

# James B. Sanderlin

## IB World School

### MYP Student Handbook

#### 2026-2027

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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## IB Learner Profile



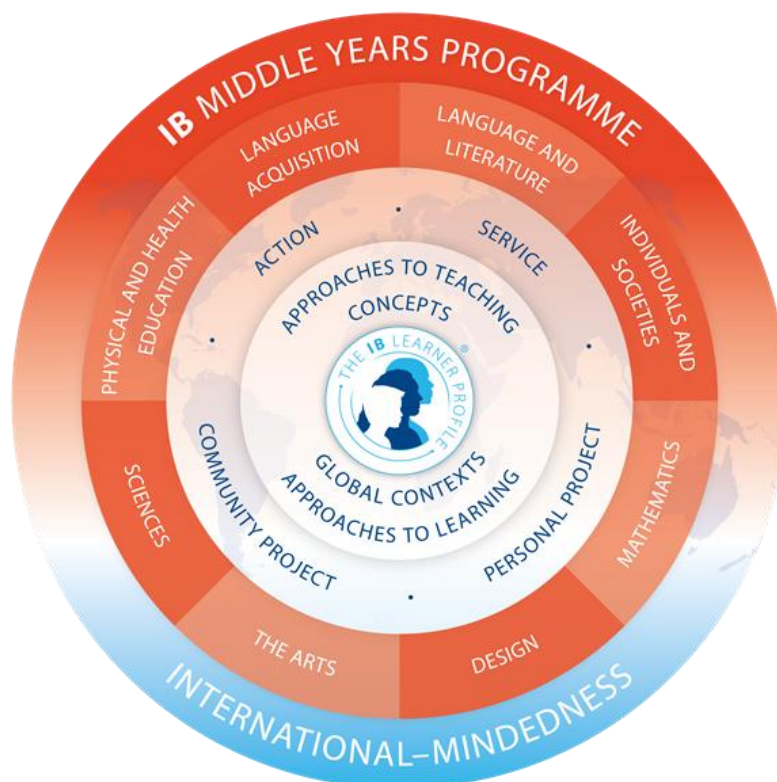
The aim of all IB programmes is to develop internationally minded people, who recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. Students become more internationally minded through the development of these attributes.

<b>Inquirers</b>	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.
<b>Knowledgeable</b>	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.
<b>Thinkers</b>	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
<b>Communicators</b>	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.
<b>Principled</b>	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.
<b>Open-minded</b>	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.
<b>Caring</b>	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.
<b>Risk-takers</b>	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.
<b>Balanced</b>	They understand the importance of intellectual, physical, and emotional balance to achieve personal well-being for themselves and others.
<b>Reflective</b>	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

## MYP GLOBAL CONTEXTS:

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

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



## BELL SCHEDULES 2026 – 2027

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

TURTLE TIME AM SCHEDULE – IB BUDDIES & COMMUNITY ENGAGEMENT		
Period	Green Lunch	Blue Lunch
Turtle Time	9:25 – 10:31	
1 <sup>st</sup> / 2 <sup>nd</sup>	10:34 – 11:40	
3 <sup>rd</sup> / 4 <sup>th</sup> Lunch	5 <sup>th</sup> / 6 <sup>th</sup> 11:43 – 12:12 Lunch 12:15 – 12:45 5 <sup>th</sup> / 6 <sup>th</sup> 12:45 – 1:25	5 <sup>th</sup> / 6 <sup>th</sup> 11:43 – 12:42 Lunch 12:45 – 1:15 5 <sup>th</sup> / 6 <sup>th</sup> 1:15 – 1:25
5 <sup>th</sup> / 6 <sup>th</sup>	1:28 – 2:34	
7 <sup>th</sup> / 8 <sup>th</sup>	2:37 – 3:35	

TURTLE TIME PM SCHEDULE – CLUBS & TUTORIALS		
Period	Green Lunch	Blue Lunch
1 <sup>st</sup> / 2 <sup>nd</sup>	9:25 – 10:31	
3 <sup>rd</sup> / 4 <sup>th</sup>	10:34 – 11:40	
5 <sup>th</sup> / 6 <sup>th</sup> Lunch	5 <sup>th</sup> / 6 <sup>th</sup> 11:43 – 12:12 Lunch 12:15 – 12:45 5 <sup>th</sup> / 6 <sup>th</sup> 12:45 – 1:25	5 <sup>th</sup> / 6 <sup>th</sup> 11:43 – 12:42 Lunch 12:45 – 1:15 5 <sup>th</sup> / 6 <sup>th</sup> 1:15 – 1:25
7 <sup>th</sup> / 8 <sup>th</sup>	1:28 – 2:34	
Turtle Time	2:37 – 3:35	



# A/B Schedule: James B. Sanderlin MYP – 2026 - 2027



August 2026						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2026						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2026						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2026						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2027						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2027						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2027						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2027						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2027						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

<span style="background-color: #90EE90; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> A day
<span style="background-color: #00BFFF; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> B day
<span style="background-color: #FFFFFF; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> No school for students
<span style="border: 2px solid red; border-radius: 50%; padding: 2px; display: inline-block; width: 10px; height: 10px;"></span> End of quarter
<span style="color: red; font-size: 1.2em;">•</span> Hurricane Make Up Day

Turtle Time Schedule			
8/14 – Assembly/ Community Building Time	10/9 – Clubs	12/18 – Tutorials	3/5 – IB Buddies
	10/16 – Community Engagement	1/8 – IB Buddies	3/12 – Clubs
8/21 – IB Buddies	10/23 – Tutorials	1/15 – Community Engagement	4/2 – IB Buddies
8/28 – Community Engagement	10/30 – Community Engagement	1/22 – Tutorials	4/9 – Tutorials
9/4 – IB Buddies	11/6 – IB Buddies	1/29 – Clubs	4/16 – Community Engagement
9/11 – Community Engagement	11/13 – Tutorials	2/5 – IB Buddies	4/30 – Community Engagement
9/18 – Tutorials	11/20 – Clubs	2/12 – Community Engagement	5/7 – IB Buddies
9/25 – Clubs	12/4 – IB Buddies	2/19 – Clubs	5/14 – Tutorials
10/2 – IB Buddies	12/11 – Community Engagement	2/26 – Tutorials	5/21 – Clubs

## **STUDENT CALENDAR -2026 – 2027**

### **Pinellas County Schools**

<b>Date</b>	<b>School Info</b>
<b>Aug. 11, 2026</b>	All schools open. First Day for Students.
<b>Sept. 7, 2026</b>	Labor Day holiday – No school for students
<b>Oct. 9, 2026</b>	End of first quarter
<b>Oct. 12, 2026</b>	No school for students. (a) <i>*Possible hurricane make-up day</i>
<b>Nov. 11, 2026</b>	Veterans Day – No school for students <i>*Possible hurricane make-up day</i>
<b>Nov. 23 - Nov. 27, 2026</b>	Thanksgiving holiday week – No school for students.
<b>Dec. 18, 2026</b>	End of second quarter, and first semester.
<b>Dec. 21, 2026 - Jan. 1, 2027</b>	Winter holidays – No school for students
<b>Jan. 5, 2027</b>	All schools resume. Second semester begins
<b>Jan. 18, 2027</b>	Dr. Martin Luther King, Jr. Day – No school for students
<b>Feb. 15, 2027</b>	President’s Day - No school for students. <i>*Possible hurricane make-up day</i>
<b>Mar. 12, 2027</b>	End of third quarter
<b>Mar. 15 - 19, 2027</b>	Spring holidays – No school for students.
<b>Mar. 26, 2027</b>	No school for students. <i>*Possible hurricane make-up day</i>
<b>Apr. 23, 2027</b>	No school for students.
<b>May 27, 2027</b>	Last day for all students. Students will be released two hours early. End of fourth quarter and second semester.

\*This is a tentative calendar as of April 2026. Dates are subject to change until approved by the School Board – Check PCSB.org for updates.



# James B. Sanderlin IB World School

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

(727) 552-1700  
[www.pcsb.org/sanderlinib](http://www.pcsb.org/sanderlinib)

**Carrie Cormier**  
Principal

**Megan Becker**  
Assistant Principal

**Jillian Black**  
Assistant Principal

**Kristen Herman**  
IB Magnet Coordinator

**Leland McCullagh**  
PYP School Counselor

**Shea Nguyen**  
MYP School Counselor

August 11, 2026

Dear Parent/Guardian:

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

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

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

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

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

Sincerely,

*Carrie Cormier*

Carrie Cormier  
Principal

*Megan Becker*

Megan Becker  
Assistant Principal

*Jillian Black*

Jillian Black  
Assistant Principal

PINELLAS COUNTY SCHOOLS  
DISTRICT APPLICATION PROGRAM  
PARENT/STUDENT COMMITMENT AGREEMENT

Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_

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

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

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

Comments: \_\_\_\_\_

Signature: \_\_\_\_\_ Signature: \_\_\_\_\_

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

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

Comments: \_\_\_\_\_

Signature: \_\_\_\_\_ Signature: \_\_\_\_\_

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

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

# Magnet Program Structure and Procedures - Middle School

## Selected Sections of the Pinellas County Schools

### Overview

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

### Program Design

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

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

### Application Program Structure and Procedures

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

#### Attendance:

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

#### Academics:

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

#### Behavior:

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

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

### Middle School Application Program Probation and Dismissal Procedures

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

### Probation Process

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

# CODE OF CONDUCT

## **DRESS CODE**

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

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

### Shirts, Blouses, and Dresses

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

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

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

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

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

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

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

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

## COMMUNICATION

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

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

**SCHOOL MESSENGER:** Provides school voicemail & email to families using phone numbers and primary email addresses listed in FOCUS for ongoing school communication. Parents are expected to keep their address and all phone numbers and email addresses up to date in FOCUS. Parents may list up to three phone numbers and two email addresses. Keeping information current in FOCUS is critical as the School Messenger System uses that data for phone calls & emails to families. Please notify Julia Cumbie school DMT, of updated information at [CumbieJ@pcsb.org](mailto: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 the end of day by the teacher upon the first offense. Upon the second offense, a parent/guardian must meet with the assistant principal to retrieve the device. The school will not be held responsible for lost or stolen cell phones.

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

## TRANSPORTATION

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

**DISMISSAL:** Due to bus traffic, cars are NOT permitted in the front parking lot area and students may not be picked up from the office between 3:00 and 4:00 p.m. Only buses are permitted to utilize the entrance on 22<sup>nd</sup> Avenue South between 9:00–9:25 a.m. and between 3:00–4:00 p.m. Families are to use the entrance on 23<sup>rd</sup> 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 23<sup>rd</sup> 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](mailto:CumbieJ@pcsb.org) or a fax to (727) 552-1701. After that time, we cannot guarantee that the message will get to your child before the end of the day. Students will NOT be permitted to call home after school to change pickup arrangements.

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

## REPORTING

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

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

### Principal's List

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

### Honor Roll

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

## ATTENDANCE

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

**APPOINTMENTS:** To be excused from any part of the school day due to doctor or dental visits, the student must bring a note from the doctor or dentist with the date, time, reason, and doctor's signature. For any other appointments, students must bring a note from a parent/guardian detailing the date, time, nature of appointment and signature. Tardies and absences may be considered excused only for reasons listed in the

Pinellas County Schools Code of Student Conduct. Please make every effort to schedule appointments outside of the school day. Students will be released only to parents/guardians or persons listed on the white student information card, who must show a picture ID. The driver's license will be scanned through the school security system (Ident-a-Kid). Students will not be released to older siblings unless they are of adult age and listed on the white student information card. Please update this card as needed.

**BEFORE/AFTER SCHOOL CARE:** Before & after school care is provided for students at the parent's expense. The R'Club program is available every day that school is in session from 6:30 a.m. to 9:00 a.m. and from 3:25 p.m. to 6:00 p.m. Please call the R'Club at (727) 321-4924 to register. A list of other 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 advises teachers but does not treat children. She may observe health conditions that may require her to call parents & advise them of the school's concern regarding the child's health. Students may not call to be picked up by parent/guardian; they must go to the clinic. It is very important that your current home and business telephone numbers, as well as two emergency contacts always be on file in the school office.

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

**MEDICATIONS - OVER THE COUNTER** (including cough drops): The medication forms (ORANGE) are available in the school office. Please fill in 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 seek 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](http://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](http://www.MySchoolApps.com). The price for middle school lunch is \$2.75. For questions regarding the cafeteria, please call (727) 552-1792. Students are responsible for the safekeeping of their lunch money; those who forget or lose their lunch money may borrow from the cafeteria; the loan must be repaid the next day. Students may borrow up to three times for a full lunch. Extra milk and juice may be purchased however, money is not loaned for extra milk or juice.

#### Free/Reduced Lunch Application



#### Lunch Account



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

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

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

## **ACTIVITIES/STUDENT OPPORTUNITIES**

**FIELDTRIPS:** 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:** Approximately once a month all middle school students will participate in clubs based on student interest.

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

**COMMUNITY ENGAGEMENT:** Students participate in foundational (6<sup>th</sup> grade) and class (7<sup>th</sup> grade) projects to further their understanding of service as action and prepare them for the independence required for the Community Project.

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

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

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

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

It is the goal of Sanderlin IB World School to help students develop the self-discipline necessary to be successful global and internationally minded citizens. Sanderlin is a PBIS school that rewards positive behavior based on students meeting the school-wide expectations for success. The school-wide expectations matrix for success is posted around the school, in every classroom, and on the school website. These expectations 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*).

## **FAMILY INVOLVEMENT OPPORTUNITIES**

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

**PARENT TEACHER STUDENT ASSOCIATION (PTSA):** General membership meeting dates are noted in the FOCUS calendar and on Sanderlin PTSA's website [www.JamesBSanderlinPTSA.com](http://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 Christine McCann at [MCCANNCH@pcsb.org](mailto:MCCANNCH@pcsb.org) to 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 and Artificial Intelligence (AI) Use 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 will be principled and 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...
<ul style="list-style-type: none"> <li>• provide instruction in research protocols and citation of sources as well as summarizing and paraphrasing of information.</li> <li>• provide examples of proper citations, note-taking, and source summarization.</li> <li>• clearly communicate expectations for collaboration and AI use in accordance with Sanderlin’s AI policy.</li> <li>• provide opportunities for drafting, reflection, and revision throughout the learning process.</li> <li>• address concerns consistently and fairly.</li> <li>• protect the fidelity of all exams and assessments.</li> <li>• review Academic Integrity Policy with students in 3<sup>rd</sup> – 8<sup>th</sup> grades.</li> </ul>	<ul style="list-style-type: none"> <li>• emphasize expectations for integrity, accountability and academic honesty in all work.</li> <li>• support child(ren) to independently complete projects and tasks.</li> <li>• monitor child(ren)’s use of digital devices as it applies to academic work.</li> <li>• consistently monitor child’s planner/CANVAS and review grades and assignments in FOCUS.</li> <li>• reinforce the importance of learning over grades</li> <li>• communicate openly with teachers regarding concerns or challenges</li> </ul>	<ul style="list-style-type: none"> <li>• submit original work that reflects their own thinking and understanding</li> <li>• properly acknowledge the ideas, words, images, and work of others</li> <li>• use technology and AI tools responsibly and transparently in accordance with Sanderlin’s AI policy.</li> <li>• contribute honestly during collaborative work</li> <li>• protect the integrity of assessments and learning experiences</li> <li>• demonstrate the IB Learner Profile attribute of being principled.</li> <li>• use cell phones, computers, information technology, and library resources responsibly and with permission.</li> </ul>

**Types of Academic Misconduct:** Academic misconduct undermines the learning process and the trust between students, teachers, and the school community. The following are examples of actions that violate academic integrity:

Academic Misconduct is: (but not limited to)	Examples of Academic Misconduct (but not limited to):
<ul style="list-style-type: none"> <li>• <b>Cheating:</b> Using unauthorized materials, information, or assistance during assessments or assignments. communicating with other students during an exam or assessment</li> <li>• <b>Collusion:</b> assisting another student in being academically dishonest. Helping someone avoid learning.</li> <li>• <b>Duplication:</b> re-submitting work that was previously assessed or graded without the knowledge of teachers involved.</li> <li>• <b>Falsification:</b> fabricating or changing items such as signatures or data to alter the outcome. Citing false information, data, sources.</li> <li>• <b>Plagiarism:</b> submitting someone else’s work (words, ideas, images) as one’s own, without proper citation or acknowledgement.</li> </ul>	<ul style="list-style-type: none"> <li>• Using notes during a test without permission</li> <li>• Using unauthorized websites or apps during assessments. Using AI tools when prohibited</li> <li>• Whispering, hand gestures, passing notes or other forms of communication during assessments.</li> <li>• Allowing another student to copy work or sharing completed assignments or answers</li> <li>• Sending photos of assessments or homework</li> <li>• Completing work for another student</li> <li>• Modifying the work of someone else and submitting it as your own without proper citations.</li> <li>• 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)</li> <li>• Bringing a cell phone or smart watch/Meta or smart glasses into an assessment that states no electronics.</li> <li>• Using notes or references on an assessment without the permission of the teacher.</li> <li>• Purchasing an assignment from someone or using AI/bot and submitting the work as your own</li> </ul>

**Promoting Academic Integrity:** Promoting academic integrity is an ongoing, collaborative effort that requires intentional instruction, modeling, and reinforcement of ethical academic behavior. Both the PYP and MYP programs at Sanderlin incorporate strategies for nurturing integrity in developmentally appropriate ways.

**In the PYP:** In the Primary Years Programme, academic integrity is introduced through foundational concepts and explicitly taught in classroom routines and units through the units of inquiry.

- Academic honesty is explicitly taught and modeled through classroom instruction.
- Students engage with foundational research and citation skills appropriate to their developmental level.
- ATL skills such as research, thinking, and communication are embedded into all units of inquiry.

**In the MYP:** In the Middle Years Programme, academic integrity is reinforced through structured research expectations and consistent citation practices across all subject areas.

All students are required to use MLA citation format for all research-based assignments in every subject area. Students should use the **Purdue Owl University MLA formatting guide** for reference.

For example:

- **Books:** Henley, Patricia. *The Hummingbird House*. MacMurray, 1999.
- **Electronic Sources:** “Confidence in Teens.” Nemours *KidsHealth*, 19 May 2026, <https://kidshealth.org/en/teens/confidence.html>
- **Images:** Klee, Paul. *Twittering Machine*. 1922. Museum of Modern Art, New York. *The Artchive*, [www.artchive.com/artchive/K/klee/twittering\\_machine.jpg](http://www.artchive.com/artchive/K/klee/twittering_machine.jpg) Accessed May 2006.
- **YouTube or Online Video:** "The Importance of Reading in a Tech-Obsessed World." *YouTube*, uploaded by CBS Evening News, 3 Mar. 2025, [www.youtube.com/watch?v=juVXUPTCa00](https://www.youtube.com/watch?v=juVXUPTCa00)

## Artificial Intelligence (AI) Use Policy:

At Sanderlin, we recognize that AI is becoming a regular part of learning. While AI tools can support the learning process, students must continue to develop their own thinking, demonstrate academic honesty, and use technology responsibly. We view AI as a thought partner, not a replacement for student work. Student submissions should reflect students' own ideas, understanding, and effort and should not be AI-generated. When permitted by their teacher, students may use approved district-supported tools, including Microsoft Copilot, Gemini, and NotebookLM, for brainstorming, reflection, and organization. ChatGPT and other AI models that use student inputs for ongoing model training are not approved for student use and are blocked on Pinellas County Schools student devices.

Sanderlin's AI policy uses a "Red Light, Yellow Light, Green Light" framework to clearly outline acceptable and unacceptable uses of AI across grade levels and assignments. Students are expected to always cite the use of AI tools, even when permitted. This framework aligns with the IB Learner Profile, particularly being *principled*, and with the Approaches to Learning skills, such as information literacy and ethical use of technology. Teachers will provide clarity about which "light" applies to each assignment.

- **RED LIGHT: AI Use Is Not Permitted** - Use of AI for an assignment in any context is prohibited. These tasks are designed to evaluate a student's independent understanding, voice, and skill development. Using AI here undermines the purpose of the assignment and violates principles of academic integrity.
- **YELLOW LIGHT: AI Use with Caution and Teacher Guidance** - AI tools may be used for brainstorming, generating questions, or organizing thoughts - but must be cited. In these situations, students may use AI in a limited and transparent way, typically during the early stages of the learning process. Students must always disclose AI use and be prepared to demonstrate their own work and understanding.
- **GREEN LIGHT: AI Use Is Allowed and Encouraged** - AI tools may be used purposefully and transparently to support learning, creativity, productivity, communication, or innovation. Examples may include grammar support, citation assistance, idea development or brainstorm, and other teacher-approved uses. All AI use must be cited.

### Citing AI Use

Regardless of the category, any time a student uses AI, it must be acknowledged. In MYP, students must use MLA citation format. A basic citation might look like:

"Prompt used." AI Tool Name, Day Month Year, URL (if applicable).

**Example:** "Draft a one-paragraph summary of the current scientific consensus on climate change." Gemini, 13 Nov. 2025, <https://gemini.google.com/>

In "YELLOW LIGHT" assignments, disclosure statements should be included to help clarify the AI usage for brainstorming, outlining or revising.

- **Ex. 1 Brainstorming** "I used Copilot to help generate possible themes for my literary analysis before selecting my own argument." Or "I used Gemini to brainstorm possible action ideas connected to SDG 13 before selecting my final project focus."
- **Ex. 2 Outlining:** "I used Copilot to organize my research notes into political, economic, and social categories." Or "I used Gemini to organize my notes on ecosystems before creating my own lab report outline."

For "GREEN LIGHT" assignments or projects where AI is a core part of the process, you may need a more detailed reflection.

- **Example:** "I used Copilot to help generate sample interview questions for my Community Project survey. I then selected, edited, and analyzed the questions myself."

If there is a concern that artificial intelligence may have been used inappropriately, or if there is a noticeable difference between a student’s work completed in class and work completed at home, the teacher may ask the student to complete an additional supervised in-class task or assignment. This is not intended as a punishment, but as a way to help confirm that the work reflects the student’s own understanding, skills, and effort. This process helps ensure fairness and supports academic integrity for all students.

If it is determined that a student did not adhere to the AI Use Policy, the student will have two days to resubmit the assignment in alignment with the policy expectations for academic integrity.

**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
<b>1<sup>st</sup> violation of the year</b>	<ul style="list-style-type: none"> <li>reteach academic integrity expectations</li> <li>teacher notifies parent/guardian and reviews the Academic Integrity Policy with student and family</li> </ul>		
		<ul style="list-style-type: none"> <li>Student will be given the opportunity to authentically complete the assignment but will not earn a grade higher than a B.</li> </ul>	
			<ul style="list-style-type: none"> <li>Teacher will record a minor referral.</li> <li>teacher notifies other MYP teachers of the misconduct on the <a href="#">shared tracking sheet</a>.</li> </ul>
	K – 2	3 – 5	6 – 8
<b>2<sup>nd</sup> violation of the year</b>	<ul style="list-style-type: none"> <li>reteach academic integrity expectations</li> <li>teacher notifies parent /guardian and reviews the Academic Integrity Policy with student and family</li> </ul>	<ul style="list-style-type: none"> <li>Student will be given <b>two days</b> to authentically complete the assignment but will not earn a grade higher than a C.</li> <li>Administrator meets with the student and contacts parent/guardian to review the misconduct and the Academic Integrity Policy.</li> </ul>	
			<ul style="list-style-type: none"> <li>Teacher will record a major referral.</li> <li>Lunch detention is assigned.</li> </ul>
	K – 2	3 – 5	6 – 8
<b>3<sup>rd</sup> violation of the year</b>	<ul style="list-style-type: none"> <li>reteach academic integrity expectations</li> <li>teacher notifies parent / guardian and reviews the Academic Integrity Policy with student and family</li> <li>Administration is notified and additional consequence may be determined.</li> </ul>	<ul style="list-style-type: none"> <li>Student will be given <b>two days</b> to authentically complete the assignment but will not earn a grade higher than a D.</li> <li>Administrator contacts the student and parent/guardian to set up a conference and review the misconduct and the Academic Integrity Policy. At this conference the student will be placed on magnet probation. If they violate the AI policy moving forward, they will be referred to the Magnet Intervention Committee to determine their eligibility to continue at Sanderlin.</li> </ul>	
			<ul style="list-style-type: none"> <li>Teacher will record a major referral</li> <li>After school detention is assigned.</li> <li>Student referred to Magnet Intervention Committee for any future violations.</li> </ul>

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 in order to differentiate and meet the needs of students.

**Purpose of this Document:** The purpose of this document is to communicate to all stakeholders – administrators, teachers, students, families 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...
<ul style="list-style-type: none"> <li>• collaboratively plan and design rubrics and assessments.</li> <li>• communicate expectations for student performance using IB assessment criteria (MYP).</li> <li>• use formative assessments to plan and modify instruction.</li> <li>• ensure accuracy in grading practices.</li> <li>• provide timely feedback.</li> <li>• differentiate learning experiences based on assessments.</li> <li>• Set, monitor, and support goals for student learning.</li> <li>• Communicate student progress and maintain open communication with parents and students.</li> <li>• track and monitor data.</li> <li>• celebrate achievements.</li> <li>• differentiate learning experiences based on assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• discuss academic goals.</li> <li>• track and monitor data.</li> <li>• celebrate achievements.</li> <li>• monitor and review student progress in the Focus portal.</li> <li>• participate in conferences – PYP: one per semester. MYP: as needed.</li> <li>• have regular conversations with students about their progress, struggles, and concerns.</li> <li>• communicate with teachers regularly and ask questions to advocate for the student.</li> <li>• encourage students to attend additional learning support (via ELP before/after school opportunities) as needed based on teacher recommendations.</li> </ul>	<ul style="list-style-type: none"> <li>• set and monitor goals for learning.</li> <li>• track and monitor data.</li> <li>• celebrate achievements.</li> <li>• reflect on their own work and the work of their peers.</li> <li>• review and utilize assessment expectations and/or assessment rubrics.</li> <li>• plan and follow a process for relearning or acceleration to meet the goals they set.</li> <li>• advocate for themselves and be effective communicators when working with peers and teachers, knowing when to ask for help.</li> <li>• be principled when completing work.</li> <li>• persevere and work to continually improve as thinkers and learners.</li> </ul>

## Common Types of Assessment (but not limited to):

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

## 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. All B.E.S.T. Standards Progress Monitoring data is available for students and families to track in FOCUS.

<b>PYP</b>
<ul style="list-style-type: none"> <li>• All students monitor their assessment data and track their progress in an orange data folder.</li> <li>• Grades 3- 5: students begin to monitor their academic progress using FOCUS online portal.</li> <li>• <b>PYP Portfolio:</b> 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.</li> <li>• <b>Exhibition (5<sup>th</sup> grade):</b> 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.</li> </ul>
<b>MYP</b>
<ul style="list-style-type: none"> <li>• All students monitor their academics using the Focus online portal and Canvas learning management system</li> <li>• <b>Criterion Assessment:</b> 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.             <ul style="list-style-type: none"> <li>▪ 6<sup>th</sup> grade – MYP Year 1 criterion</li> <li>▪ 7<sup>th</sup> and 8<sup>th</sup> grade – MYP Year 3 criterion</li> </ul> </li> <li>• <b>Standardization:</b> 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.</li> </ul>

- 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 to assess all Unit assessments and projects 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 = 100 %

### Service-Learning

- 6<sup>th</sup> grade:** Students participate in a series of foundational projects and presentations to introduce them to the service-learning process.
- 7<sup>th</sup> grade:** Students participate in class projects to further their understanding and prepare them for independence needed to complete the 8<sup>th</sup> grade Community Project.
- MYP Community Project (8<sup>th</sup> 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	
<ul style="list-style-type: none"> <li>FOCUS Messages</li> <li>DOJO posts and messages</li> <li>Midterm Progress Reports and Report cards (quarterly)</li> <li>Assessment reports in FOCUS</li> <li>Unit reflections (K-5)</li> <li>Parent-Teacher conferences</li> </ul>	
PYP Celebrating Achievements	MYP Celebrating Achievements
<ul style="list-style-type: none"> <li>Student led conferences (K-5)</li> <li>i-Tag Celebrations (annually K-5)</li> <li>Exhibition (5)</li> <li>Promotion ceremony (5)</li> </ul>	<ul style="list-style-type: none"> <li>Community project (8)</li> <li>Student Showcase (6-7)</li> <li>Science Fair showcase (6-8)</li> <li>Promotion ceremony (8)</li> </ul>
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: \_\_\_\_\_



### Paragraph Organization:

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

### Writing Rules:

Make sure to include.....

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

✓ **Spelling**

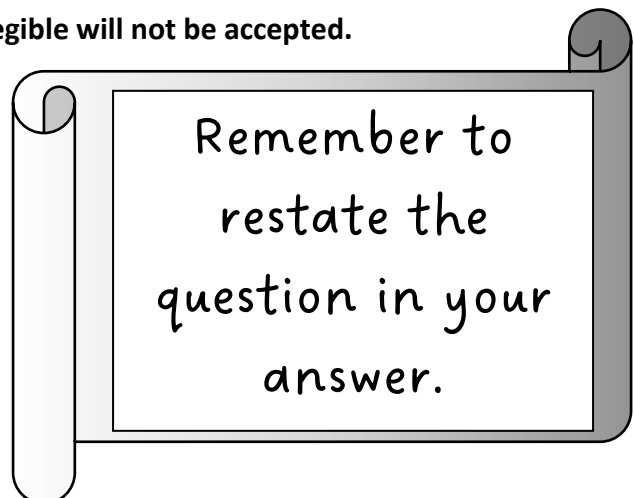
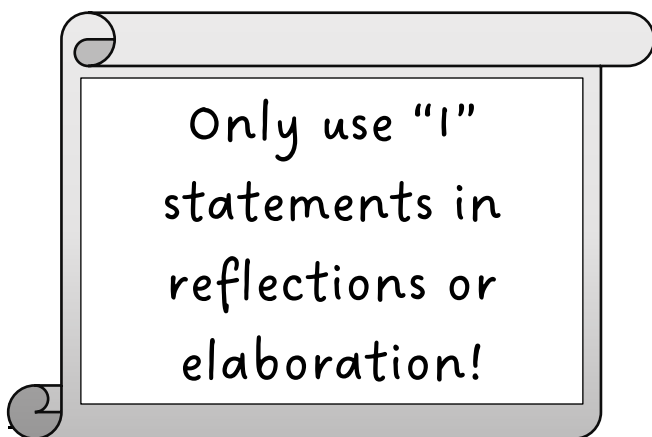
- Use golden folder words
- Look up unknown words

**Sentence Structure**

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

**Presentation**

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



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

## **Research Instructions**

- **Acceptable search engines:** Google, Bing and Google Scholar
  
- **How to research:**
  - When researching any subject, you need to be specific with what you put in the search engine you are using.
  - You need to use key words when researching. You should never type in a whole sentence.
  
  - **For example:** the topic is “How many Jewish people were killed during the Holocaust?”
  - The key word you could use is “Holocaust”.
    - To refine your search, you would type the following in your chosen search engine:
      - site: edu “Holocaust”
    - Another way to refine your search is to look up information in the country where the event happened. You must look up the country code to use in the search. The country code for Germany is “DE”.
      - site: DE “Holocaust”
  
  - **For example:** the topic is “Why did the Vietnam War start?”
  - The key words would be “Vietnam War”
    - To refine your search, you would type the following in your search engine:
      - site: edu “Vietnam War”
    - Another way to refine your search is to look up information in the country where the event happened. You must look up the country code to use in the search. The country code for Vietnam is “VN”.
      - site: VN “Vietnam War”

## **How to cite your resources using the MLA Citation format:**

All students are required to use MLA citation format for all research-based assignments in every subject area. Students should use the [Purdue Owl University MLA formatting guide](#) for reference.

For example:

### ■ Books:

Henley, Patricia. *The Hummingbird House*. MacMurray, 1999.

### ■ Electronic Sources

“Confidence in Teens.” Nemours *KidsHealth*, 19 May 2026,  
<https://kidshealth.org/en/teens/confidence.html>

### ■ Images

Klee, Paul. *Twittering Machine*. 1922. Museum of Modern Art, New York. *The Artchive*,  
[www.artchive.com/artchive/K/klee/twittering\\_machine.jpg.html](http://www.artchive.com/artchive/K/klee/twittering_machine.jpg.html). Accessed May 2006.

### ■ YouTube or Online Video

"The Importance of Reading in a Tech-Obsessed World." *YouTube*,  
uploaded by CBS Evening News, 3 Mar. 2025, [www.youtube.com/watch?v=juVXUPTCa00](http://www.youtube.com/watch?v=juVXUPTCa00).

## **How to determine if your website is reliable:**

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

## **Typing & Printing**

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

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

## **Email Instructions**

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

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

### EXAMPLE

Ms. Geraghty,

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

Thank you,  
Student name

### NON-EXAMPLE

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

### Discussion Rubric

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

## Transitions Toolbox

### To introduce a claim or evidence:

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

### To clarify, elaborate, comment:

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

### To connect, add, continue:

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

### To compare:

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

### To shift, contradict or refute:

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

### To concede:


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



# August

# 2026

## Monthly Calendars

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2	3	4	5	6	7	8
9	10	11 - A First day of School 	12 - B	13 - A	14 - B	15
16	17 - A	18 - B	19 - A	20 - B	21 - A	22
23	24 - B	25 - A	26 - B	27 - A	28 - B	29
30	31 - A					

# September

# 2026

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1 - B	2 - A	3 - B	4 - A	5
6	7 No School	8 - B	9 - A	10 - B	11 - A	12
13	14 - B	15 - A	16 - B	17 - A	18 - B	19
20	21 - A	22 - B	23 - A	24 - B	25 - A	26
27	28 - B	29 - A	30 - B			


# October

# 2026

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1 - A	2 - B	3
4	5 - A	6 - B	7 - A	8 - B	9 - A ☆	10
11	12	13 - B	14 - A	15 - B	16 - A	17
18	19 - B	20 - A	21 - B	22 - A	23 - B	24
25	26 - A	27 - B	28 - A	29 - B	30 - A	31

# November

# 2026

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 - B	3 - A	4 - B	5 - A	6 - B	7
8	9 - A	10 - B	11  No School	12 - A	13 - B	14
15	16 - A	17 - B	18 - A	19 - B	20 - A	21
22	23	24	25	26	27	28
THANKSGIVING BREAK						
29	30 - B					

# December


# 2026

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1 - A	2 - B	3 - A	4 - B	5
6	7 - A	8 - B	9 - A	10 - B	11 - A	12
13	14 - B	15 - A	16 - B	17 - A	18 - B	19 ☆
20	21	22	23	24	25	26
WINTER BREAK						
27	28	29	30	31		
WINTER BREAK						





# February

# 2027

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1 - A	2 - B	3 - A	4 - B	5 - A	6
7	8 - B	9 - A	10 - B	11 - A	12 - B	13
14	15 No School 	16 - A	17 - B	18 - A	19 - B	20
21	22 - A	23 - B	24 - A	25 - B	26 - A	27
28						

# March

# 2027

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1 - B	2 - A	3 - B	4 - A	5 - B	6
7	8 - A	9 - B	10 - A	11 - B	12 - A 	13
14	15	16	17	18	19	20
SPRING BREAK						
21	22 - B	23 - A	24 - B	25 - A	26 	27
28	29 - B	30 - A	31 - B			


# April

# 2027

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1 - A	2	3
4	5 - A	6 - B	7 - A	8 - B	9 - A	10
11	12 - B	13 - A	14 - B	15 - A	16 - B	17
18	19 - A	20 - B	21 - A	22 - B	23	24
25	26 - A	27 - B	28 - A	29 - B	30 - A	

# May

# 2027

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2	3 - B	4 - A	5 - B	6 - A	7 - B	8
9	10 - A	11 - B	12 - A	13 - B	14 - A	15
16	17 - B	18 - A	19 - B	20 - A	21 - B	22
23	24 - A	25 - B	26 - A	27 - B Last day of School 	28 ☆	29
30						