



Create The Difference

**PODAR ORT
INTERNATIONAL SCHOOL**

Service & Action Student Handbook

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PORTIS MISSION STATEMENT

To provide opportunities through a stimulating, safe and supportive environment for attaining personal mastery and team spirit by collaborative learning. Students develop not only their knowledge, understanding and skills necessary for success in the 21st century, but also develop strong moral values, especially appreciation and respect for different cultures to become proactive and responsible world citizens.

THE IB MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB LEARNER PROFILE



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.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—Intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



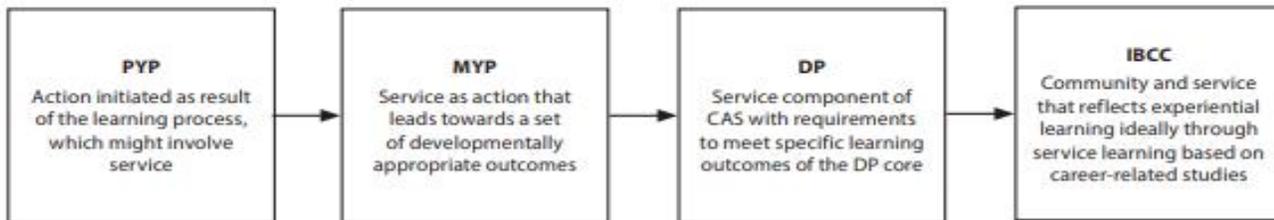
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SERVICE AND ACTION IN IB PROGRAMME

Action (learning by doing and experiencing) is a key component in constructivist models of education, including the kind of teaching and learning common to all IB programmes.

The service as action continuum could be summarized by the following diagram.



The action may involve students in:

- feeling empathy towards others
- making small-scale changes to their behaviour
- undertaking larger and more significant projects
- acting on their own
- acting collaboratively
- taking physical action
- suggesting modifications to an existing system to the benefit of all involved
- Lobbying people in more influential positions to act.

Service when connected to classroom learning, the experience of service offers opportunities to apply concepts, both skills and knowledge, as students explore the community in its complexity, gain personal insight, develop existing and new skills, and grow in confidence and responsibility as they become “actors” in the “real world” beyond school.

Teachers can engage students in applying subject matter to developing plans and partnerships to meet real identified needs using a service learning model. Having this experience, particularly when the service learning process is made explicit, provides a reliable model for students to use as a means and method for taking more independent initiative with an idea for service.

Classroom learning that leads to action addressing an authentic community need is most meaningful when allowing for student initiative that incorporates their interests, skills and talents. The process also provides structured time for both formal and informal reflection on the service experience. By reflecting on their service experience, students may gain a greater awareness of the community and world they live in, and their role and responsibility in improving the lives of themselves and others.

SERVICE FOR AND WITH OTHERS

Service activities should evolve beyond doing for others, to engaging with others in a shared commitment towards the common good. Meaningful service requires understanding of an underlying issue such as poverty, literacy or pollution, & authenticating the need for this service. Meaningful service includes interaction, such as building links with individuals or groups in the community. When schools have long-term established relationships with community partners that are the foundation of service experiences, students must still have a role in understanding the current need for these relationships and verify how their actions will benefit others. They can

examine and refine prior plans to be more relevant and integrate their particular set of abilities & expanding knowledge.

GOOD PRACTICES FOR SUCCESSFUL MYP SERVICE PROGRAMME

- high levels of student involvement in planning for action that helps students demonstrate learning outcomes
- authentic connections with the curriculum
- regular and varied opportunities for self-directed student reflection, using student-chosen media and methods (art, music, a brief narrative, conversations, blogs, photographs, drama, or other methods that engage creative thinking)
- consideration of ethical issues that arise from engaging in service activities, including responsibility for acting with personal and institutional integrity
- guided practice in critical reflection, including models and strategies that help students create meaning from their experience in service activities, as well as meaningful feedback from peers, teachers and other adults
- emphasis on the quality of service, rather than on a system of counting hours devoted to service activities
- diverse opportunities for service with others throughout the programme, which can include learning about important issues, informing others, engaging in advocacy, organizing and taking individual and collaborative action
- clear understanding of the principles of mutual exchange, along with sustainable activities and relationships.

SERVICE AS ACTION IN THE MYP AT PODAR ORT INTERNATIONAL SCHOOL

Service Learning is an experiential process which encourages student's growth by applying learning through serving others. We use 5 Stages of Service Learning as a framework in the learning process. The 5 stages are Investigation, Preparation, Action, Reflection and Demonstration.



MYP LEARNING OUTCOMES FOR SERVICE

With appropriate guidance and support, MYP students should, through their engagement with service as action:

- become more aware of their own strengths and areas for growth
- undertake challenges that develop new skills
- discuss, evaluate and plan student-initiated activities
- persevere in action
- work collaboratively with others
- develop international-mindedness through global engagement, multilingualism and intercultural understanding.
- consider the ethical implications of their actions.

These learning outcomes identify the substance of students' self-reflection on Service as Action. All of these learning outcomes are closely associated with the IB learner profile attributes and ATL skills.

SERVICE REQUIREMENTS AT PORTIS

- Students will complete a formal reflection on the activities they participated in, to meet their requirements.
- Subject teachers (For **Unit initiated Service**) and Homeroom teachers (for **School Planned** and **Self-initiated Service**) will monitor students' plans/proposals and sign off on their reflections.
- All MYP students are required to complete outcomes in three years of the Programme through a minimum of 3 completely different and unrelated activities:
- One long term activity that homeroom teachers and students come up with (Long term is defined as an activity which lasts longer than three months and requires commitment from the students)
- At least one unit driven [curriculum linked] service activity
- At least one school promoted activity

School Initiated Service

- 1) Recycling plastic bottles and papers and donate it raadiconnect.com
- 2) Kasara Project
- 3) Care Week
- 4) Christmas Carnival
- 5) National Association of Blind – NGO.

SUPERVISORS FOR SERVICE AS ACTION

- Homeroom advisors- school planned service activity
- Service coordinator- student -initiated activity
- Subject teacher- unit-initiated activity

EVIDENCE:

- Reflections on all the above activities which demonstrate that the learning
- Outcomes have been met. (Reflections will be uploaded on the Managebac).
- Supervisor reviews of all the activities
- Supervisors and students will come to a common understanding of where the student stands
- in the 'Learning Outcome Progression Grid' (LOPG)
- Note: The LOGP will form part of the End of Semester report. If students do not fulfil the requirement of turning in the reflections for School Planned and Unit Initiated Service, this will be highlighted in the report.

DOCUMENTATION ON MANAGEBAC

The following documentation must be uploaded to Managebac at the end of every semester:

- An updated Service plan/proposal for homeroom initiated activities
- Completed reflections for the required activities and evidence
- Supervisor reviews of all the activities
- Supervisors & students will come to a common understanding of where the student stands in the 'Learning Outcome Progression Grid' (LOPG)

The screenshot shows the Managebac interface for a student named Wisam Alsaad. The top navigation bar includes 'Overview', 'SA', 'Personal Projects', 'Community Projects', 'Messages', 'Calendar', 'Files', and 'Members'. Below the navigation bar, there is a section titled 'What is Service as Action?' with a brief description. The 'Ideas for SA' section lists various activities like 'Volunteer', 'Peer tutoring', etc. The 'SA Step-by-step' section shows a progress list of 8 steps, including adding a new experience, approval, completion of reflections, and supervisor review. A 'Notes & Interviews' section is also visible at the bottom.

The screenshot shows a student's 'SA Worksheet' for Rachel Epelbaum. The worksheet lists several activities with their respective hours and reflection counts:

- Alauddin Orphanage, Kabul Support Program: 16 hours, 4 reflections
- Mt. Elizabeth Hospital Children's Playroom: 30 hours, 1 reflection
- Science class at Faria Community Center: 4 hours, 2 reflections
- Solar-Powered LED Lamp Project: 30 hours, 1 reflection

Below the list, there is a progress bar for 'Outcomes' with the following data:

Outcome	Progress
Awareness	4
Global Value	2
Initiative	2
Challenge & New Skills	1
Collaboration	1

At the bottom, there is a checkbox labeled 'Student has completed the SA Programme' which is currently unchecked. The total reflections are 17.

WHAT COULD A SERVICE & ACTION PROFILE LOOK LIKE ACROSS MYP?

Emerging, MYP 1, Grade 6	Developing, MYP 2-3 Grades 7 and 8
<p>Service and Action related activities,</p> <p>Possible examples,</p> <ul style="list-style-type: none"> • Representing the school soccer team • Planning, preparing and taking a lead in a school assembly • Participation in House Events like Inter House • Debate • Taking part in a Grade level Paper Recycling Project, (e.g. organizing, monitoring, evaluating and informing others) • Supporting the grade 5 induction into Middle School through a guided tour, giving a presentation • Involvement in curriculum oriented project • Educational trips • Visit to hospital, old age home, orphanage etc. 	<p>Community and service related activities,</p> <p>Possible examples,</p> <ul style="list-style-type: none"> • Representing school at different level • Curating a notice board or mounting an exhibition during a School organized event • Writing an article for School Newsletter • Involvement in a curriculum initiated project – Road Safety drive • Participating in school Cultural Mela • Spreading awareness regarding waste management • Clean -up campaign • Educational trips • Visit to hospital, old age home, orphanage etc.

TIPS FOR SERVICE LEARNING

- Go beyond the minimum
- Focus your service experience on a cause. Can it connect to a Sustainable Development Goal?
- Ask questions along the way!
- Be willing to do whatever is asked of you with a cheerful heart
- Avoid just fundraising.
- Join a volunteer group or team.
- Connect your service to explore possible future pursuits. These experiences can be instrumental in Confirming your future plans or shifting them
- Explore your gifts, talents, and preferences.
- Attempt to avoid missing school for service trips
- Start early
- Ideally the person who signs your forms should be your direct supervisor instead of the head Of the organization
- Keep a copy of your forms (digital or hard copy)

Learning Outcomes Progression Grid for Service

MYP Learning Outcomes for Service	Minimum expectation		
	Beginners	Intermediate	Advanced/Excelled
Become more aware of own strengths and weaknesses: the activity will make student aware of own strengths and weaknesses	I am aware of my own strengths and weaknesses	I can identify my own strengths and weaknesses	I can reflect on own strengths and weaknesses
Undertake challenges that develop new skills: the activity will enable students undertake challenges that develop new skills	With a lot of guidance, I can undertake challenges that develop new skills	With some guidance, I can undertake challenges that develop new skills	With minimal guidance, I can undertake challenges that develop new skills
Work collaboratively with others: through the activity, students will work collaboratively with others	I can participate in collaborative activities	I can engage in collaborative activities	I can appreciate the importance of collaborative activities and plan such activities
Persevere in action- the activity will give an opportunity to students persevere in action	With teacher support, I persevere in action and am committed	With minimal teacher support, I persevere in action and am committed	I persevere in action independently and am committed
Consider ethical implications of their actions – the activity will help students to consider ethical implications of their actions	I recognize ethical implications	I understand ethical implications	I can propose solutions to ethical issues
Develop international mindedness through global engagement, multilingualism and intercultural understanding - the activity will help students to develop one or more of the above.	I recognize issues of global importance	I can engage in activities of global importance and intercultural understanding	I can appreciate the importance of global engagement, multilingualism and intercultural understanding and plan such activities
Discuss, evaluate and plan student initiated activities – the students should be able to, with increasing independence, discuss, evaluate and plan student initiated activities.	With a lot of guidance, I can discuss, evaluate and plan student initiated activities	With some guidance, I can discuss, evaluate and plan student initiated activities	With minimal guidance, I can discuss, evaluate and plan student initiated activities

MYP LEARNING OUTCOMES FOR SERVICE AS ACTION & GUIDANCE ON HOW TO ACHIEVE THEM

Grade 6: MYP Year 1

Learning objectives to be achieved	Description	Questions which will help/guide students to achieve LO's and write reflection.(Supervisors can discuss this with students)
Undertake challenges that develop new Skills	A new challenge may be an unfamiliar experience or an extension of an existing one. Developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.	<ul style="list-style-type: none"> • What was so challenging? • Why was it challenging? • Have you done anything similar before? • How did you overcome this challenge? If you Didn't overcome it, why not and what will you • Do differently next time? • How do you feel about having undertaken this challenge? • Why is it important for you to undertake new challenges? • Did you discover any skills you hadn't known or learned yet? • How could this skill be useful to you in the future? • How does having this new skill make you feel about yourself? • Why is it important to learn new skills?
Working collaboratively with others	Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration	<ul style="list-style-type: none"> • Is working with others generally easy or difficult for you? Why? So, based on your answer to the above question, during this particular activity, was it easy or difficult for you to work with others? • Did you have to work with anyone difficult? • How did you handle it? • Why is it important to be able to work Collaboratively with others? • What was the importance of Teamwork or leadership in your activity?
Demonstrate engagement with issues of global significance	Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally.	<ul style="list-style-type: none"> • What were the issues? Why are they important globally? How? Where? How did you know? • How does knowing about global issues contribute to your personal growth? • How does it make you feel now that you are aware of this global issue? • How does your work in this Service activity make you feel about that global issue?

Grade 7: MYP Year 2

Learning objectives to be achieved	Description	Questions which will help/guide students to achieve LO's and write reflection.(Supervisors can discuss this with students)
Identify own strengths and develop areas for growth	Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.	<ul style="list-style-type: none"> • Did you identify your strength and weakness? • How do you feel now that you are aware of it? • Why is it important for us to know our strengths? Or weaknesses? • Did you work/ or would like to on your weakness? • Relate one area where overcoming this weakness would have benefited you.
Undertake challenges that develop new skills	A new challenge may be an unfamiliar experience or an extension of an existing one. Developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.	<ul style="list-style-type: none"> • What was so challenging? • Why was it challenging? • Have you done anything similar before? • How did you overcome this challenge? If you Didn't overcome it, why not and what will you do differently next time? • How do you feel about having undertaken this challenge? • Why is it important for you to undertake new challenges? • Did you discover any skills you hadn't known or learned yet? • How could this skill be useful to you in the future? • How does having this new skill make you feel about yourself? • Why is it important to learn new skills?
Working collaboratively with others	Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration	<ul style="list-style-type: none"> • Is working with others generally easy or difficult for you? Why? So, based on your answer to the above question, during this particular activity, was it easy or difficult for you to work with others? • Did you have to work with anyone difficult? • How did you handle it? • Why is it important to be able to work collaboratively with others? • What was the importance of teamwork or leadership in your activity?
Demonstrate engagement with issues of global significance	Students are able to identify and demonstrate their understanding of Global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally.	<ul style="list-style-type: none"> • What were the issues? Why are they important globally? How? Where? How did you know? • How does knowing about global issues contribute to your personal growth? • How does it make you feel now that you are aware of this global issue? • How does your work in this Service activity make you feel about that global issue?

Grade 8: MYP Year 3

Learning objectives to be achieved	Description	Questions which will help/guide students to achieve LO's and write reflection.(Supervisors can discuss this with students)
Identify own strengths and develop areas for growth	Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.	<ul style="list-style-type: none"> • Did you identify your strength and weakness? • How do you feel now that you are aware of it? • Why is it important for us to know our strengths? Or weaknesses? • Did you work/ or would like to on your weakness? • Relate one area where overcoming this weakness would have benefited you.
Undertake challenges that develop new skills	A new challenge may be an unfamiliar experience or an extension of an existing one. Developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.	<ul style="list-style-type: none"> • What was so challenging? • Why was it challenging? • Have you done anything similar before? • How did you overcome this challenge? If you didn't overcome it, why not and what will you do differently next time? • How do you feel about having undertaken this challenge? • Why is it important for you to undertake new challenges? • Did you discover any skills you hadn't known or learned yet? • How could this skill be useful to you in the future? • How does having this new skill make you feel about yourself? • Why is it important to learn new skills?
Working collaboratively with others	Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration	<ul style="list-style-type: none"> • Is working with others generally easy or difficult for you? Why? So, based on your answer to the above question, during this particular activity, was it easy or difficult for you to work with others? • Did you have to work with anyone difficult? • How did you handle it? • Why is it important to be able to work collaboratively with others? • What was the importance of teamwork or leadership in your activity?
Demonstrate engagement with issues of global significance	Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally.	<ul style="list-style-type: none"> • What were the issues? Why are they important globally? How? Where? How did you know? • How does knowing about global issues contribute to your personal growth? • How does it make you feel now that you are aware of this global issue? • How does your work in this Service activity make you feel about that global issue?
Plan and initiate (student initiated activities)	Students can articulate an idea to executing a plan. This may be accomplished in collaboration with other Participants. Students may show their knowledge and awareness by building on a previous experience,	<ul style="list-style-type: none"> • How did you organize yourself? • Are you usually an organized person? • What was difficult? Planning or the initiating? • Why? • Did you discover any skills you hadn't known or learned yet that you had to use for the planning and initiating of this activity? • Do you think planning or initiating anything in the future will be easier now?

APPENDIX 1

DESCRIPTION OF ACTIVITY:

Y/N is this a volunteer activity?

Y/N Can this activity be completed outside the school day? If no, you must be student in good standing

C- And above, with a completed prearranged absence form 1 week prior to the event.

Instructor's Pre-Approval: _____

Date(s) of Activity: _____ Hours Worked: _____

Supervisor's Name: _____ Phone#: _____

Signature: _____

I hereby certify these hours to be an honest account of my service hour's record. Any falsification of this Record will result in my losing credit for these hours and/or credit for this class and related work.

Student's Name: _____ Signature: _____

APPENDIX 2

MYP SERVICE REFLECTION SHEET

Student's Name: Grade: Homeroom Teacher/Subject Teacher/Supervisor Name: Name of Activity _____

Reflection: Use these questions to guide your writing

1. What was the purpose of your service activity?
2. What was the target community?
3. How was the experience? Explain what you can do differently next time to have a better experience.
4. What did you learn about yourself and others by participating in this activity?
5. How did your participation in this activity make you feel about your role within your Community
6. Which Learning Outcome did you identify for this activity? How far did you meet the Learning Outcome? Why?

(See the '[Learning Outcome Progression Grid](#)' 5).

APPENDIX 3

SERVICE AS ACTION SUPERVISOR REVIEW FORM

Name of student: _____ Grade: _____ Duration: _____

Teacher's acknowledgment of student's engagement during the activity:

Name of the Service: _____

Name of Homeroom Teacher/Subject Teacher/Supervisor
: _____

Using the *descriptors* below; **highlight** the student's level of contribution.

Contribution Level	In my observations, the student has been:
At an advanced Level	Planning and participation was enthusiastic and reflected interest. Student was proactive to the needs of others. Learning Outcomes are at an advanced level.
At Intermediate Level	Planning and participation was positive and satisfactory. Student reciprocated willingly to the needs of others. Learning outcomes are at an intermediate.
At Beginners Level	Planning and participation was hesitant. Student was hesitant to reciprocate to the needs of others. Learning Outcomes are at a beginner level.
Supervisors Comment On LOPG Level with observations From the activity.	

Date:

APPENDIX 5

MANAGEBAC REPORT ON SERVICE AS ACTION

IB MYP Class of 2020 (MYP 5)

Overview SA Personal Projects Community Projects Messages Calendar Files Members

SA Reports

Generate Reports Progress Descriptions

This will generate a SA Progress Report for Rachel Topfbaum. Individual reports will be stored in the student's SA Documents section.

General

Start Date: June 13, 2016 End Date: October 12, 2017

Term: Term 2 2016 Report Name: MYP Community & Service Progress Report

Coordinator Name: Sharon Anze

Notify Parents via e-mail

Activities

Customize activity description text

Which fields would you like to display alongside the Activity name?

Activity Type (e.g. Creativity, Action or Service) Learning Outcomes Reflections

Supervisor Review Comments Location (e.g. In-school or Out-of-school) Hours

Notes Meeting Logs

Customize activities footer

Logout

It is a requirement of the IB MYP that each student demonstrates satisfactory involvement in community service activities for each school year. In S1 and S2, activities and projects are organized by the school to support students. In S3 and S4, it is expected that students participate in an activity beyond special activities organized by the school.

Programme description

Community and service starts in the classroom and extends beyond it, requiring students to take an active part in the communities in which they live. The emphasis is on developing community awareness and concern, and the skills needed to make an effective contribution to society.

Generate Report Cancel

APPENDIX 6

School Expectations of Service

The following checklist should help you. Tick each box when you are sure that you have understood.

1. I have carefully read through the information contained in this booklet and I have fully understood the Service requirements.
2. I know that I can always discuss Service ideas or questions with the Service Coordinator, my homeroom teacher or my subject teachers.
3. I know that I must write **TWO** reflections summing up my experiences of 'School planned activity' at the end of each semester using the 'Five Stages of Service Learning'
4. I know that I must write **ONE** reflection for each Unit initiated Service activity at the end of the activity using the 'Five Stages of Service Learning'
5. I know that I must upload **ONE** reflection for a self- initiated service activity (if undertaken) at the end of the activity using the 'Five Stages of Service Learning'
6. I am aware that I can be as creative as I want and put pictures or drawings of the activity in the sheet or upload photos and videos to support my reflection.
7. If I undertake self-initiated/school planned/unit initiated activities outside school hours, I know that I must take prior approval and fill the 'Student Volunteer Form' and take consent from all concerned.
8. If I undertake activities outside school hours, I have read and understood the procedure for the same including filling up the 'Record of Service Activity' available in this booklet.
9. I am aware that the requirements for completion of service activity is:
 - a. Two reflections summing up the experience of school planned activity at the end of each semester
 - b. One reflection summing up the experience of unit initiated service at the end of the activity Student Volunteer Form Completed (if required)
 - c. One reflection summing up the experience of student-initiated activity at the end of the activity 'Student Volunteer Form' completed for this activity
 - d. Following the five 'Stages of Service Learning' in recording the activities
 - e. A positive attitude (willingness and interest) during the activity/Commitment to Service
 - f. Regular attendance/engagement during the activity
 - g. Appropriate identification of Learning outcomes and reflection on achievement of the same

BIBLIOGRAPHY

Approaches to Learning (Source IB)

Ecole Mondiale World School Service as Action Handbook.

<https://www.ecolemondiale.org/ib-myp-schools-mumbai>

Edubridge International School Service & Action Handbook.

https://drive.google.com/file/d/1_f6VFIKODdD4OuaNUDygGF1GYbOOEpvu/view

International Community School, Bangkok 10260, Thailand

<http://www.icsbangkok.com>

Mount Litera International School Mumbai

<https://mlsi.in/community-outreach/>

MYP: From principles into practice - September 2014/January 2015

Pacific Beach Middle School

<https://www.sandiegounified.org/schools/pacific-beach-middle>

PORTIS MYP 2019- 20 Handbook.pdf