





Pinellas County Schools 301 Fourth St. SW Largo, FL 33770

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Vision: 100% Student Success

Mission: Educate and Prepare Each Student for College, Career and Life







1 am honored

I am honored to serve as Pinellas County Schools superintendent. As a proud graduate of Largo High and a longtime resident of Pinellas County, I have deep roots in our community. I am eager to collaborate with our families, staff and community members to continue the great work of the past decade and lift our district to the next level as a top-performing school district. Raising the bar will not only boost academic success. It will also help us grow our climate and culture of excellence.

In addition to academics, health, safety and a climate of collaboration are my key priorities as we accelerate our work on early learning, strengthen efforts to narrow achievement gaps, increase teacher training opportunities and expand experiences that improve student and family engagement. I look forward to working with our incredible community to ensure that every student has the resources and the opportunities to reach their full potential.

We'll continue to cultivate strong relationships with community and business partners. We are fortunate to have so many successful partnerships, and we are actively developing new and innovative partnerships that will benefit our students academically, physically and socially. Here are a few of the newest ones:

Thanks to our partnership with the Pinellas Education Foundation, we are improving our College and Career Centers and expanding them to all our traditional high schools.

With support from the foundation, we are launching a health and wellness pilot with the TB12 Foundation, founded by Super Bowl champion Tom Brady.

We are partnering with the Innovation Foundation, created by Catherine Wood, to pilot a new and innovative science curriculum for our sixth-grade students, focused on the current global technology transformation.

We are partnering with the YMCA of Greater St. Petersburg to build a joint community center and state of the art middle school.

You'll hear more about these exciting partnerships as the school year progresses.

Our entire community plays a role for our vision of 100% student success. I am eager to hear from families, staff, students and community members and learn from you. I look forward to working with you to ensure that our students are prepared for college, careers and life. Stay tuned for opportunities to share your ideas. Sincerely,

Kevin K. Hendrick
Superintendent







MISSION: Educate and prepare each student for college, career and life.

MHO NE ARE

CORE VALUES

Commitment to children, families and community

- Making decisions and committing resources to attain each student's success
- •Seeking out and connecting with families and community

Respectful and caring relationships

- Establishing positive relationships among all stakeholders
- •Using the district vision to guide intentions, motives and actions

Cultural competence

- •Understanding and honoring culturally-defined beliefs, needs, styles and behaviors of the students, families and communities we serve
- Valuing the benefit that individual differences bring to our school district
- Recognizing the importance of individual similarities and differences while working effectively with all stakeholders from various cultures, races, ethnicities and religious backgrounds

Integrity

- Maintaining the highest standards of behavior, ethics, fairness and honesty with ourselves and others
- •Committing to doing the right things for the right reasons
- •Demonstrating fairness in our judgments and actions

Responsibility

- Fulfilling commitments and promises through fact-based decision-making making and problem-solving
- Taking ownership of our own behaviors
- Seeking opportunities for continuous improvement

Connectedness

- •Teaming through internal and external partnerships by aligning efforts for the common purpose of each student's success
- Willing to share and transfer knowledge with others





Our District

Welcome to Pinellas County Schools, home of the eighth largest school district in Florida! This handbook was developed to support you, as a new hire, as you navigate the district and the expectations set forth to help you acclimate and become successful in your classroom, school site and your role in the district. We understand that this can be an exciting and overwhelming time, so this handbook will provide you with the explanation, contacts and tools to help you succeed.

Pathways

Early Career Teachers (0-3 Years' Experience) Teachers who are brand new to the teaching profession receive the most intense support gradually - released through their first three years in the district.

New Hires with Previous Experience in Other States or District Teachers who come new to the district with years of experience receive on-demand support based on most prevalent areas of needs.

Non-Education Majors- Transition to Teaching (TTT) or College Program Non-Education majors in the Transition to Teaching program receive a TTT mentor program. College program non-education majors will receive support from a site-based mentor.

Points of Pride

- Pinellas County Schools is committed to growing greatness in each and every child. Pinellas is fully
 accredited and is nationally recognized for providing choices for families, developing great teachers,
 advancing the use of technology, and preparing students for success in college and careers. We are
 proud that our graduation rate ranks at the top among the state's 10 largest school districts. We have
 also achieved our highest graduation rates in history for black and Hispanic students.
- We offer a wealth of educational choices, including quality neighborhood schools and nearly 80 magnet programs, focused on students interests, talents and abilities. We continue to launch exciting and innovative programs based on feedback from our families. Our academic offerings are complemented by a wide array of extracurricular programs, including nationally recognized arts, music, STEM and athletic programs. We offer dozens of career-focused programs as well as nearly 70 career-preparation programs at our technical colleges.
- Our award-winning district is the largest employer in Pinellas County, the 9th largest district in the state.



Table of Contents



Professional Learning and Support	1
Technology Information System (TIS) and Employee Self-Service FAQ	2-3
Signing In and Out of Outboard	4
Focus Student Information System	5
Absence Management	6-7
Evaluation an iObservation	8-13
Curriculum Resources	14
Professional Learning Network (PLN)	15-17
Embrace Pinellas	18-19
Early Career Teacher Journey	20
Chalk Talk - Catalog of Professional Development	21
FLDOE Certification Information	22-24
Transition To Teaching (TTT) Frequently Asked Questions	25-26
PCS Digital Learning	27
Teachers Rocking Technology	28
Performance Matters	29
FAST	30
Elementary Data System	31
School Site Information, Mentoring and Expectations to Consider	32-38
English Learners (EL)	39
Report Cards	40
Payroll Calendar	41
Instructional Calendar	42-43
School Board Approved List of Special Observance Days	44





Professional Learning and Support

The role of Professional Learning is to support all teachers, support staff and administrators in the district. While the PL team consists of many members, the contacts below are available to work with you. If, for any reason, they are unable to help you, they will be able to direct you to someone who can assist.

Professional Learning Opportunities: https://www.pcsb.org/PD

Name	Role	E-Mail	Phone
Melissa Wolcott-Crabb	Mentors, New Hires, Embrace, Onboarding	wolcott-crabbm@pcsb.org	588-6224 ext.6324
Adam Zele	Transition to Teaching	zelea@pcsb.org	588-6224 ext.1946
William Aligood	Marzano Evaluation	aligoodw@pcsb.org	588-6224 ext.1320
Karen Collier	Teacher Leadership	collierka@pcsb.org	588-6224 ext.1909
Lisa Brackney	Professional Learning Network	<u>brackneyl@pcsb.org</u>	588-6224 ext. 1419
Robin Ford	Classroom Management	fordr@pcsb.org	588-6224 ext. 6223



For detailed information about all our departments and divisions, please visit our main website at www.pcsb.org

Administration Building main number: 727-588-6000

• Help Desk: 727-588-6060

• Walter Pownall Service Center main number: 727-547-7100

Human Resources: 727-588-5011Professional Learning: 727-588-6312

Risk Management and Insurance: 727-588-6195
Office of Professional standards: 727-588-6472

• Payroll: 727-588-6162

*Leave of Absence: pcsleaves@pcsb.org

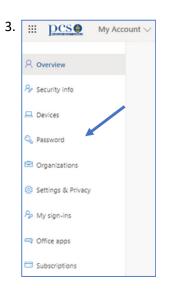
*Employee Records: Employment verifications, teacher service verification to other districts, etc. at pcsrecordsrequest@pcsb.org

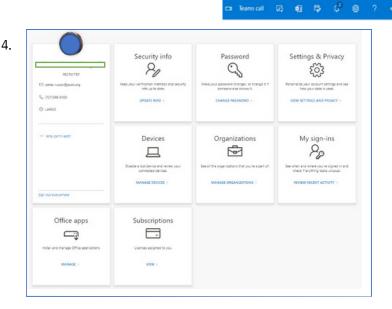


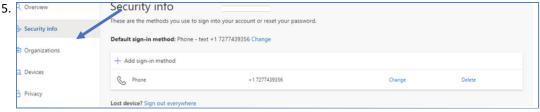


Technology Information System (TIS) and Employee Self-Service (ESS) Frequently asked questions (continued)

- Q: When do I get my computer?
- A: If you participate in Embrace, you will receive your computer then. If you do not participate/attend Embrace, check with your Principal or Principal secretary for a new computer (request via Tech Help).
- Q: When do I get my username and password?
- A: New employees contact the Help Desk at 727-588-6060 to receive their user ID and Password after 2 to 3 business days from processing. Allow 2 to 3 weeks during the summer months.
- Q: What do I do after I receive my username and password?
- A: After you receive your user name and password, register your account at www.pcsb.org/passwords to be able to reset, unlock and change your password on your own, from school, or at home.
- Q: How do I get my Verification Code set up to access my e-mail from home?
- A: You can ask the help desk to set you up at the same time they are setting you up for a username and password. If you forget, just follow the steps below.
 - 1.Go to http://mail.pcsb.org/ It will take you to your e-mail. Click on your picture/letter icon (top right)
 - 2.Click on view account







6. We recommend using alternative phone (cell phone) options under + Add sign-in method.





Technology Information System (TIS) and Employee Self-Service (ESS) Frequently asked questions (continued)

Q: How do I request Employment verifications for mortgages, teacher service verification to other districts, etc.?

A: Email your request to Employee Records at pcsrecordsrequest@pcsb.org

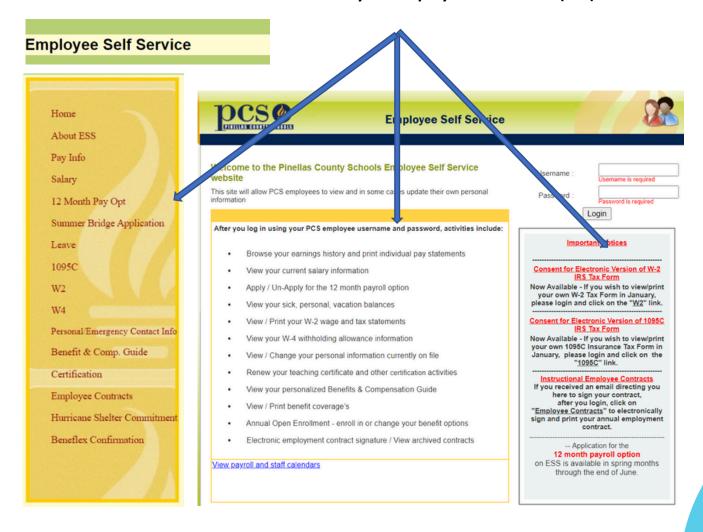
Q: How do I change Marital Status (Name Change)?

A: Submit PCS Form 3-1909 Employee Address/Telephone/Name Change Form with a new social security card in your new name to Human Resources, Administration Bldg. You will receive an e-mail from your HR Rep. with the final step to complete the name change request.

Q: How can I update my address and/or phone number?

A: Update your address, phone number, and emergency contact information, check your salary, and benefits, sign your contract, and more online at https://ess.pcsb.org/EmpSS/

Information and resources access your Employee Self Service (ESS)





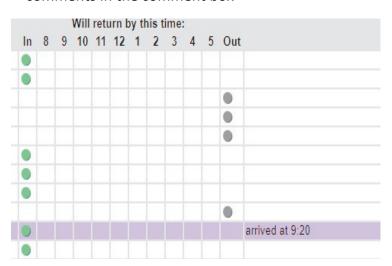


Signing in and Out of Outboard

- 1. You can access Outboard at: https://io.pcsb.org/menu
- 2. You can also access Outboard through the PCSB Portal



3. Click the box next to your name to sign in. You can also make comments in the comment box











Login







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Embrace Pinellas FOCUS Resources



EMBRACE PRACTICE RESOURCE: FOCUS SCENARIOS

FOCUS University Training Videos for Teachers

FOCUS Portal Basics

FOCUS Gradebook Resources

Taking Attendance in FOCUS

Student Information & Lists

FOCUS Communication Tools

Positive Behaviors Module in FOCUS

II View Course Stream



Coming Up

Nothing for the next week





Absence Management

Go to Clever: It will take you to a login page, use your credentials WITHOUT @pcsb.org to sign in. Scroll down the page until you see this icon:

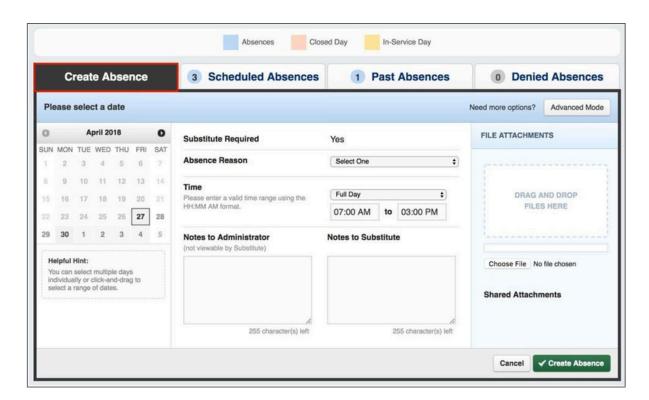


Frontline Education Absence Ma...

CREATING AN ABSENCE

You can enter a new absence from your Absence Management home page under the **Create Absence** tab.

Enter the absence details including the date of the absence, the absence reason, notes to the administrator or substitute, etc. and attach any files, if needed. You can then click **Create Absence**.



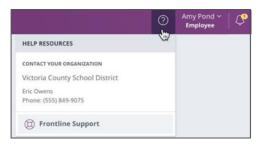




Managing Your Pin and Personal Information

Using the "Account" option, you can manage your personal information, change your PIN number, upload shared attachments (lesson plans, classroom rules, etc.), manage your preferred substitutes, and more.





GETTING HELP AND TRAINING

If you have questions, want to learn more about a certain feature, or need more information about a specific topic, click **Help Resources** and select **Frontline Support**. This opens a knowledge base of help and training materials.

ACCESSING ABSENCE MANAGEMENT ON THE PHONE

In addition to web-based, system accessibility, you can also create absences, manage personal information, check absence reason balances, and more, all over the phone.

To call the Absence Management system, dial **1-800-942-3767**. You'll be prompted to enter your ID number (followed by the # sign) and then your PIN number (followed by the # sign).

Over the phone you can:

- Create an absence (within the next 30 days) Press 1
- Review upcoming absences Press 3
- Review a specific absence Press 4
- Review or change your personal information Press 5

If you create an absence over the phone, please note the confirmation number that the system assigns the new absence, for future reference.



Marzano Focused Teacher Evaluation Model

STANDARDS-BASED PLANNING

- Planning Standards-Based Lessons/Units
- Aligning Resources to Standard(s)
- Planning to Close the Achievement Gap Using Data

CONDITIONS FOR LEARNING

- Using Formative Assessment to Track Progress
- Providing Feedback and Celebrating Progress
- Organizing Students to Interact with Content
- Establishing and Acknowledging Adherence to Rules and Procedures
- Using Engagement Strategies
- Establishing and Maintaining Effective Relationships in a Student-Centered Classroom
- Communicating High Expectations for Each Student to Close the Achievement Gap

STANDARDS-BASED INSTRUCTION

- Identifying Critical Content from the Standards
- Previewing New Content
- Helping Students Process New Content
- Using Questions to Help Students Elaborate on Content
- Reviewing Content
- Helping Students Practice Skills, Strategies, and Processes
 - Helping Students Examine Similarities and Differences
- Helping Students Examine Their Reasoning
- Helping Students Revise Knowledge
- Helping Students Engage in Cognitively Complex Tasks



PROFESSIONAL RESPONSIBILITIES

Adhering to School and District Policies and Procedures

Maintaining Expertise in Content and Pedagogy

Promoting Teacher Leadership and Collaboration





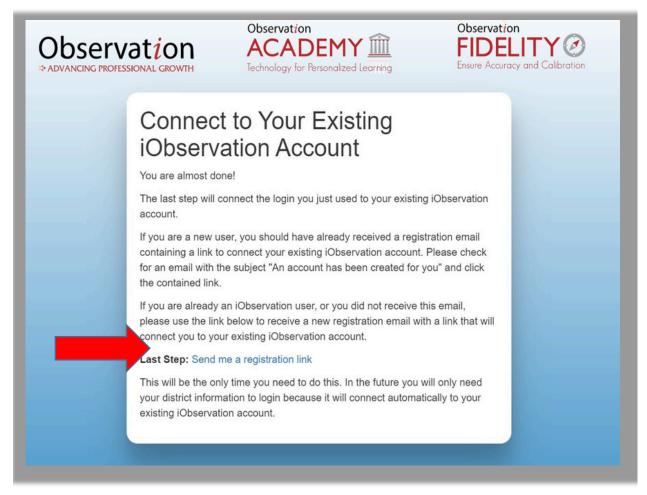
Marzano Focused Teacher Evaluation Model: Desired Effects

Figure 1 Panning Standards Select Lescond Ulpits Financial Conference to Standards (3) under Jenning English early canded revoke the Standards (3) under Jenning English early canded revoke the Standards (3) under Jenning English early canded (1) under Standards (3) under Jenning English early canded (1) under Jenning Standards Standards (3) under Jenning English early content from the Standards Financial Co		ELEMENT	DESIRED EFFECT
Aligning Resources to Standard(s) Planning to Close the Achievement Gap Using Data Planning to Close the Achievement Gap Using Data Identifying Critical Content from the Standards Previewing New Content Helping Students Practice Skills, Strategies, and Processes Helping Students Examine Their Reasoning Helping Students Engage in Cognitively Complex Tasks Helping Students Engage in Cognitively Complex Tasks Using Formative Assessment to Track Progress Organizing Students to Interact with Content Establishing and Acknowledging Adherence to Rules and Procedures Using Engagement Strategies Establishing and Maintaining Effective Relationships in a Student-Centered Classroom Communicating High Expectations for Each Student to Close the Achievement Gap Maintaining Expertise in Content and Pedagogy Promoting Teacher Leadership and Collaboration	P	Planning Standards-Based Lessons/Units	Teacher provides evidence of implementing lesson/unit plans aligned to grade-level standard(s) using learning targets embedded in a performance scale.
Planning to Close the Achievement Gap Using Data ELEMENT	əse	Aligning Resources to Standard(s)	Teacher implements traditional and/or digital resources to support teaching standards-based units and lessons.
Helping Students Process New Content Helping Students Process New Content Helping Students Process New Content Helping Students Practice Skills, Strategies, and Processes Helping Students Examine Their Reasoning Helping Students Engage in Cognitively Complex Tasks Helping Students Engage in Cognitively Complex Tasks Providing Feedback and Celebrating Progress Organizing Students to Interact with Content Establishing and Acknowledging Adherence to Rules and Procedures Using Engagement Strategies Establishing and Maintaining Effective Relationships in a Student-Centered Classroom Communicating High Expectations for Each Student to Close the Achievement Gap Maintaining Expertise in Content and Pedagogy Promoting Teacher Leadership and Collaboration	8	Planning to Close the Achievement Gap Using Data	Teacher provides data showing that each student (including English learners [EL], exceptional education, gifted and talented, low socioeconomic status, and ethnic students) makes progress toward closing the achievement gap.
Helping Students Process New Content Reviewing Content Helping Students Practice Skills, Strategies, and Processes Helping Students Examine Their Reasoning Broviding Feedback and Celebrating Progress Organizing Students to Interact with Content Establishing and Acknowledging Adherence to Rules and Procedures Using Engagement Strategies Establishing and Maintaining Effective Relationships in a Student-Centered Classroom Communicating High Expectations for Each Student to Close the Achievement Gap Maintaining Expertise in Content and Pedagogy Promoting Teacher Leadership and Collaboration		ELEMENT	DESIRED EFFECT
Previewing New Content Helping Students Process New Content Using Questions to Help Students Elaborate on Content Using Questions to Help Students Elaborate on Content Reviewing Content Helping Students Examine Similarities and Differences Helping Students Examine Their Reasoning Helping Students Engage in Cognitively Complex Tasks Helping Students Engage in Cognitively Complex Tasks Using Formative Assessment to Track Progress Organizing Students to Interact with Content Establishing and Acknowledging Adherence to Rules and Procedures Using Engagement Strategies Establishing and Maintaining Effective Relationships in a Student-Centered Classroom Communicating High Expectations for Each Student to Close the Achievement Gap Maintaining Expertise in Content and Pedagogy Promoting Teacher Leadership and Collaboration		Identifying Critical Content from the Standards	Evidence (formative data) demonstrates students know what content is important and what is not important as it relates to the learning target(s).
Helping Students Process New Content Using Questions to Help Students Elaborate on Content Reviewing Content Helping Students Practice Skills, Strategies, and Processes Helping Students Examine Their Reasoning Using Formative Assessment to Track Progress Organizing Students to Interact with Content Establishing and Acknowledging Adherence to Rules and Procedures Using Engagement Strategies Establishing and Maintaining Effective Relationships in a Student-Centered Classroom Communicating High Expectations for Each Student to Close the Achievement Gap Maintaining Expertise in Content and Pedagogy Promoting Teacher Leadership and Collaboration	tioi	Previewing New Content	Evidence (formative data) demonstrates students make a link from what they know to what is about to be learned.
Using Questions to Help Students Elaborate on Content Reviewing Content Helping Students Practice Skills, Strategies, and Processes Helping Students Examine Their Reasoning Helping Students Examine Their Reasoning Helping Students Examine Their Reasoning Helping Students Engage in Cognitively Complex Tasks Helping Students Engage in Cognitively Complex Tasks Using Formative Assessment to Track Progress Organizing Students to Interact with Content Establishing and Acknowledging Adherence to Rules and Procedures Using Engagement Strategies Establishing and Maintaining Effective Relationships in a Student-Centered Classroom Communicating High Expectations for Each Student to Close the Achievement Gap Raintaining Expertise in Content and Pedagogy Promoting Teacher Leadership and Collaboration	ınıc	Helping Students Process New Content	Evidence (formative data) demonstrates students can summarize and generate conclusions about the new content during interactions with other students.
Helping Students Practice Skills, Strategies, and Processes Helping Students Examine Similarities and Differences Helping Students Examine Their Reasoning Helping Students Examine Their Reasoning Helping Students Engage in Cognitively Complex Tasks Helping Students Engage in Cognitively Complex Tasks Dising Formative Assessment to Track Progress Organizing Students to Interact with Content Establishing and Acknowledging Adherence to Rules and Procedures Using Engagement Strategies Establishing and Maintaining Effective Relationships in a Student-Centered Classroom Communicating High Expectations for Each Student to Close the Achievement Gap Raintaining Expertise in Content and Pedagogy Promoting Teacher Leadership and Collaboration	ısuı	Using Questions to Help Students Elaborate on Content	Evidence (formative data) demonstrates students accurately elaborate on content.
Helping Students Practice Skills, Strategies, and Processes Helping Students Examine Similarities and Differences Helping Students Examine Their Reasoning Helping Students Revise Knowledge Helping Students Revise Knowledge Helping Students Engage in Cognitively Complex Tasks Browiding Feedback and Celebrating Progress Organizing Students to Interact with Content Establishing and Acknowledging Adherence to Rules and Procedures Using Engagement Strategies Establishing and Maintaining Effective Relationships in a Student-Centered Classroom Communicating High Expectations for Each Student to Close the Achievement Gap Raintaining Expertise in Content and Pedagogy Promoting Teacher Leadership and Collaboration	pə	Reviewing Content	Evidence (formative data) demonstrates students know the previously taught critical content.
Helping Students Examine Similarities and Differences Helping Students Examine Their Reasoning Helping Students Revise Knowledge Helping Students Revise Knowledge Helping Students Engage in Cognitively Complex Tasks Helping Students Engage in Cognitively Complex Tasks Dising Formative Assessment to Track Progress Organizing Students to Interact with Content Establishing and Acknowledging Adherence to Rules and Procedures Using Engagement Strategies Establishing and Maintaining Effective Relationships in a Student-Centered Classroom Communicating High Expectations for Each Student to Close the Achievement Gap Raintaining Expertise in Content and Pedagogy Promoting Teacher Leadership and Collaboration	seg	Helping Students Practice Skills, Strategies, and Processes	Evidence (formative data) demonstrates students develop automaticity with skills, strategies, or processes.
Helping Students Examine Their Reasoning Helping Students Revise Knowledge Helping Students Engage in Cognitively Complex Tasks Helping Students Engage in Cognitively Complex Tasks Using Formative Assessment to Track Progress Organizing Students to Interact with Content Establishing and Acknowledging Adherence to Rules and Procedures Using Engagement Strategies Establishing and Maintaining Effective Relationships in a Student-Centered Classroom Communicating High Expectations for Each Student to Close the Achievement Gap BLEMENT Adhering to School and District Policies and Procedures Maintaining Expertise in Content and Pedagogy Promoting Teacher Leadership and Collaboration	-sp.	Helping Students Examine Similarities and Differences	Evidence (formative data) demonstrates student knowledge of critical content is deepened by examining similarities and differences.
Helping Students Revise Knowledge Helping Students Engage in Cognitively Complex Tasks Helping Students Engage in Cognitively Complex Tasks Using Formative Assessment to Track Progress Organizing Students to Interact with Content Establishing and Acknowledging Adherence to Rules and Procedures Using Engagement Strategies Establishing and Acknowledging Adherence to Rules and Procedures Using Engagement Strategies Establishing and Maintaining Effective Relationships in a Student-Centered Classroom Communicating High Expectations for Each Student to Close the Achievement Gap Rahering to School and District Policies and Procedures Maintaining Expertise in Content and Pedagogy Promoting Teacher Leadership and Collaboration	tebnet	Helping Students Examine Their Reasoning	Evidence (formative data) demonstrates students identify and articulate errors in logic or reasoning and/or provide clear support for a claim (assertion of truth or factual statement).
Helping Students Engage in Cognitively Complex Tasks ELEMENT Using Formative Assessment to Track Progress Organizing Students to Interact with Content Establishing and Acknowledging Adherence to Rules and Procedures Using Engagement Strategies Establishing and Maintaining Effective Relationships in a Student-Centered Classroom Communicating High Expectations for Each Student to Close the Achievement Gap BLEMENT Adhering to School and District Policies and Procedures Maintaining Expertise in Content and Pedagogy Promoting Teacher Leadership and Collaboration	s	Helping Students Revise Knowledge	Evidence (formative data) demonstrates students make additions, deletions, clarifications, or revisions to previous knowledge that deepen their understanding.
Using Formative Assessment to Track Progress Using Formative Assessment to Track Progress Providing Feedback and Celebrating Progress Organizing Students to Interact with Content Establishing and Acknowledging Adherence to Rules and Procedures Using Engagement Strategies Establishing and Maintaining Effective Relationships in a Student-Centered Classroom Communicating High Expectations for Each Student to Close the Achievement Gap ELEMENT Maintaining Expertise in Content and Pedagogy Promoting Teacher Leadership and Collaboration		Helping Students Engage in Cognitively Complex Tasks	Evidence (formative data) demonstrates students prove or disprove the proposition, theory, or hypothesis.
Using Formative Assessment to Track Progress Providing Feedback and Celebrating Progress Organizing Students to Interact with Content Establishing and Acknowledging Adherence to Rules and Procedures Using Engagement Strategies Establishing and Maintaining Effective Relationships in a Student-Centered Classroom Communicating High Expectations for Each Student to Close the Achievement Gap		ELEMENT	DESIRED EFFECT
Providing Feedback and Celebrating Progress Organizing Students to Interact with Content Establishing and Acknowledging Adherence to Rules and Procedures Using Engagement Strategies Establishing and Maintaining Effective Relationships in a Student-Centered Classroom Communicating High Expectations for Each Student to Close the Achievement Gap Releant Form Form Adhering to School and District Policies and Procedures Maintaining Expertise in Content and Pedagogy Promoting Teacher Leadership and Collaboration	биј	Using Formative Assessment to Track Progress	Evidence (formative data) demonstrates students identify their current level of performance as it relates to standards-based learning targets embedded in the performance scale.
Organizing Students to Interact with Content Establishing and Acknowledging Adherence to Rules and Procedures Using Engagement Strategies Establishing and Maintaining Effective Relationships in a Student-Centered Classroom Communicating High Expectations for Each Student to Close the Achievement Gap ELEMENT Adhering to School and District Policies and Procedures Maintaining Expertise in Content and Pedagogy Promoting Teacher Leadership and Collaboration	nıe	Providing Feedback and Celebrating Progress	Evidence (formative data) demonstrates students continue learning and making progress toward learning targets as a result of receiving feedback.
Establishing and Acknowledging Adherence to Rules and Procedures Using Engagement Strategies Establishing and Maintaining Effective Relationships in a Student-Centered Classroom Communicating High Expectations for Each Student to Close the Achievement Gap	e7.	Organizing Students to Interact with Content	Evidence (formative data) demonstrates students process content (i.e., new, going deeper, cognitively complex) as a result of group organization.
Using Engagement Strategies Establishing and Maintaining Effective Relationships in a Student-Centered Classroom Communicating High Expectations for Each Student to Close the Achievement Gap Adhering to School and District Policies and Procedures Maintaining Expertise in Content and Pedagogy Promoting Teacher Leadership and Collaboration	oj s	Establishing and Acknowledging Adherence to Rules and Procedures	Evidence (formative data) demonstrates students know and follow classroom rules and procedures (to facilitate learning) as a result of teacher acknowledgment.
Establishing and Maintaining Effective Relationships in a Student-Centered Classroom Communicating High Expectations for Each Student to Close the Achievement Gap ELEMENT Adhering to School and District Policies and Procedures Maintaining Expertise in Content and Pedagogy Promoting Teacher Leadership and Collaboration	uoi	Using Engagement Strategies	Evidence (formative data) demonstrates students engage or re-engage as a result of teacher action.
Achievement Gap Achievement Gap ELEMENT Adhering to School and District Policies and Procedures Maintaining Expertise in Content and Pedagogy Promoting Teacher Leadership and Collaboration	tibno	Establishing and Maintaining Effective Relationships in a Student-Centered Classroom	Evidence (student action) shows students feel valued and part of the classroom community.
Adhering to School and District Policies and Procedures Maintaining Expertise in Content and Pedagogy Promoting Teacher Leadership and Collaboration		Communicating High Expectations for Each Student to Close the Achievement Gap	Evidence (student surveys, interviews, work) shows the teacher expects each student to perform at his or her highest level of academic success.
Adhering to School and District Policies and Procedures Maintaining Expertise in Content and Pedagogy Promoting Teacher Leadership and Collaboration	1000	ELEMENT	DESIRED EFFECT
Maintaining Expertise in Content and Pedagogy Promoting Teacher Leadership and Collaboration		Adhering to School and District Policies and Procedures	Teacher adheres to school and district rules and procedures.
Promoting Teacher Leadership and Collaboration		Maintaining Expertise in Content and Pedagogy	Teacher provides evidence of developing expertise in content area and classroom instructional strategies.
		Promoting Teacher Leadership and Collaboration	Teacher provides evidence of teacher leadership and promoting a schoolwide culture of professional learning.

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- First Time Login
- 1. Go to https://pcsb.ieobservation.com/iob/
- 2. Click "Send me the registration link"



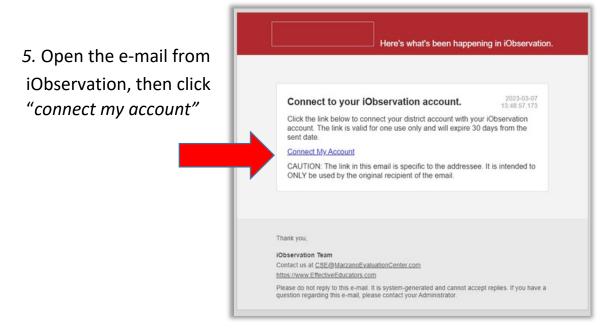
- 3. Select Register New User
 - a. Enter full PCS e-mail
 - b. Click submit



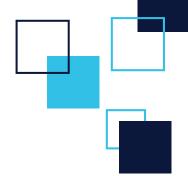


4. You will see this screen once your e-mail address has been submitted. Please check your PCS e-mail.





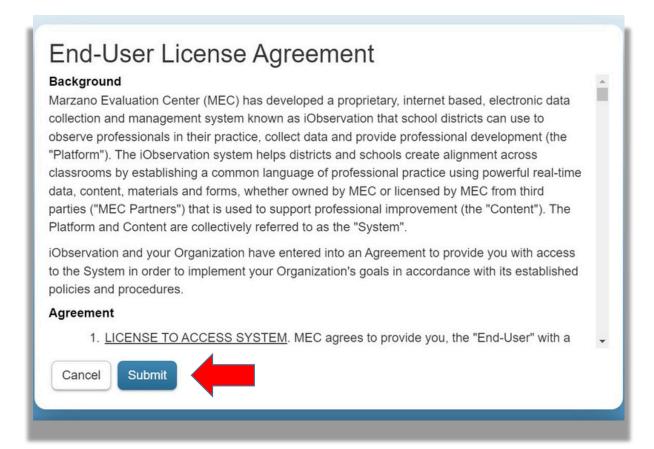




6. Select "Click Here" to acknowledge the agreement.



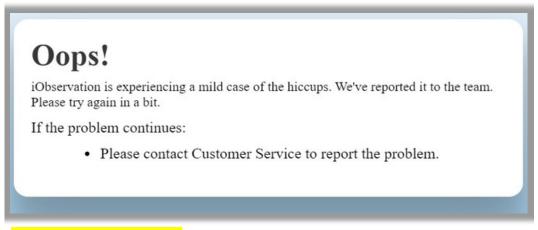
7. Review the End User License Agreement and click "submit"





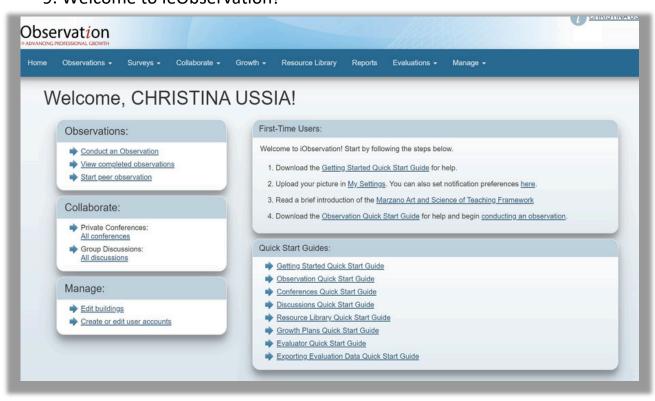


8. Don't Panic if you see this screen!



Follow these steps:

- a. Exit your browser
- b. Open new browser
- c. Go to https://pcsb.ieobservation.com/iob/
- 9. Welcome to IeObservation!







Curriculum Resources

Youcan find many of the district's resources/curriculum on Clever. In order to access Clever, you will need to input your credentials and sign in. Once you have signed in, you will see a list of applications that you willuse as an instructor. You will see a wide range of resources, but here are some of the more popular ones:

Click here to access the district webpage: https://www.pcsb.org

- Canvas
- Resource Center (where you will be able to locate and access modules for your courses and you can upload to Canvas)
- Nearpod
- Safari Montage
- Focus
- Teams



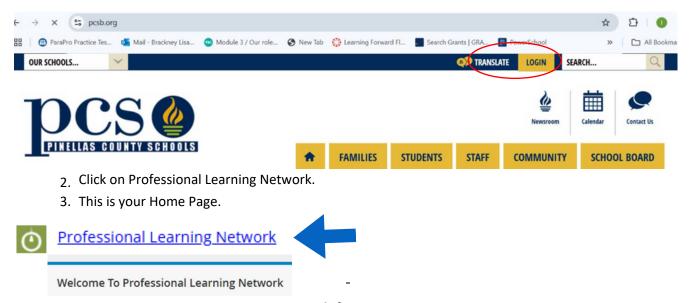




Professional Learning Network

Professional Learning Network (PLN): The district uses PLN to keep track of all component points and training sessions you attend. If you find a session in which you are interested, you can sign up for the course in PLN and you will be added to the roster. Once you complete the course, the facilitator will send you a survey. Upon completion of the survey, the points will be automatically added to your transcript for recertification and professional growth purposes.

1. Log onto the PCS homepage, click on Login or User Options. Then choose PCS Portal (Staff Only). You might have to sign in a second time after you choose PCS Portal.

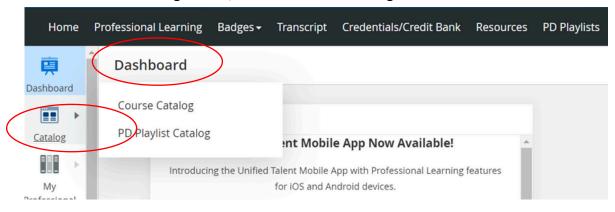


How to Search for Courses in PLN

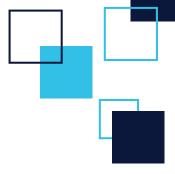
1. Click on the Professional Learning tab (black bar on the top)



- 2. This will take you to the dashboard on the left side.
- 3. Click on the Catalog button, then the Course Catalog button.

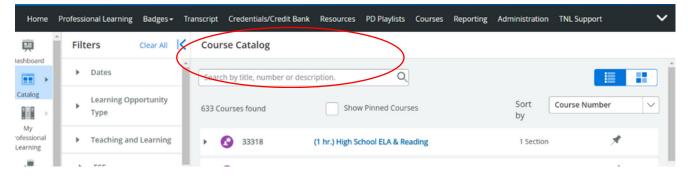




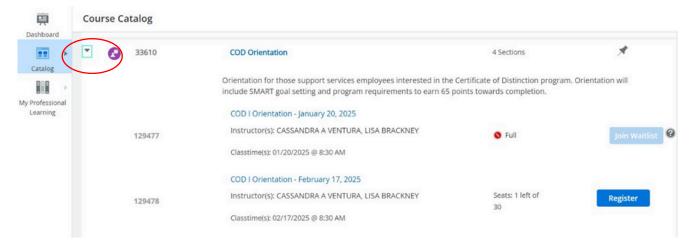


Professional Learning Network - Continued

- 4. This will take you to the Course Catalog (a list of all courses associated with the information you typed in the search box).
- 5. In the search bar, type in any information you know about the course such as the course name, course number, or section number and click search icon or click enter.

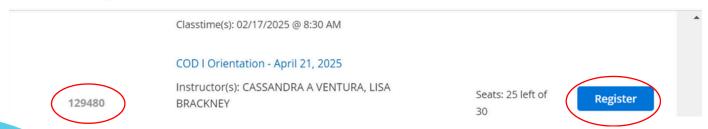


6. This will pull up any courses associated with your search parameters. Find the course you are looking for. To find specific sessions, click the arrow next to the purple circle icon. Doing so will show all dates available and the registration status of each.



7. Once you find the session you want to register for, click on the blue register button.

Course Catalog

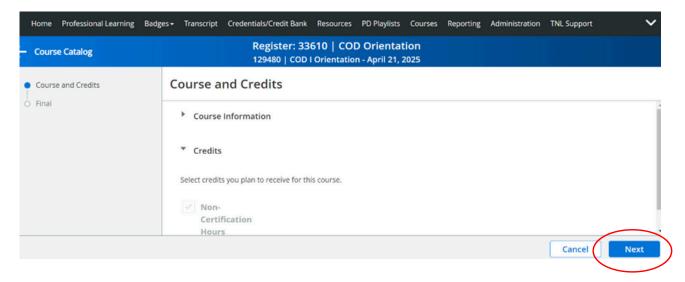




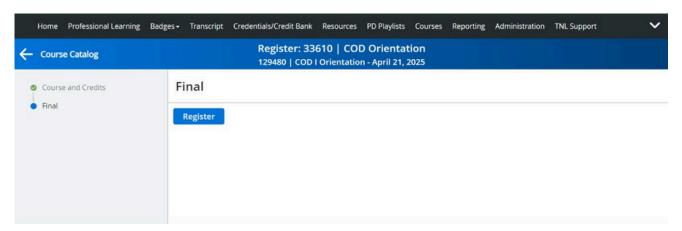


Professional Learning Network - Continued

8. Read through the registration information and click Next if you want to continue.



9. Now, to complete the registration process, click register.



10. Once, the registration process is complete, you will see a successful registration message.





NEW TEACHER

ORIENTATION EXPERIENCE

NEW TO PCS INSTRUCTIONAL HIRES

AUGUST 2025-APRIL 2026

Attendance is expected for teachers new to the district. Participants will be paid a \$22.50/hr stipend as you attend sessions. Please register and complete each of the following courses as soon as possible by clicking on each Professional Learning Network (PLN) course number below:

REQUIRED COURSES

ENRICHMENT COURSES

Complete before the first day at the school site: □ Active Threat (online-1 hour) 33813 □ Ethics (online-2 hours) 34810 □ PCS Digital Ecosystem (online-2 hours) 33594	□ Embrace Pinellas: Deliberate Practice Plan Overview (online- 3 hours) 33521
Complete before first evaluation: □ Embrace Pinellas: Instructional Framework Overview(online-2 hours) 33519	□ Classroom Management 101 33922
Complete during first year: ☐ Youth Mental Health First Aid (6 hours) <u>33477</u>	□ Five Essentials: Academic Discourse <u>33761</u>
Complete required Period of Contract Agreement courses: □ Refer to Period of Contract Agreement (POCA) *Not all POCA courses are eligible for the stipend	

If you have any questions, please contact Lisa Brackney at BRACKNEYL@pcsb.org or 727-588-6224





NEW TEACHER

ORIENTATION EXPERIENCE

NEW TO PCS SCHOOL

COUNSELOR, STUDENT SERVICES, AND LIBRARY MEDIA TECHNOLOGY SPECIALIST

AUGUST 2025-APRIL 2026

As a teacher new to the district, a professional development plan has been created for you.

Attendance is expected for teachers new to the district. Participants will be paid a \$22.50/hr stipend as you attend sessions.

Please register and complete each of the following courses as soon as possible by clicking on each Professional Learning Network (PLN) course number below:

REQUIRED COURSES

Complete before the first day at the school site:

□Active Threat (online-1 hour) 33813

□Ethics (online-2 hours) <u>34810</u>

□PCS Digital Ecosystem (online-2 hours) <u>33594</u>

LMTS ONLY

Complete before first evaluation: □Embrace Pinellas: Instructional Framework Overview(online-2 hours) 33519

• Non-Classroom Section

Complete required Period of Contract Agreement courses:

□ Refer to Period of Contract Agreement (POCA)

*Not all POCA courses are eligible for the stipend

Complete during first year:

□Youth Mental Health First Aid (6 hours)

33477

If you have any questions, please contact Lisa Brackney at BRACKNEYL@pcsb.org or 727-588-6224



EARLY CAREER TEACHER JOURNEY

YOU'RE HIRED!

MEET MENTOR

Meet mentor within first 3 days of school or being hired.

AUGUST

- •Top Priority: Review your Period of Contract Agreement with Mentor and Mentee (Email certification@pcsb.org if you need assistance locating your POCA)
- August Mentor/Mentee Topics

SEPTEMBER ••••

- •Top Priority: Deliberate Practice Plan
- •September Mentor/Mentee Topics

QUARTER 1

- Attend Classroom Management Training
- Classroom Management Continuum Course number: 33922
- Content Curriculum Courses

OCTOBER ••••

- •Top Priority: Report Card Preparation
- October Mentor/Mentee Topics

NOVEMBER •••

- Top Priority: Testing Schedule and Progress Monitoring
- November Mentor/Mentee Topics

QUARTER 2

- •Attend Classroom Management Training
- •Classroom Management Continuum Course number: 33926
- Content Curriculum Courses

DECEMBER ••

- Top Priority: Planning and preparation for returning from break
- •December Mentor/Mentee Topics







JANUARY •••

- •Top Priority: Formal Observation
- January Mentor/Mentee Topics

QUARTER 3

- Attend Classroom Management Training
- Classroom Management Continuum Course number: 33931
- Content Curriculum Courses

FEBRUARY ••••

- •Top Priority: District Wide Training
- •February Mentor/Mentee Topics

MARCH

- Top Priority: Testing Schedule and Progress Monitoring
- March Mentor/Mentee Topics

QUARTER 4

- •Attend Classroom Management Training
- •Classroom Management Continuum Course number: 34335
- Content Curriculum Courses

APRIL

- •Top Priority: Review end of year classroom management planning
- April Mentor/Mentee Topics

MAY •

- •Top Priority: Preparing for the end of the year
- May Mentor/Mentee Topics

ROOKIES OF THE YEAR CELEBRATION

RSVP to secure your attendance

FIRST YEAR DONE!



YE.

YEAR TWO

- •Informal check-ins with Lead Mentor as needed
- •Continue to follow Period of Contract Agreement

YEAR THREE

- •Informal check-ins with Lead Mentor
- Continue to follow Period of Contract Agreement





A MONTHLY CATALOG OF UPCOMING PROFESSIONAL DEVELOPMENT OPPORTUNITIES



Scan The QR Code To View Chalk Talk Or Visit

The **Professional Learning Website**

Table of Contents

- Trending Trainings
- Stipend and Trade Day Guidelines
- PLN Credit Type
- Early Childhood Institute
- Summer Training Options
- Prevention Office
- School Climate and Behavior
- Temp to Pro Certification Training
- Courses for Professional Learning Facilitators
- Student Services
- Professional Development for Instructional Staff
- Reading Mandate

- Professional Development for District Leaders
- Professional Development for Future Leaders
- Professional Development for Support Staff
- Focus: Using Turnitin's Reports for Similarity and AI Detection in Canvas
- Office of Digital Learning
- Transcripts, Professional Learning Network (PLN) and Recertification
- Continuing Education





FLDOE Certification Requirements

Certification Types

Professional Certificates		
Validity Period	Five year, renewable, teaching certificate	
	General: During the five-year validity period, all teachers must earn a total of: • 120 professional development hours, • Of the 120 points, 20 points need to be ESE courses	
	Reading Mandate: Teachers with the following subject(s) on their certificate also need to earn 40 points of professional development using explicit, systematic, and sequential approaches to reading instruction, phonemic awareness, and multisensory instruction.	
Renewal Requirements	 Elementary Education ESE K-12 Pre-K/Primary Ed. 	
	 Middle Grades Integrated Curriculum English 5-9 & 6-12 Reading Reading Endorsement 	
	Leadership: Starting July 1st, 2025, teachers with Ed Leadership on their professional certificate will need to earn 20 points of professional development in Ed Leadership.	
	Routes to Earn 120 Component Points	
	 Six semester hours of college credit Inservice Points 60 in-service points are equivalent to 3 college credits. Florida Subject Area Test Passing score is equivalent to 60 Component Points, or three college credits. Must align with subjects on existing license. National Board for Professional Teaching Standards (NBPTS) Certificate Must be a valid certificate. Will renew a Florida certificate for subject(s) shown on the NBPTS certificate. Teaching College Level Courses Teachers who teach college level courses can earn credit hours covered in the course. 	
Restricted Certificate	Restricted certificates are issued to professionals who are serving in a capacity other than classroom, instructional, teachers for the following subject areas: • Education Media Specialist • School Counseling • School Psychologist	
	Scrool Psychologist Social Worker Speech/Language Impairment	





FLDOE Certification Requirements

Certification Types

Temporary Certificate		
Validity Period	Five years and is non-renewable	
Eligibility	Teachers who have a non-education bachelor's degree in a subject area or passed a subject area exam are issued a Statement of Eligibility (SOE) that outlines all requirements needed to be eligible for a professional certificate. Requirements typically include: General Knowledge Exam* Professional Ed Exam Subject Area Exam** Professional Prep. College Coursework One calendar year of full-time teaching experience End-of-Year evaluations completed by principals *Can be waived with any master's degree **Can be waived with master's degree in certification subject area	

Alternate Pathways to Professional Certification

Teachers who did not complete a traditional, FLDOE approved, teacher prep program in college are considered "Alternate Pathway Teachers" and will have additional requirements outlined on their Statement of Eligibility. All requirements can be completed while teaching in Florida public schools and must be completed within the five-year validity period to be eligible for an upgrade.

A Statement of Eligibility is individualized for each teacher based on the information provided to the FLDOE.

House Bill 1

As of March 27, 2023, the FLDOE passed House Bill 1 with updates to the exam requirements found on an SOE.

<u>General Knowledge Test requirement</u>: The requirement of mastery of general knowledge shall be waived for an individual who has:

- one failed attempt
- and has been provided 3 years of supports and instruction
- and who has been rated effective or highly effective under s.1012.34 for each of the last 3 years.

<u>Professional Education Test requirement</u>: Achievement of a passing score on the Professional Education Test is removed if the individual has documented **ALL** the following:

- Successful completion of Professional Preparation Coursework Requirements listed on the SOE
- · Successful completion of Professional Education Competency Program
- · Three years of being rated effective or highly effective while holding a temporary certificate







FLDOE Certification Requirements

Professional Prep College Coursework

If a Statement of Elegibility (SOE) includes Professional Prep Coursework Requirements, the courses needed and the minimum requirements will be outlined. These courses need to be completed through college level courses; teachers who are assigned these courses often participate in the following programs:

Program	Description
Transition to Teaching	 FLDOE approved program provided through Pinellas County Schools. The program includes 12 six-hour modules of coursework and training. For more information, reach out to Adam Zele, the TTT coordinator, at zelea@pcsb.org
College Enrollment	 Completion of courses through college enrollment. Information for college programs that offer the required courses can be found on the <u>Certification Page</u> on the PCSB website. Teachers that need help determining which courses to enroll in can reach out to Certification@pcsb.org
Educator Preparation Institutes	Educator Preparation Institutes (EPI) are offered by Florida postsecondary institutions or qualified private providers to provide instruction for teachers with a non-education bachelor's degree.
College Teaching Experience	Two (2) semesters of acceptable college teaching experience and passing scores on the Professional Education Test, and the Subject Area Examination can satisfy the teacher prep coursework requirement

Certification Team Members:

Eunice Bajkowsky, Human Resources Specialist Nora Hathaway, Human Resources Specialist Lisa Jensen, Certification Clerk

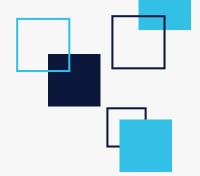
E-mail us at certification@pcsb.org

Websites and Other Resources

To register for Subject Area, General Knowledge, or Pro Prep Exams, visit the FTCE website.

Manage your certificate, visit the FLDOE teacher log in site.

You can visit the <u>FLDOE website</u> or the certification page on the <u>PCSB website</u> for more certification info.





Transition To Teaching

Frequently Asked Questions

Q: What is Pinellas County Schools' state approved Professional Development Certification Program?

A: Transition To Teaching (TTT)

This program is for newly hired elementary, secondary, and Career Technical teachers who
qualify for a temporary certificate. The professional development for the new teacher to
earn a professional teaching certificate (state or district) in lieu of going back to college.

Q: What are the state qualifications to enter TTT?

A: Below are the qualifications required to begin TTT for certification:

- Hold a state-issued temporary certificate
- Holding a position as a classroom teacher
- Teaching in area of certification at least an overall 2.5 minimum GPA from an accredited college or university (this applies for state certification only)

Q: How much does the TTT cost?

A: Nonrefundable program fee is \$1,600.

We offer a payroll deduction option for the fee of \$80 over 20 pays

Q: What courses are part of TTT?

A: TTT includes a minimum of 258 class training hours along with coursework. Below is the breakdown:

- There are 12 TTT training modules that are incrementally developed and requires classroom implementation of learned techniques and strategies. Each module is 6 hours, meeting 2 nights for 3 hours each and are taken over 3 semesters.
- *ESOL
- *Reading Comp # 1 & Comp # 2
- Attend Embrace Pinellas or Survival Skills course
 - *Please note: ESOL and reading courses required for TTT depend on type of certification.

Q: What else is required for TTT?

A: In addition to training hours and coursework you must also complete the following:

- All program work is documented and maintained in an electronic portfolio
- Must meet all the requirements as outline on SOE (passing score on exams and successful year of teaching evidenced though instructional evaluation)







Transition To Teaching

Frequently Asked Questions (continued)

Q: If I enroll in TTT do T still need to enroll and participate in the Embrace Pinellas ongoing professional development opportunities?

A: No, as you will be participating in TTT training modules

Q: How do I sign up for TTT?

A: In order to sign up for TTT make sure you meet the eligibility requirements listed above. You will be attend a program information session and once you join TTT, you attend an orientation with program coordinator and complete TTT documents

Q: How do I get more information on TTT and Alternative Certification Pathways?

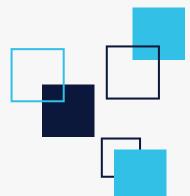
A: Below are some websites that provide additional information along with contact information for the TTT program.

- Pinellas County Schools Transition To Teaching Program webpage: https://www.pcsb.org/Page/1669
- Florida Department of Education: http://www.fldoe.org/teaching/certification/general-cert-requirements/professional-preparation-edu-competenc.stml
- For additional Alternative Pathways please visit the state of Florida Department of Education websites at:
- http://www.fldoe.org/teaching/certification/pathways-routes/
- http://www.altcertflorida.org/

Contact Adam Zele, Senior Professional Development & TTT Program Coordinator

E-mail: <u>zelea@pcsb.org</u>

Phone: 727-588-6000 ext. 1946



Pinellas County Schools is rich with digital resources for teachers and students. Please familiarize yourself with what is available through our PCS digital ecosystem. You will not be able to download additional applications onto your district device and it is critical that you never share student data such as class lists with outside vendors.

START

PCS Connects is our district's 1:1 laptop initiative for students in grades 1-12. Students should be taught to care for their devices, ensure that they are charged overnight and ready for classroom use the next day. Teachers will have access to a DELL laptop, an interactive projector or interactive flat panel, and a document camera for class instruction.

MENU

You will find your district digital resources at <u>Clever.com/in/pcsh</u>In Clever, you will have direct access to tools such as Outboard, Focus, Professional Learning Network (PLN),iObservation (PCS Teacher Evaluation platform), and O365 apps including Outlook, PPT, Excel, SharePoint, and TEAMS.Canvas is our Learning Management System (LMS) and can be used as your digital classroom. Visit the Canvas Resource Center for grade/content specific curriculum resources.

ENGAGE

PCS has amazing resources to deliver content to students including Canvas, Nearpod, and Smart/Lumio. We also offer a wealth of student creation tools and supplemental curriculum such as: Adobe Express, Book Creator, Canva, Destiny, Gale, Read Works, Sora, and World Book Online.

PROGRESS

Teachers have access to several student assessment tools:

- Performance Matters
- Microsoft Forms
- Quizizz

- Typing.com
- Nearpod Quiz or Time to Climb
- Lumio Response

SUPPORT

- School Based (LMTS): Library Media/Tech Specialist
- District Level (ITC): Instructional Tech Coach
- For technical issues submit a Tech Help Ticket (located on your desktop)
- Digital Learning's blog @ http://techtoolbox.pcsb.org

Teachers Rocking Technology

Teachers can now access our one stop shop for quick tutorials and resources to help in:

- Accessing and exploring Canvas, Nearpod, and Resource Center
- Accessing Pinellas County Schools resources
- Using Microsoft Learning Tools: Dictation,
 Immersive Reader, and Word Prediction
- Exploring math and reading virtual manipulatives
- Exploring resources to virtually support mental health for your students

To find out more, visit the Livebinder

Technology Livebinder Link

FDLRS Gulfcoast Associate Center

www.fdlrsgulfcoast.org









Performance Matters is a comprehensive assessment and data management system. It is the primary platform for administration of district-created assessments in K-12. Performance Matters also allows educators to access and analyze a wide variety of student data in order to make instructional decisions.

Frequently Asked Questions:

1. Which population of educators would benefit from learning how to use Performance Matters? Anyone who administers district assessments and/or utilizes data to make educational decisions in grades K-12.

2. How do I gain access to Performance Matters?

Account creation is automatic for teachers with an active Focus schedule. Their accounts allow teachers to administer assessments and view data for all students scheduled with them in Focus. An administrator or supervisor must submit a tech ticket to request an account for staff without an active Focus schedule (e.g. Coaches, Guidance Counselors) and/or teachers that require school-wide access.

3. How do I log into Performance Matters?

Users may login to Performance Matters by clicking the Performance Matters logo in Clever. Alternatively, access Performance Matters through PCS Portal. As Performance Matters is single-sign on, use PCS credentials (domain name and password) to log in.

4. What type of data can I find in Performance Matters?

Performance Matters contains a wide-variety of data. These data include current and historical assessment results (district, state, and standardized), early-warning indicators, historical course grades, and student demographics.

5. What types of assessments are administered through Performance Matters?

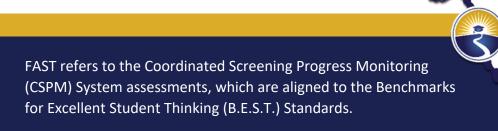
District-created assessments such as cycle assessments, benchmark assessments, unit assessments, and common exams.

6. Can teachers use Performance Matters for their own classroom assessments?

Yes, teachers may create and administer online or paper-based classroom assessments. Performance Matters allows teachers to efficiently collect and analyze their classroom data in real-time. Classroom assessment data can be transferred easily to the teacher's gradebook in FOCUS.

7. Where can I learn more about Performance Matters?

- a. Visit our Performance Matters Help Site on Canvas: https://pcsb.instructure.com/courses/68919
- b. Enroll on PLN for any of the self-paced training courses
 - i. Performance Matters 101 (Course # 33345)
 - ii. Introduction to Creating Classroom Assessments (Course # 33347)
- c. Email Lauren Hansell for additional assistance (hanselll@pcsb.org)





FAST assessments include VPK through grade 10 English Language Arts and grades K through 8 Mathematics.

State testing windows for the 2025-26 school year:

- PM1: August 11–September 26 (K–2: August 4)
- PM2: December 1-January 23
- PM3: May 1–May 29 (K-2: April 13)

VPK-2 Administration

- The FAST VPK assessments are aligned to the Florida Early Learning and Developmental Standards. The Kindergarten and grades 1 and 2 assessments are aligned to the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards. FAST K-2 assessments are
- Renaissance's Star
 Early Literacy, Star Reading, and Star
 Mathematics. Star Early Literacy is the FAST
 VPK assessment.
- Each subject-area test is administered in one session. It is recommended that a student take only one subject test in a day.
- Tests are computer-adaptive, administered through a web browser.

Grades 3–10 Administration

- Each subject-area test is administered in one session. It is recommended that a student take only one subject test in a day.
- PM1 and PM2 are for informational purposes only and will not be used in accountability.
- PM3 is a summative assessment used for accountability purposes.
- Tests are computer-adaptive, administered through Cambium's Test Delivery System (TDS) secure browser.

Remote Testing

- Available for grades VPK-10 during PM1 and PM2 and grades K-2 during PM3
- Available for students enrolled full-time in a virtual school program or for students who are hospital/ homebound.
- Not available for grades 3-10 during PM3, grades 5
 & 8 Science, EOCs, or retake administrations.

Sample Test Materials (STMs)

- Students in grades 3-10 may take a sample test by going to https://flfast.org/families.html and clicking the Take a Sample Test for Grades 3-10 tile.
- The calculator for Grades 7–8 Mathematics is available here. The Grade 6 Mathematics calculator is available here.
- STMs may not have a sample of every item typer, but the Florida Department of Education will continue to add item types as they become available.





Elementary Data System (EDS)

Elementary Data System (EDS) is a FileMaker solution used by elementary teachers and elementary Administration. This database pulls student data from various sources into one location.

Software: To access EDS the teacher must have the latest version of FileMaker Pro and the EDS shortcut installed on their computer. On Windows computers, FMP can be downloaded and installed from the Software Center. On Mac computers, a tech ticket will need to be submitted to the school's tech coordinator. The EDS shortcut (a link to the EDS database) can be downloaded from the https://eds.pcsb.org/updates/dbs.html website.

Access: All elementary teachers are automatically set up with teacher access to EDS based on their job code and having one or more classes on the school's master schedule in Focus.

Updates: It takes approximately 48 hours for the changes in Focus and Performance Matters to sync with EDS.

Below are examples of reports and information found in EDS:

PMP Status: The PMP status is based on criteria for reading, math and science set by the Teaching and Learning department. Student scores are imported into EDS from Focus, Performance Matters, STAR & FAST, Istation and i-Ready. These scores are used to calculate the PMP status for each student.

Student PMP forms: The PMP is a tool used for documenting strategies designed to enhance the student's education and is also a communication tool for parent conferences. Teachers are responsible for creating and maintaining PMP forms for struggling students.

Class Lists: Teachers' class lists are pulled into EDS from Focus. Teachers can use the Class List screens to see their student's demographic information, test scores, and PMP status for each testing cycle.

Grade 3: EDS provides a pre-populated Portfolio Form, Parent Letters, and Promotion/Retention Documentation forms for all 3rd grade students. These forms are populated with student portfolio assessment data and will calculate the student's End of Year Status.

Placement Cards: Placement Cards are an optional tool used to facilitate the creation of class lists for the next school year. Teachers can enter information to assist with student placement.

Summer Bridge Profile: The Summer Bridge Profile is a tool used to facilitate creation of class lists for the summer term. It also provides summer teachers with information on each student.





School Site Information and Mentoring

Building relationships at your school site is crucial to your success and support throughout your first year. It is important to seek out the following people so that you have points of contact when necessary. Use this as a checklist to make sure you connect with the following staff members as they will play an important role as you transition into your school.

Please introduce yourself as soon as possible once you arrive at your site:

☐ Your principal (reach out prior to arrival)
$\ \square$ Your assistant principal/s (reach out prior to arrival)
☐ Principal's Secretary (reach out prior to arrival)
□ Office Clerks
☐ Guidance Counselors
☐ Library/Media Specialist
□Tech Specialist
☐ Head Plant Operator
□ Bookkeeper/s
□ Department Chair or Team Leader
☐ SRO (police officer or guardian)
□ Mentor
☐ Behavior/Academic Coaches
$\hfill\Box$ ProEd Facilitator (takes care of training and awarding of points)
□ DMT (Data Management Technician)

<u>Mentoring:</u> Early Career Teachers will be assigned a mentor who will help guide you during your first year. If your mentor does not reach out to you first, please reach out to your principal, assistant principal or the lead mentor. If two weeks has passed and you still have not connected with your mentor, please reach out to Melissa Wolcott-Crabb at 588-6224 extension 1940. The mentor's role is to provide support and guidance. If, for any reason, your mentor is not connecting with you, please reach out to Lisa Brackney at (brackneyl@pcsb.org) so she can help facilitate the mentor/mentee relationship. Please advocate for yourself as our district wants you to be supported.

Technology Assistance: The technology department will be very helpful when you receive your computer. If you need assistance, please make sure your mentor reviews how to place a Help Ticket if you need help with something or your computer fails to function properly. Once the Help Ticket is processed, you will receive the assistance needed (Tech Help: 588-6060). In addition, Tech Help will assist you in adding and setting up your PCSB credentials and email.

<u>Library/Media Specialist</u>: The LMT can assist you in setting up technology (tools to use for instruction) as well as teach your classes about utilizing the library or special programs and applications that are relevant to your students. **Secretary/Bookkeeper**: The bookkeeper is in charge of all purchasing and monetary issues. Please make sure, you visit and speak with the bookkeeper before handling or dealing with anything that involves money.



Expectations to Consider

•
Beginning class student arrival taking attendance late arrivals absent students/make-up work collecting notes/forms returned from home sharpening pencils assigning class jobs collecting homework returning student work using cubbies/storing personal items getting students' attention
During class ☐ lining up ☐ a worst-case behavior management plan ☐ students dismissed early ☐ passing out/putting away supplies ☐ using the classroom library/ checking out books ☐ using classroom computers ☐ heading on papers ☐ using the restroom/water fountain ☐ going to lockers ☐ turning in class work ☐ how students ask for help ☐ sending students to the office ☐ addressing conflicts between students ☐ class discussions - raising hands ☐ organizing desk / personal materials
End of class ☐ student dismissal ☐ students cleaning up the room
Out of class students walking in line sending students to the clinic using hall passes
Special situations ☐ fire drills ☐ field trips

 \square assemblies \square fine arts

 $\hfill\square$ lockdown drills





Acclimating to School Site

Organizing Your Classroom

Take time to organize and structure your classroom for success. The set-up of your classroom reflects what you value and the message you want to send to students. Visit other classrooms to get ideas. Also check with your mentor/ administrator for classroom expectations.

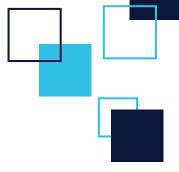
To Start:
Bring non-scented cleaning supplies to clean tables, chairs, etc.
Ask your Head Plant Operator (HPO) about room set-up school policies (especially fire codes).
Before discarding any instructional materials or furniture, check with your grade chair or an administrator.
Alert custodial staff if there is something that needs to be repaired.
Complete and submit a maintenance request form for repairs. These forms are generally in the front office.
Check with an administrator for additional furniture needs.
Identify your duty post, time and requirements.
Floating Teachers: See if a media cart is available.
Seek out the teachers whose classrooms you will be sharing to find out what their technology set-up is
and what room space is available to you.
Classroom Seating:
Carefully think about and plan your student seating arrangements carefully based on the number of
students and learning center areas.
Arrange students' tables and/ or desks to maximize visibility and flow of movement.
Consider taping numbers/names on desks, tables, or chairs to label them for easy access.
Check every seat to make sure it is stable and has an unobstructed view.
Place your teacher desk away from traffic with unobstructed visibility of the room.
Overall Classroom Set-Up:
Ensure classroom looks neat and organized with everything serving a purpose for students.
Set up a reading center/library, technology station for computer work, a cool- down corner, or other
areas appropriate for your content/grade level. (Visit other classrooms for ideas and check with team
leader for specifics.)



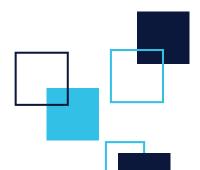


	Walls:
	Practice writing on and cleaning your boards.
	Designate/set-up a board to post your learning objectives and progression scales, daily agenda, and
	homework.
	Ask your HPO or colleagues what types of adhesives work and are permitted.
	Ask your Library Media/ Tech specialist if a laminating machine is accessible – if so, inquire about the
	policy.
	Use butcher paper (at times, available at the school) to cover your bulletin boards.
	Use your walls to post student work and/or upcoming important dates.
	Decide additional areas you plan to display student work and prepare those spaces.
	Create a welcome sign for outside your classroom including your name and subject/grade.
	Ensure any required information (such as fire evacuation routes) is posted.
	Create Your Classroom Management Plan
П	Talk with colleagues and/or your mentor to ensure that your expectations and procedures align with your
ш	campus and grade-level policies.
П	Read your faculty and student handbook to become familiar with the school's expectations and policies.
	Check with your mentor or grade chair about grade-level or school-wide rules that should be posted.
	Develop your expectations and procedures for transitions, materials handling, etc
	Post your classroom rules, consequences and rewards prominently.
	Create an age-appropriate handout outlining your rules, procedures, and consequences.
	Plan how you will teach your rules and procedures and reinforce them throughout the year.
П	Plan how you will use rewards (stamps, stickers, tokens, homework passes) the first day.
	Expect a few students to be challenging. Plan your response in advance. Ask your mentor for help.
	Study Your Content
	Collaborate with colleagues to become familiar with curriculum expectations for the first grading period.
	Find out about your school's lesson plan requirements.
	Meet with colleagues to plan instruction for the first several weeks of school (if possible).
	, ,
	with supplementary resources. Create a simple syllabus or unit description (for older students)
	Create a simple syllabus or unit description (for older students). Become familiar with educator online resources.
\Box	שביטווים ומווווומו אינוו בממכמנטו טוווווים ובטטמוכבט.





	The day before:
	Ask questions about anything that is unclear about Opening Day Procedures.
	Make sure you understand how to complete the attendance roster for the first few days of school.
	Read all handouts that will be distributed to students and identify where to submit them.
	Decide how you will assign seating for the first few days. Draw up a blank classroom diagram and
	make copies to use as a temporary seating chart.
	Make name tents or cards for students or plan for students to make them the first day if appropriate.
	Review your class rosters (you can print rosters from FOCUS or you may be given hard copies).
	Make sure there are enough seats for the projected number of students (plus a few extra).
	Finish preparing your simple, flexible lesson plan for the first day. Plan extra getting-to-
	know-your activities. Prepare activities for students who finish early.
	Make more than enough copies of each handout you plan to use.
	Collate and organize handouts.
	Post your school's whiteboard requirements (Do Now, Objective, Daily Agenda, etc.).
	Post the schedule(s), your name, subject(s), and room number.
	Make sure your watch is synched with the bell.
	At home:
	Dress for respect and comfort. Plan an outfit that will be cool, comfortable, and professional during your busy first day.
	Prepare for your nutritional needs. You may not have time to stop for lunch.
	Get some rest! Tomorrow will be a busy day.
	When Students Arrive Beginning of class:
	Welcome students at the threshold to your classroom. Warmly introduce yourself and ask their names
	Check students' names off on your class roster (easier to carry on a clipboard).
	Direct students to their assigned seats.
	Write new students' names at the bottom of your roster.
	Have students begin a quiet Do Now. Make needed materials available.
П	Address individual questions privately after the whole class has begun working on the Do Now







During class:

	Welcome students to your class, give them a very brief overview of the class, and introduce yourself
	briefly. Call students' attention to the objectives, Do Now, daily agenda, and homework sections of the board (or adapt for very young students).
	Use students' names as often as possible.
	Report attendance following your school's instructions.
Ц	Have students fill out student information sheets (for older students). Explain expectations or forms that are to be filled out by a parent or guardian.
	Tell students what supplies they will need for class.
	Explain the evacuation route and behavioral expectations for emergency drills.
	Introducing behavioral expectations:
	Point out your posted rules, consequences and rewards. Distribute your Rules and Procedures
	handout as well as syllabus, where applicable.
	Discuss your rules and procedures and have students practice.
	Teach your quiet signal. Practice listening behaviors.
	Acknowledge students who follow directions the first day. Thank students by name.
	While students are working, circulate throughout the room, scanning constantly.
	Quietly acknowledge effort and completion of tasks.
	Use your reward system if applicable.
	After class:
	Update rosters as needed.
	Follow through on disruptive behavior.
	Discuss with grade-level colleagues.
	Call home if needed. Review students' work. Write warm, specific feedback and return it the next day.
	(Consider student work in the first few days as formative assessment.)
П	Prepare make-up packets and make them available for new students





	Over The Next Few Days
	During Class:
	Continue to greet students at the door.
	Have a Do Now activity posted and reinforce your expectation that all students begin it promptly.
	Use your timer.
	$\label{lem:circulate} \mbox{Circulate throughout the classroom and acknowledge students who are completing the assignment.}$
	Take attendance without disrupting student work, according to school procedures and timelines.
	Collect and organize cards and forms that went home and keep track of students who still have not returned signed forms. Follow through.
П	Continue to teach, practice, and reinforce your procedures and routines. Refer to the handout.
	Recognize students who have kept the handout and who can answer questions about procedures.
	Recognize students who are doing what is asked.
	Continue to learn about each student. (Interest Inventory, Survey, Questionnaire)
	Look at your seating chart often, and call students by name.
	Create activities to assess individual students' prior knowledge.
	Conduct activities to help students get to know one another and build a classroom community
	Other tasks:
	Make sure you read students' questionnaires and personal writing and review them often.
	Prepare make-up packets and make them available for new students.
	Ask questions.
	Continue to update seating chart(s).
	Set up assignments in your grading program and/ or grade book.
	Set a goal of making positive contact with every student's parent or guardian.
	First few weeks (by phone, e-mail, personal note, or in-person). If you reach the adult, introduce
	yourself warmly; tell them you look forward to teaching their child.
	Expect to reach some parents who speak a language other than English.
	Make a note of all contacts in a parent contact log.
	Inform your DMT with incorrect or missing phone numbers.
	Be visible and actively monitor during duty periods or during student transitions.
	Prepare an emergency substitute folder and tell a colleague where it is located.





Supporting English Learners in Pinellas County

Dear New Teachers,

As you begin your teaching journey in Pinellas County, we want to ensure you have the tools and resources needed to support our diverse student population, particularly English Learners (ELs). The EL Services Department is committed to providing rigorous academics, promoting community involvement, and delivering quality services to ELs, multilingual families, schools, and district offices.

Key Services for Teachers of ELs

- Professional Development: Regular workshops and training sessions tailored to meet the unique needs of ELs.
- Teaching and Learning Support: Guidance on differentiated instruction and using WIDA standards to enhance academic language development.
- ESOL Testing and Compliance: Technical support for navigating assessments like ACCESS for ELs.
- ESOL Family Outreach: Strategies for engaging multilingual families in their children's education.
- Translations and Interpretations: Resources for effective communication with families.

Understanding WIDA and CAN-DO Descriptors

The WIDA Consortium provides high-quality standards and assessments to support ELs. The CAN-DO Descriptors are a valuable tool for planning lessons and setting language proficiency goals with students. These descriptors help teachers understand the continuum of language development across listening, speaking, reading, and writing domains.

Practical Tips for the Classroom

- Differentiated Instruction: Use visual aids, graphic organizers, and simplified language to support comprehension.
- Cultural Competency: Engage with students' backgrounds and involve them in classroom decisions.
- Family Engagement: Utilize translation tools and host bilingual events to foster a sense of community.

Resources

- Grading Policy
- Instructional and Testing Accommodations
- CAN-DO Descriptors for <u>Elementary</u>, <u>Middle</u>, and <u>High Schools</u>

For further information or support, please contact Dr. Natasa Karac, Director of EL Services & World Languages, at karacn@pcsb.org.

Thank you for your dedication to our students. We look forward to supporting you throughout the year.

TO: All School Principals

FROM: Donnika M. Jones, Chief Academic Officer

SUBJECT: Schedule for 2025-2026 Report Periods and Distribution of Report Cards

To ensure uniformity of dates for distribution of report cards for the 2025-2026 school year, please distribute according to the schedule below. Alternative education students and exceptional education students will follow the schedule below for their grade levels.

ELEMENTARY (Grades K-5) STUDENTS

Mid Period Report (for those students needing a mid-term report- see note below)	End of Report Period	# of Days	Final Grades and Comment Codes Due in Portal	Report Cards Distributed
Wednesday	Friday	43	Friday- 4:00 p.m.	Thursday
September 10, 2025	October 10, 2025		October 17, 2025	October 23, 2025
Thursday	Friday	44	Friday - 4:00 p.m.	Thursday
November 13, 2025	December 19, 2025		January 9, 2026	January 15, 2026
	Notify Parents of	Potential Re	Notify Parents of Potential Retention by Wednesday, February 11, 2026	
Friday	Friday	47	Friday - 4:00 p.m.	Thursday
February 6, 2026	March 13, 2026		March 27, 2026*	April 2, 2026
Friday	Thursday	46	Thursday - 4:00 p.m.	Thursday
April 24, 2026	May 28, 2026		May 21, 2026	May 28, 2026
Note: Mid-Term Progress Reports in elementary schools are distributed to	elementary schools are distrib		students who have a current grade of N, U, D, or F at mid-term, and to students who had an N, U, D, or F on the	and to students who had an N, U, D, or F on the

previous report card. Some schools choose to send Mid-Term Progress Reports to all students. Mid-term grades are not entered into Focus.

SECONDARY (GRADES 6-12) STUDENTS

Mid Period Report (for those students needing a mid-term report, see note below)	End of Report Period	# of Days	Final Grades	Report Cards
Wednesday	Friday	77	Friday - 4:00 p.m.	Thursday
September 10, 2025	October 10, 2025	‡	October 17, 2025	October 23, 2025
Thursday	Friday	///	Friday - 4:00 p.m.	Thursday
November 13, 2025	December 19, 2025	†	January 9, 2026	January 15, 2026
Friday	Friday	47	Friday - 4:00 p.m.	Thursday
February 6, 2026	March 13, 2026	-	March 27, 2026*	April 2, 2026
Friday	Thursday	46	Thursday 4:00p.m.	Tuesday
April 24, 2026	May 28, 2026	2	May 28, 2026	June 2, 2026

Note: Mid-Term Progress reports are distributed to high school and middle school student who have a current grade of D or F. Some schools choose to send Mid-Term Progress Reports to all students. Midterm grades are not entered into Focus.

PINELLAS COUNTY SCHOOLS PAYROLL CALENDAR 2025-2026

INSTRUCTIONAL/ADMINISTRATIVE/PROFESSIONAL/TECHNICAL/SUPERVISORY

					←	PAY TYPES 8	& MONTHS TO W	ORK →			APPROVAL
RUN	PAY PE		PAY	(27,37,47)	(26,38,P6)	(35,36,45)	(24,28,33,34.44)	(23,29,P3)	(43)	(SP)	DUE IN
NUMBER	FROM T	0	DATE	12	11.5 (A)	11	10.5	10	10	on-site subs	SYSTEM
	Fiscal Ve	ear Start [Date -	07/01/25	07/01/25	07/14/25	07/28/25	08/01/25	08/01/25	08/11/25	
020	07/01	07/04	07/11/25	3 *	3 *	07/14/23	07/20/23	00/01/23	00/01/23	00/11/23	07/07
040	07/05	07/18	07/25	10	10	5 *					07/21
060	07/19	08/01	08/08	10	2(A)	10	5 *	1 *	1 *		08/04
080	08/02	08/15	08/22	10	10	10	10	10	10	5	08/04
100	08/16	08/29	09/05 **	10	10	10	10	10	10	10	09/02 (B)
120	08/30	09/12	09/19	10	10	10	10	10	10	9	09/02 (b) 09/15
140	09/13	09/26	10/03	10	10	10	10	10	10	9	09/29
160	09/27	10/10	10/17	10	10	10	10	10	10	10	10/13
180	10/11	10/24	10/31	10	10	10	10	10	10	9	10/27
200	10/25	11/07	11/14	10	10	10	10	10	10	10	11/10
220	11/08	11/21	11/28	10	10	10	10	10	10	10	11/21 (B)
240 260	11/22 12/06	12/05 12/19	12/12 12/26	8	6	6	6	6	6	5	12/08
280	12/08	01/02	01/09/26	10 2	10 2	10	10	10	10	10	12/18 (B)
300	01/03	01/02	01/03/20	10	10	2	2	2	2	0	01/05
320	01/03	01/30	02/06	10	9	10	10	10	10	10	01/20 (B)
340	01/31	02/13	02/20	10	10	9	9	9	9	9	02/02
360	02/14	02/27	03/06	10	10	10	10	10	9	9	02/16
380	02/28	03/13	03/20	10	10	10 10	10	10 10	10	•	03/02
400	03/14	03/27	04/03	7	6	6	10 6	10 6	10 6	10 5	03/13 (B)
420	03/28	04/10	04/17	10	10	10	9	9	9	9 9	03/30
440	04/11	04/24	05/01	10	10	10	10	10	10	10	04/13
460	04/25	05/08	05/15	10	10	10	10	10	9	9	04/27
480	05/09	05/22	05/29 **	10	10	10	10	10	10	10	05/11
500	05/23	06/05	06/12	10	10	10	9	5	5	3	05/26 (B)
520	06/06	06/19	06/26	10	10	(C)	(C)	(C)	(C)		06/08
540	06/20	06/30	07/10/26	7	7						06/22
			_	247	235						06/29 (B)
						218	206	198	196	180	
	Fiscal Y	ear End [Date -	06/30/26	06/30/26	06/05/26	06/04/26	05/29/26	05/29/26	05/28/26	
PAID											
<u>HOLIDAYS</u>	_ <u>E(</u>	QUALIZED									
SEPT 1			JUL 4	1	1						
NOV 27			OV 24, 25		2	2	2	2	2		
DEC 22	NOV 26, 28			2	2	2	2	2	2		
DEC 29		DEC 2	2 - JAN 2	8	8	8	8	8	8		
MAR 20			JAN 19				_	_	1		
MAY 25		MAD 16	FEB 13 - MAR 19		1	1	1	1	1		
		MAK 10	APR 3	3	4	4	4	4	4		
			APR 27				1	1	1		
		lexible Sc							1		
		texible 30	neduting		8						
		01 1	B ' I	14	26	17	18	18	20	0	
		Checks	Paid -	26.1	26.1	23.5	22.4	21.6	21.6		

^{* 12-} and 11.5-month employees will receive 40% times their biweekly pay (3 days plus July 4). 11-month employees will receive 50% times their biweekly pay. 10.5-month administrators/teachers will receive 50% times their biweekly pay. 10-month teachers and 10-month professional/technical/supervisory will receive 10% times their biweekly pay.

^{**} Health insurance deductions begin on 09/05/25 and end on 05/29/26.

⁽A) 11.5-month employees will receive a normal biweekly check on 08/08/25.

⁽B) Online approvals due in by 12:00 noon. Approvals due in by 5:00 p.m. on all other dates.

⁽C) The five 12-month option summer pay dates for 10-month teachers are 6/12/26, 6/26/26, 7/10/26, 7/24/26 and 8/07/26 The four 12-month option summer pay dates for 10.5-month administrators are 6/12/26, 6/26/26, 7/10/26 and 7/24/26 The two 12-month option summer pay dates for 11-month administrators are 6/26/26 and 7/10/26



2025-2026 INSTRUCTIONAL CALENDAR

	JU	JLY 202	25	
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2	1		3	4
9 7	8		10	11
16 14	15		17	18
23 21	22		24	25
30 28	29		31	

25 4 day work week ends

	ОСТ	OBER 2	2025	
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14 13		15	16	17
21 20		22	23	24
28 27		29	30	31

- 10 End of Quarter 1 (43 days)
- 13 Non-Student Day
- 13 Hurricane Makeup Day

AUGUST 2025 M T W T F				
IVI		VV	<u> </u>	1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29
25	20	2/	28	29

- Teachers return
- 1-8 Teacher workdays/Non-Student Days
- First Day for students

NOVEMBER 2025					
М	T	W	T	F	
3	4	5	6	7	
10	11	12	13	14	
17	18	19	20	21	
24	25 🧑	26	27	28	

- Thanksgiving Holidays Schools closed 22-30 for teachers/students
- 24-25 **Hurricane Makeup Days**

	SEPTEMBER 2025					
М	Т	W	Т	F		
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15	16	17	18	19 🤄		
22	23	24	25	26		
29	30					
4 Labor	David Cale		.l. C			

- 1 Labor Day Schools closed for teachers/ students
- 19 Non-Student Day
- 19 Hurricane Makeup Day

М	DECI TT	MBER W	2025	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19 Q
22	23	24	25	26
29	30	31		

- End of Quarter 2 (44 days) & End of 1st Semester (87 days) 19
- Winter Holidays Schools closed for 20-31 teachers/students

М	JANUARY 2026 T W T F				
			1	2	
5	6	7	8	9	
12	13	14	15	16	
19	20	21	22	23	
26	27	28	29	30	

- 1-4 Winter Holidays Schools closed for teachers/students
- **Second Semester begins**
- Martin Luther King, Jr. Day Schools closed for teachers/students

M	FEBF	RUARY W	2026	F
2	3	4	5	6
9	10	11	12	13 🧑
16	17	18	19	20
23	24	25	26	27

- 13 Non-Student Day
- 13 Hurricane Makeup Day
- 16 Non-Student Day

MARCH 2026					
M	T	W	T	F	
2	3	4	5	6	
9	10	11	12	13 Q	
16	17	18	19	20	
23	24	25	26	27	
30	31				

- End of Quarter 3 (47 days) 13
- 14-22 Spring Holidays - Schools closed for teachers/students

APRIL 2026					
М	T	W	Т	F	
		1	2	3	
6	7	8	9	10	
13	14	15	16	17	
20	21	22	23	24	
27	28	29	30		

- Holiday Schools closed for teachers/ students
- 27 Non-Student Day

MAY 2026					
М	Т	W	Т	F	
				1	
4	5	6	7	8	
11	12	13	14	15	
18	19	20	21	22	
25	26	27	28 Q	29	

- Holiday Schools closed for teachers/
- 28 students
- Last Day for Students (students released 28
- 28 2 hours early)
- End of Quarter 4 (46 days) End of 2nd Semester (93 days) Last Day for 198 Instructional Personnel

JUNE 2026					
M	T	W	T	F	
1	2	3	4	5	
8	9	10	11	12	
15	16	17	18	19	
22	23	24	25	26	
29	30				

4 day work week begins

CALENDAR KEY



End of quarter



Paid Holiday



Student First Day/Last Day of School Teacher First Day/Last Day of School

Non-Student Day



4 Day Work Week Holiday/School closed for teachers/students



Hurricane Make Up Day



2025-2026 11.5 MONTH TEACHER/STAFF CALENDAR

JULY 2025					
M	T	W	T	F	
	1	2	3	4	
7	8	9	10	11	
14	15	16	17	18	
21	22	23	24	25	
28	29	30	31		

1 4 Teachers/Staff start Independence 21-30 Day Observed - Schools closed for 25 31 teachers/students 8 Shutdown/Flex Days 4 day work week ends Teacher workdays/Non-Student Day

AUGUST 2025					
M	T	W	T	F	
				1	
4	5	6	7	8	
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18	19	20	21	22	
25	26	27	28	29	

1-8 Teacher workdays/Non-Student Days

	SEPT	EMBER	2025	_
M	<u> </u>	W	<u> </u>	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19 🤄
22	23	24	25	26
29	30			

I Labor Day - Schools closed for teachers/ students

19 Non-Student Day

19 Hurricane Makeup Day

М	OCT T	OBER 2 W	2025 T	F
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13 Non-Student Day 13 Hurricane Makeup Day

М	NOVI T	EMBER W	2025 T	F
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10	11	12	13	14
17	18	19	20	21
24	25 🧑	26	27	28

22-30 Thanksgiving Holidays - Schools closed for teachers/students

24-25 Hurricane Makeup Days

М	DECI	MBER W	2025	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
(22)	23	24	25	26
29	30	31		

20-31 Winter Holidays - Schools closed for teachers/students

М	JAN T	UARY 2 W	026 T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

1-4 Winter Holidays - Schools closed for teachers/students

19 Martin Luther King, Jr. Day - Schools closed for teachers/students

М	FEBF	RUARY	2026	F
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16	17	18	19	20
23	24	25	26	27

13 Non-Student Day

13 Hurricane Makeup Day

16 Non-Student Day

	MA	RCH 20)26	
M	T	W	T	F
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16	17	18	19	20
23	24	25	26	27
30	31			

14-22 Spring Holidays - Schools closed for teachers/students

APRIL 2026				
М	T	W	Т	F
		1	2	3
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27	28	29	30	

Non-Student Day 27 Non-Student Day

	_ N	1AY 202	26 _	
M	ı	W	- 1	F
				1
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11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

5 Holiday - Schools closed for teachers/ students

	_ JL	JNE 202	_	
M		W	T	F
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8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

1 4 day work week begins30 Teacher/Staff Ends





Teacher First Day/Last Day of School Non-Student Day



4 Day Work Week Holiday/School closed for teachers/students



Hurricane Make Up Day



2025-26 Instructional Calendar Pinellas County Schools

Friday, July 25, 2025	Four-Day work week ends.
Friday, August 1-Friday, August 8	Non-Student days for 198- and 235- day instructional personnel.
Monday, August 11	All schools open. All PreK-12 and postsecondary schools' classes begin.
Monday, September 1	Labor Day Holiday- school closed for staff and students.
Friday, September 19(a)	Non-Student Day for 198- and 235-day instructional personnel.
Friday, October 10	End of first quarter.
Monday, October 13(a)	Non-Student Day for 198- and 235-day instructional personnel.
Saturday, November 22(a) Sunday, November 30	Thanksgiving Holidays- schools closed for staff and students.
Friday, December 19	End of the first semester.
Saturday, December 20 Sunday, January 4, 2026	Winter Holidays- schools closed for staff and students.
Monday, January 5	Second semester begins.
Monday, January 19	Martin Luther King, Jr. Day Holiday schools closed for staff and students.
Friday, February 13(a)	Non-Student Day for 198- and 235-day instructional personnel.
Monday, February 16	Non-Student Day for 198- and 235-day instructional personnel.
Friday, March 13	End of the third quarter.
Saturday, March 14 Sunday, March 22	Spring Holidays- schools closed for staff and students.
Friday, April 3	School Closed for Day for students and 198-day instructional personnel. Non-student day for 235-day instructional personnel.
Monday, April 27	Non-Student Day for 198- and 235-day instructional personnel.
Monday, May 25	Memorial Day Holiday- schools closed for staff and students.
Thursday, May 28	Last day for all students (with the exception of Adult students at Postsecondary Centers). Students released two hours early.
Friday, May 29	Non-Student Day/last day for 198- instructional personnel.
Monday, June 1(a)Hurricane make-up days	Four-day work week begins.



SCHOOL BOARD APPROVED LIST OF SPECIAL OBSERVANCE DAYS

2025-2026 School Year

Rosh Hashanah Tuesday & Wednesday, September 23-24, 2025 (Observance begins at

sunset on Monday, September 22, 2025)

Yom Kippur Thursday, October 2, 2025 (Observance begins at sunset on Wednesday,

October 1, 2025)

Tuesday & Wednesday, October 7 - 8, 2025 (Observance begins at

Sukkot sunset on Monday, October 6, 2025)

Tuesday & Wednesday, October 14 - 15, 2025 (Observance begins at

Shemini Atzeret/Simchat Torah sunset on Monday, October 13, 2025)

Friday, March 20, 2026 (Observance begins at sunset on Thursday,

March 19, 2026

Friday, April 3, 2026

Good Friday Thursday & Friday, April 2 - 3, 2026 (Observance begins at sunset on

Wednesday, April 1, 2026)

Passover (First 2 days)

Eid-al-Fitr

Seventh & Eighth Day of Passover Wednesday & Thursday, April 8 - 9, 2026

Eastern Orthodox Holy Friday Friday, April 10, 2026

Shavuot Friday & Saturday, May 22 - 23, 2026 (Observance begins at sunset on

Thursday, May 21, 2026)

Eid-al-Adha Wednesday, May 27, 2026 (Observance begins at sunset on Tuesday,

May 26, 2026)

Friday, June 19, 2026

Juneteenth

If there is a day that is not listed on the Board approved observance days which impacts a significant number of students in any specific school; the principal has the discretion not to schedule any testing or major course review in accordance with the needs of his/her building.