a hard copy of grades.

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

Principal's List (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

i-Tags: All Kindergarten – 5th grade students may earn i-Tags as they achieve personal goals they set for themselves or as a class, reflecting on the attributes of the IB Learner Profile.

ATTENDANCE

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

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

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

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

HEALTH

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

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

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

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

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

CAFETERIA (LE BISTRO): Please make checks payable to Sanderlin K-8 Cafeteria or go online to www.MySchoolBucks.com to manage your child's account. Free breakfast and lunch are available for all students. Applications for free and reduced lunches are available from the cafeteria manager, or online at www.MySchoolApps.com. The price for elementary school lunch is $2.25. For questions regarding the cafeteria, please call 727-552-1792. Students are responsible for the safekeeping of their lunch money; those who forget or lose their lunch money may borrow from the cafeteria; the loan must be repaid the next day. Students may borrow up to three times for a full lunch. Extra milk and juice may be purchased however, money is not loaned for extra milk or juice.

Free/Reduced Lunch Application

Lunch Account

Scan QR codes for more information:





SNACKS: Snack items such as 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% fruit juices, & bottled water. Cupcakes, cakes, candy, and other sweets are not allowed per School Board Wellness policy. **Student lunch deliveries, such as Uber, DoorDash, etc., are not permitted and will be refused at the front desk.**

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

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

ACTIVITIES/STUDENT OPPORTUNITIES

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

CLUBS: Before and after school clubs may be available for various grade levels throughout the year. Some may be fee-based while other will be free of charge.

TURTLE TALK: This daily news show is produced by Sanderlin Students and broadcasts daily through the school at 9:25 a.m. 5TH grade students are invited to participate in this production and must commit to arriving promptly to participate.

PBIS (Positive Behavior Support)/RISE Program:

Sanderlin Sea Turtles RISE Up!
R - Respect
I – Independence
S – Service
E – Excellence

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

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

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

FAMILY INVOLVEMENT OPPORTUNITIES

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

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

VOLUNTEERS: Volunteers are always welcome at our school. Please contact the front office or Wendy Fink at FinkW@pcsb.org fill out a Pinellas County Volunteer Registration Form. 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.

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

SAFETY

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

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

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

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

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

Academic Integrity Policy

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

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

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

Roles and Responsibilities of Stakeholders:

Teachers will…	Families will…	Students will…
• provide instruction in research protocols and citation of sources as well as summarizing and paraphrasing of information. • provide examples of proper citations, note-taking, and source summarization. • protect the fidelity of all exams and assessments. • review Academic Integrity Policy with students in 3rd – 8th grades. • explicitly teach ways to give credit to sources using the ELA and Computer Science Florida standards. ○ For example, Kindergarten will teach how to identify the author and illustrator of a text; 4th grade will teach how to use quotation marks and the text title or author's name to reference evidence used in writing/research; 8th grade will reinforce the use citations within writing/research and will teach how to create a bibliography/works cited page.	• emphasize expectations for integrity and academic honesty in all work. • support child(ren) to independently complete projects and tasks. • monitor child's use of digital devices as it applies to academic work. • consistently monitor child's planner/CANVAS and review grades and assignments in FOCUS.	• take responsibility and practice integrity for their own original work. • cite sources according to an agreed upon age- appropriate format based on Florida standards. • use cell phones, computers, information technology, and library resources responsibly and with permission. • Appropriately, based on grade level expectations, give credit to sources within writing and research.

Academic misconduct is (but not limited to):	Examples of Academic Misconduct (but not limited to):
• **Cheating:** communicating with other students during an exam or assessment, using an unauthorized device or material during an exam or assessment, or copying another students' work. • **Collusion:** assisting another student in being academically dishonest. • **Duplication**: re-submitting work that was previously assessed or graded without the knowledge of teachers involved.	• Whispering, hand gestures, passing notes or other forms of communication during assessments. • Modifying the work of someone else and submitting it as your own without proper citations. • Telling students in a later class period, or an absent student, what material is on an assessment (face to face, written, or with social media) • Bringing a cell phone or smart watch into an assessment that states no electronics.

• **Falsification**: fabricating or changing items such as signatures or data to alter the outcome. • **Plagiarism:** submitting work and/or ideas as one's own, when in fact it is the work and/or idea of someone else or AI/bot.	• using notes or references on an assessment without the permission of the teacher. • purchasing an assignment from someone or using AI/bot and submit the work as your own

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

	K – 2	3 – 5	6 - 8
1st violation of the year	• reteach academic integrity expectations • teacher notifies parent/guardian and reviews the Academic Integrity Policy with student and family		
		• Student given the opportunity to redo assignment	
			• teacher notifies other MYP teachers of the misconduct

	K – 2	3 – 5	6 – 8
2nd violation of the year	• reteach academic integrity expectations • teacher notifies parent/guardian and reviews the Academic Integrity Policy with student and family.	• Student receives a grade of zero until student completes the assignment. Student can earn up to 75% of the possible grade. • Teacher notifies an administrator	
			• Administrator reviews the misconduct and the Academic Integrity Policy with the student and parent/guardian and the policy is signed by all parties

	K – 2	3 – 5	6 - 8
3rd violation of the year	• reteach academic integrity expectations • teacher notifies parent/guardian and reviews the Academic Integrity Policy with student and family • Administration is notified and additional consequence determined	• Student receives a grade of zero until student completes the assignment. Student may earn up to 50% of the possible grade. • Administrator meets with parent and student	
			• Student referred to Magnet Intervention Committee

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

Parent/Guardian Signature:_____ Date:_____

Student Signature: _____ Date: _____

Assessment Policy

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

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

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

Roles and Responsibilities of Stakeholders:

Teachers will…	Families will…	Students will…
• set and monitor goals for student learning. • track and monitor data. • celebrate achievements. • collaboratively plan and design rubrics and assessments. • differentiate learning experiences based on assessments. • provide timely feedback. • use formative assessments to plan and modify instruction. • ensure accuracy in grading practices. • Communicate student progress and maintain open communication with parents and students. • communicate expectations for student performance using IB assessment criteria (MYP).	• discuss academic goals. • track and monitor data. • celebrate achievements. • monitor and review student progress in the Focus portal. • participate in conferences – PYP: one per semester. MYP: as needed. • encourage students to use school planners to record assessment dates. • have regular conversations with students about their progress, struggles, and concerns. • communicate with teachers regularly and ask questions to advocate for the student. • encourage students to attend additional learning support (via ELP before/after school opportunities) as needed based on teacher recommendations.	• set and monitor goals for learning. • track and monitor data. • celebrate achievements. • reflect on their own work and the work of their peers. • review and utilize assessment expectations and/or assessment rubrics. • plan and follow a process for relearning or acceleration to meet the goals they set. • advocate for themselves and be effective communicators when working with peers and teachers, knowing when to ask for help. • be principled when completing work to the best of their ability. • persevere and work to continually improve as thinkers and learners.

Common Types of Assessment (but not limited to):

Formative Assessment: *Assessment for learning* -helps identify learning progress, individual student needs, and guide/ modify instruction.	**Summative Assessment**: *Assessment of learning* - measures student understanding of learning objectives and application of skills and strategies.
• Interactive notebooks • Gallery walks • Collaborative work • Peer/self-assessment • Socratic Seminars • Group discussions • Exit/entrance tickets • Observations • Baseline or diagnostic assessments • Progress monitoring	• Pre/Post Tests • Student portfolios • Presentations or performances • Essays/Reports • Unit projects • Labs/Investigations • Open-ended tasks • Exhibition/Community Project • District common assessments • State assessments

Assessment Tracking:

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

PYP

- All students monitor their assessment data and track their progress in an orange data folder.
- Grades 3- 5: students begin to monitor their academic progress using FOCUS online portal.
- **PYP Portfolio:** A collection of student work that is designed to demonstrate successes, growth, higher order thinking, creativity, and reflection. The portfolio is an exhibition of a students' active mind at work. Sanderlin teachers and staff developed an essential agreement regarding the use of PYP portfolios. This essential agreement is an addendum to the Assessment Policy.
- **Exhibition (5th grade):** A transdisciplinary inquiry conducted in the spirit of personal and shared responsibility, as well as a summative assessment experience that is a celebration as students move from the PYP into the MYP.

MYP

- All students monitor their academics using the Focus online portal.
- **Criterion Assessment**: subject specific rubrics communicate expectations for student performance using IB assessment criterion and strands (A, B, C, D) in each subject group. Each strand of the MYP assessment criteria is assessed at least two times per year in each subject area.
  - 6th grade – MYP Year 1 criterion
  - 7th grade – Semester 1: MYP Year 1 criterion
    Semester 2: MYP Year 3 criterion
  - 8th grade – MYP Year 3 criterion
- **Standardization:** When the same course is taught by more than one teacher, the co-teachers standardize assessments by collaboratively designing and assessing student work. Teachers discuss expectations for summative performance during the planning process, align MYP Statements of Inquiry and Approaches to Learning skills to the IB MYP assessment criteria, and calibrate definitions of command terms and adjectives in the rubrics. Teachers also review data from ongoing district assessments, midyear assessments, and district formative assessments to make decisions when planning for instruction. Students are provided multiple opportunities to revise and resubmit work to show growth.
- At Sanderlin, students are assessed using the MYP assessment criteria for each subject group in addition to the Florida state standards. While Pinellas County Public Schools does not recognize the IB 0-8 nor 0-7 grading scales, each teacher will record students' scores based on both a traditional percentage and the IB MYP criteria, student progress will be communicated to students and families through the Focus online portal. To satisfy both Pinellas County Public Schools and IB grading and reporting requirements, teachers use the Pinellas County grading scale hybridized with the IB's achievement levels as shown in the table below.

IB Achievement Level	Pinellas County Grade	Percentage
0	F	0 = 50 %
1-2	D	1 = 60 % 2 = 65 %
3-4	C	3 = 70 % 4 = 75 %
5-6	B	5 = 80 % 6 = 85 %
7-8	A	7 = 90 % 8 = 95 %

- **Service-Learning**
  6th grade: Students participate in a series of foundational projects and presentations to introduce them to the service-learning process.
  7th grade: Students participate in class projects to further their understanding and prepare them for independence needed to complete the 8th grade Community Project.

- **MYP Community Project (8th grade)**: A sustained, in-depth inquiry leading to service as action in the community. The community project may be completed individually or by groups of a maximum of three students and presented to all stakeholders at the end of the middle years programme. Students have the guidance of a mentor but are responsible for carrying out the entire process of creating, implementing, and presenting the project.

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

Recording and Reporting	
• FOCUS Messages • Midterm Progress Reports and Report cards (quarterly) • Assessment reports in FOCUS • Agenda books • Unit reflections (K-5) • Parent-Teacher conferences	
PYP Celebrating Achievements	**MYP Celebrating Achievements**
• Student led conferences (K-5) • i-Tag Celebrations (annually K-5) • Exhibition (5) • Promotion ceremony (5)	• Community project (8) • Student Showcase (6-7) • Science Fair showcase (6-8) • Promotion ceremony (8)
Academic awards (quarterly 3-8)	

Assessment and Inclusion:

Students with individualized learning needs, as outlined in their IEPs or 504s, are allowed inclusive access arrangements and accommodations (e.g., additional time, use of assistive technology, breaks, etc.) for all assessments in one or more subjects as appropriate to their needs.

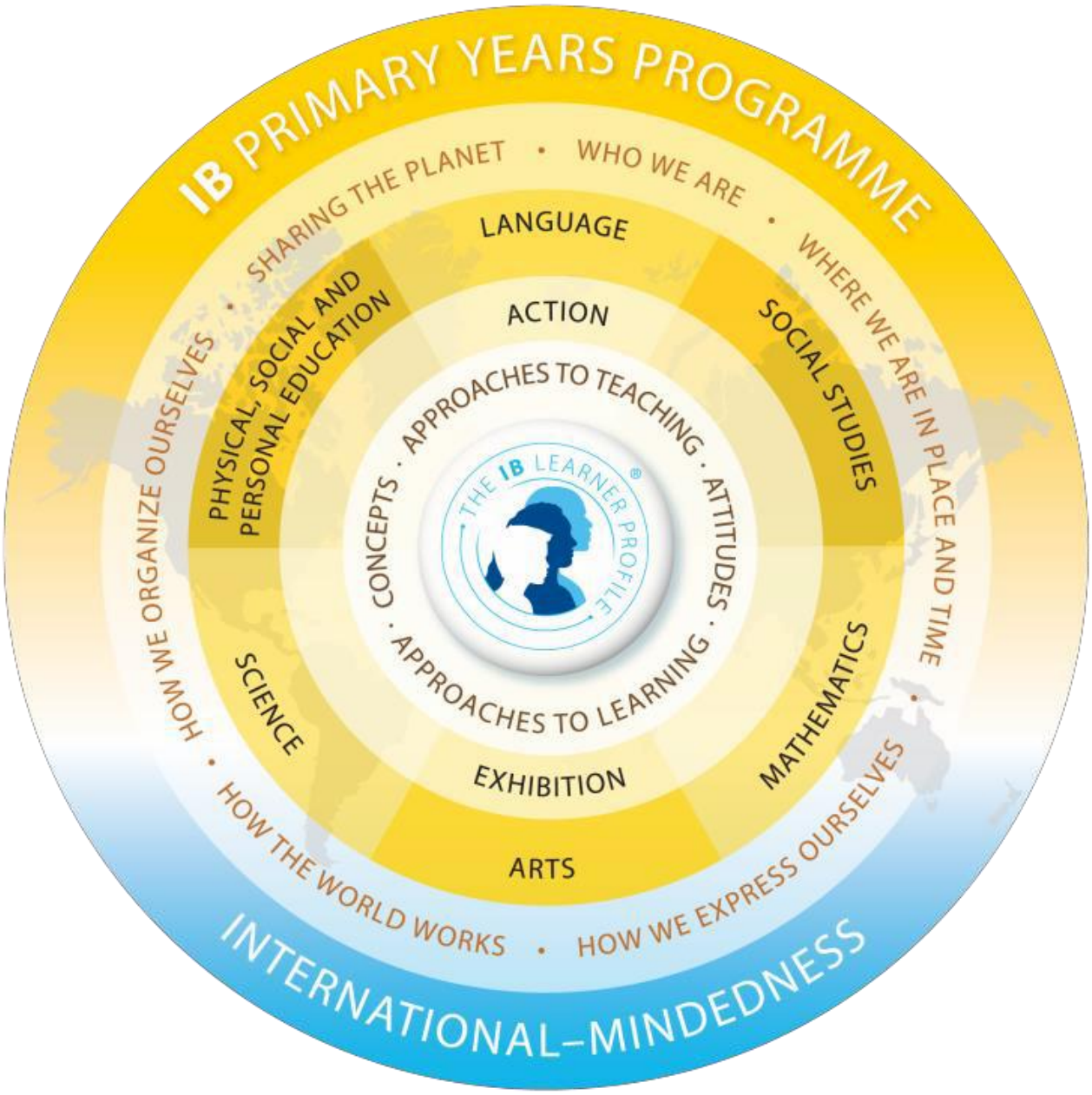
Assessment and Academic Integrity:

Students are expected to produce work and complete tests based upon their own ideas and exhibit honesty in using sources. Both teachers and students have important roles to play in ensuring all work in school is done with integrity. These roles, the principles behind them, and the consequences for academic dishonesty are outlined in our Academic Integrity policy.

Parent/Guardian Signature:_____ Date:_____

Student Signature: _____ Date: _____

Primary Years Programme Model



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. Students become more internationally minded through the development of these attributes.



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

Internationally-Minded (iTag) Record

International Mindedness



Risk-takers
Arriesgados

Thinkers
Pensadores

Inquirer
Inquiridor

Communicators
Comunicadores

Balanced
Equilibrado

Caring
Bondadoso

Principled
Con Principios

Knowledgeable
Sabio

Reflective
Reflexivo

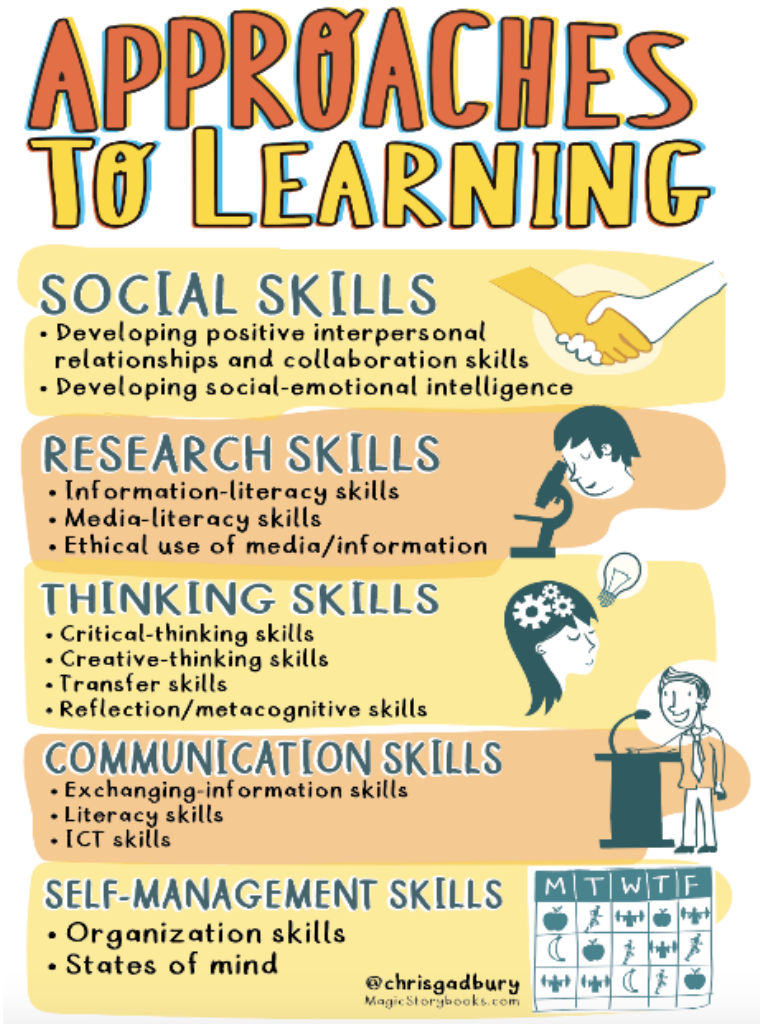
Open-minded
Abierto a Nuevas Ideas

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.

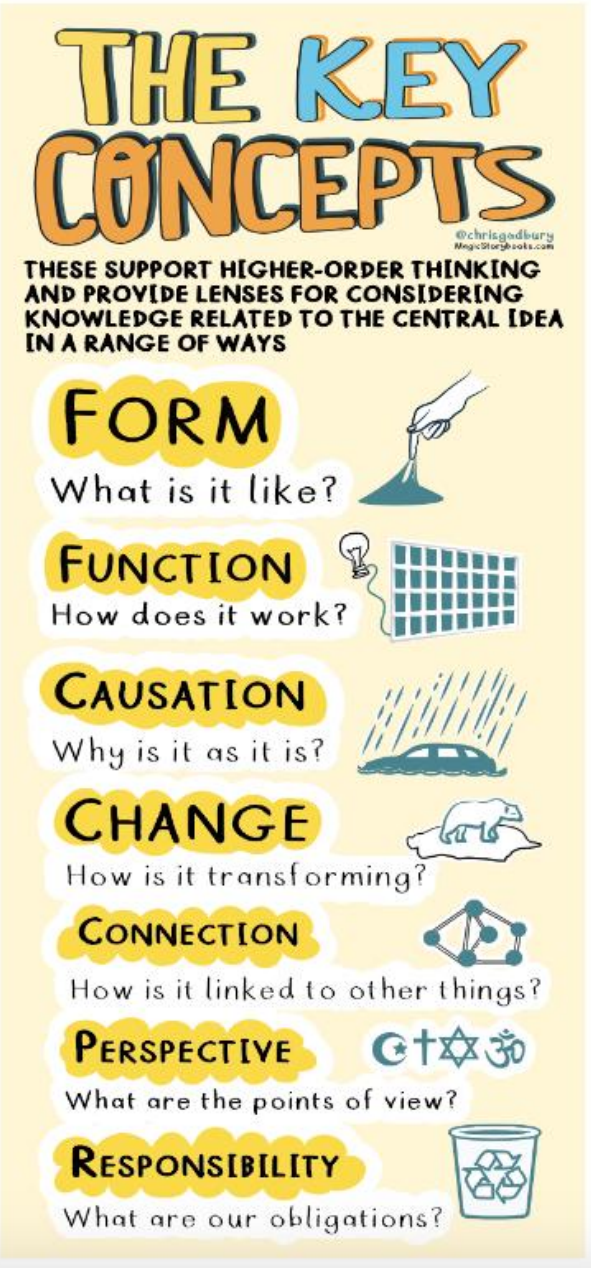
Date	Learner Profile Attribute Or Action	Short Description of Action	Parent's Initials
8/25/23 Example	Risk-taker	My child auditioned for a part in the local theatre and performed on stage.	M.M.
9/15/23 Example	Caring	Donated and helped sort food at a local food pantry organization	M.M.
10/13/23 Example	Knowledgeable	My child read a story with his younger sister using the strategies he learned at school.	M.M.

Date	Learner Profile Attribute Or Action	Short Description of Action	Parent's Initials

Framework of the IB PYP









PYP Units of Inquiry



IB Primary Years Programme Themes
Transdisciplinary Unit of Inquiry Themes



Who We Are

An inquiry into identity as individuals and as part of a collective through:

- physical, emotional and spiritual health and well-being;
- relationships and belonging;
- learning and growing

How we Express Ourselves

An inquiry into the diversity of voice, perspectives, and expression through:

- inspiration, imagination, creativity;
- personal, social, and cultural notes and practices of communication;
- intentions, perceptions, interpretations, and responses

Where we are in Place and Time

An inquiry into histories and orientation in place, space, and time through:

- periods, events and artifacts;
- communities, heritage, culture and environment
- natural and human drivers of movement, adaptation and transformation

How the World Works

An inquiry into the understandings of world and phenomena through:

- patterns, cycles, systems;
- diverse practices, methods, and tools;
- discovery, design, innovation, possibilities, and impacts

How we Organize Ourselves

An inquiry into systems, structures, and networks through:

- interactions with and between social and ecological systems;
- approaches to livelihoods and trade practice – intended and unintended consequences;
- Representation, collaboration, and decision-making

Sharing the Planet

An inquiry into the interdependence of human and natural worlds through:

- rights, responsibilities, and dignity of all;
- pathways to just, peaceful, and reimagined futures;
- nature, complexity, coexistence, and wisdom

High Frequency Words (A-M)

A
a
able
about
above
across
add
after
again
against
ago
air
all
almost
along
also
always
am
America
among
an
and
animals
another
answer
any
are
area
around
as
asked
at
away

B
back
ball
base
be
became
because
become
been
before
began
beginning
behind
being
below
best
better
between
big
birds
black
boat
body
book
both
box
boy
bread
bring
brought
building
built
busy
but

B - Cont.
by
C
called
came
can
cannot
car
carefully
carry
certain
change
check
children
circle
city
class
clear
close
cold
color
come
common
complete
contain
correct
could
country
course
covered
cried
cut
D
dark

D - Cont.
day
decided
deep
did
didn't
different
do
does
dog
done
don't
door
down
draw
dry
during
E
each
early
earth
easy
eat
end
English
enough
equation
even
ever
every
example
explain
eyes

F
face
fact
fall
family
far
farm
fast
father
feel
feet
few
field
figure
filled
finally
find
fine
fire
first
fish
five
fly
following
food
for
force
found
four
friends
from
front
full

G
game
gave
get
girl
give
go
good
got
government
great
green
ground
group
grow
H
had
halt
hand
happened
hard
has
have
he
head
hear
heard
heat
heavy
help
her
here
high
him

H - Cont.
himself
his
hold
home
horse
hot
hours
house
how
however
hundred
I
I
idea
if
I'll
important
in
inches
include
Indians
inside
into
is
island
it
its
it's
J
just
K
keep
kind

K - Cont.
king
knew
know
known
L
land
language
large
last
later
learn
leave
left
less
let
letters
life
light
like
line
list
listen
little
live
long
look
low
M
machine
made
make
man
many

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.

High Frequency Words (M – Y)

M - Cont.
map
mark
material
may
me
means
measure
men
might
miles
minutes
miss
money
more
morning
most
mother
mountains
move
much
music
must
my
N
name
near
need
never
new
next
night
no
north

N - Cont.
not
note
nothing
notice
noun
now
number
numeral
O
object
ocean
of
off
often
oh
old
on
once
one
only
open
or
order
other
our
out
over
own
P
page
pair
paper
part

P - Cont.
passed
pattern
people
person
picture
piece
place
plan
plane
plants
play
point
power
problem
produce
products
pulled
put
Q
questions
quickly
R
ran
reached
read
really
red
remember
rest
right
river
road
rock

R - Cont.
room
round
rule
run
S
said
same
saw
say
school
scientists
sea
second
see
seemed
seen
sentence
set
several
shape
she
ship
short
should
show
shown
side
since
sing
six
size
slowly
small

S - Cont.
so
some
something
sometimes
song
soon
sound
south
space
special
spell
stand
stars
started
state
stay
step
still
stood
stop
story
street
strong
study
such
sun
sure
surface
system
T
table
take
talk

T - Cont.
tell
ten
than
that
the
their
them
then
there
these
they
thing
think
this
those
though
thought
thousands
three
through
time
to
today
together
told
too
took
top
toward
town
travel
trees
true

T - Cont.
try
turn
two
U
under
understand
unit
until
up
upon
us
use
usually
V
verb
very
voice
vowel
W
wait
walked
want
war
warm
was
watch
water
waves
way
we
week
well
went

W - Cont.
were
what
wheels
when
where
which
while
white
who
whole
why
will
wind
with
without
wood
words
work
world
would
write
Y
years
yes
yet
you
young
your

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.

Reading Log

August 2025

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

Date	Title	Pages	Time	Parent Initial

September 2025

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

Date	Title	Pages	Time	Parent Initial

October 2025

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

Date	Title	Pages	Time	Parent Initial

November 2025

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

Date	Title	Pages	Time	Parent Initial

December 2025

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

Date	Title	Pages	Time	Parent Initial

Winter Break Parents, please initial on days that your child reads!						
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

January 2026

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

Date	Title	Pages	Time	Parent Initial

February 2026

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

Date	Title	Pages	Time	Parent Initial

March 2026

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

Date	Title	Pages	Time	Parent Initial

April 2026

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

Date	Title	Pages	Time	Parent Initial

May 2026

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

Date	Title	Pages	Time	Parent Initial

Weekly Agenda – Quarter 1

Quarter 1 Goal:

_____

_____

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

Which IB attribute do you want to develop this quarter? _____

Write three examples of how you can make progress towards demonstrating this learner profile attribute more consistently.

- _____

  _____
- _____

  _____
- _____

  _____

August 11 - 15

REFLECT: How are you growing as an IB learner? (ATL Skills and Learner Profile Attributes.)

Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

August 18 - 22

REFLECT: How are you growing as an IB learner? (ATL Skills and Learner Profile Attributes.)

Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

August 25 - 29

REFLECT: How are you growing as an IB learner? (ATL Skills and Learner Profile Attributes.)

Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

September 1 - 5

REFLECT: How are you growing as an IB learner? (ATL Skills and Learner Profile Attributes.)

Monday	**Labor Day – No School!**	
Tuesday		
Wednesday		
Thursday		
Friday		

September 8 - 12

REFLECT: How are you growing as an IB learner? (ATL Skills and Learner Profile Attributes.)

Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

September 15 - 19

REFLECT: How are you growing as an IB learner? (ATL Skills and Learner Profile Attributes.)

Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

September 22 - 26

REFLECT: How are you growing as an IB learner? (ATL Skills and Learner Profile Attributes.)

Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

September 29 – October 3

REFLECT: How are you growing as an IB learner? (ATL Skills and Learner Profile Attributes.)

Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

October 6 - 10

REFLECT: How are you growing as an IB learner? (ATL Skills and Learner Profile Attributes.)

Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Weekly Agenda – Quarter 2

Quarter 1 Reflection:

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

Which IB attribute have you developed the most over the last quarter?_____

Write two examples of how you have made progress towards this learner profile attribute.

- _____

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- _____

  _____

Quarter 2 Goals:

- _____

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- _____

  _____

October 13 - 17

REFLECT: How are you growing as an IB learner? (ATL Skills and Learner Profile Attributes.)

Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

October 20 - 24

REFLECT: How are you growing as an IB learner? (ATL Skills and Learner Profile Attributes.)

Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

October 27 – 31

REFLECT: How are you growing as an IB learner? (ATL Skills and Learner Profile Attributes.)

Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

November 3 - 7

REFLECT: How are you growing as an IB learner? (ATL Skills and Learner Profile Attributes.)

Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

November 10 - 14

REFLECT: How are you growing as an IB learner? (ATL Skills and Learner Profile Attributes.)

Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

November 17 - 21

REFLECT: How are you growing as an IB learner? (ATL Skills and Learner Profile Attributes.)

Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

December 1 - 5

REFLECT: How are you growing as an IB learner? (ATL Skills and Learner Profile Attributes.)

Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

December 8 - 12

REFLECT: How are you growing as an IB learner? (ATL Skills and Learner Profile Attributes.)

Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

December 15 - 19

REFLECT: How are you growing as an IB learner? (ATL Skills and Learner Profile Attributes.)

Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Weekly Agenda – Quarter 3

Quarter 2 Reflection:

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

Which IB attribute have you developed the most over the last quarter?_____

Write two examples of how you have made progress towards this learner profile attribute.

- _____

  _____
- _____

  _____

Quarter 3 Goals:

- _____

  _____
- _____

  _____

January 5 - 9

REFLECT: How are you growing as an IB learner? (ATL Skills and Learner Profile Attributes.)

Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

January 12 - 16

REFLECT: How are you growing as an IB learner? (ATL Skills and Learner Profile Attributes.)

Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

January 19 - 23

REFLECT: How are you growing as an IB learner? (ATL Skills and Learner Profile Attributes.)

Monday	**MLK Jr. Day – No School!**	
Tuesday		
Wednesday		
Thursday		
Friday		

January 26 - 30

REFLECT: How are you growing as an IB learner? (ATL Skills and Learner Profile Attributes.)

Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

February 2 - 6

REFLECT: How are you growing as an IB learner? (ATL Skills and Learner Profile Attributes.)

Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

February 9 - 13

REFLECT: How are you growing as an IB learner? (ATL Skills and Learner Profile Attributes.)

Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

February 16 - 20

REFLECT: How are you growing as an IB learner? (ATL Skills and Learner Profile Attributes.)

Monday	**No School!**	
Tuesday		
Wednesday		
Thursday		
Friday		

February 23 - 27

REFLECT: How are you growing as an IB learner? (ATL Skills and Learner Profile Attributes.)

Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

March 3 - 7

REFLECT: How are you growing as an IB learner? (ATL Skills and Learner Profile Attributes.)

Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

March 9 - 13

REFLECT: How are you growing as an IB learner? (ATL Skills and Learner Profile Attributes.)

Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Weekly Agenda – Quarter 4

Quarter 3 Reflection:

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

Which IB attribute have you developed the most over the last quarter?_____

Write two examples of how you have made progress towards this learner profile attribute.

- _____

  _____

- _____

  _____

Quarter 4 Goals:

- _____

  _____

- _____

  _____

March 23 - 27

REFLECT: How are you growing as an IB learner? (ATL Skills and Learner Profile Attributes.)

Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

March 30 – April 3

REFLECT: How are you growing as an IB learner? (ATL Skills and Learner Profile Attributes.)

Monday		
Tuesday		
Wednesday		
Thursday		
Friday	**No School!**	

April 6 - 10

REFLECT: How are you growing as an IB learner? (ATL Skills and Learner Profile Attributes.)

Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

April 13 - 17

REFLECT: How are you growing as an IB learner? (ATL Skills and Learner Profile Attributes.)

Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

April 20 - 24

REFLECT: How are you growing as an IB learner? (ATL Skills and Learner Profile Attributes.)

Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

April 27 – May 1

REFLECT: How are you growing as an IB learner? (ATL Skills and Learner Profile Attributes.)

Monday	**No School!**	
Tuesday		
Wednesday		
Thursday		
Friday		

May 4 - 8

REFLECT: How are you growing as an IB learner? (ATL Skills and Learner Profile Attributes.)

Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

May 11 - 15

REFLECT: How are you growing as an IB learner? (ATL Skills and Learner Profile Attributes.)

Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

May 18 - 22

REFLECT: How are you growing as an IB learner? (ATL Skills and Learner Profile Attributes.)

Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

May 25 - 29

REFLECT: How are you growing as an IB learner? (ATL Skills and Learner Profile Attributes.)

Monday	**Memorial Day – No School!**	
Tuesday		
Wednesday		
Thursday		
Friday		