



**New Instructional Hire
Handbook
Pinellas County Schools
2021~2022**

Developed by the offices of Professional Development, Equity and Human Resources



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



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For a live, up-to-date version of this handbook, please visit:

Professional Development Department: <https://www.pcsb.org/PD>
Talent and Acquisition: <http://www.pcsb.org/talent>



Welcome to the 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 (less than one year of 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 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.

Professional Development and Support

Upon being hired, you will begin your journey with support from the district and school level. While this is a large district, there are specific contacts who will be available to problem-solve, guide and assist you along the way. Please do not hesitate to reach out to any of the people listed below. If, for any reason, they are unable to help you, they will be able to direct you to someone who can assist.

Name	Role	E-Mail	Phone
Kathy Beauregard	Mentors, New Hires, Embrace, Onboarding	beauregardk@pcsb.org	588-6224 ext.1940
Melissa Lyons	Classroom/Behavior Management	lyonsme@pcsb.org	588-6223
Pamela Kasardo	Transition to Teaching	kasardop@pcsb.org	588-6224 ext.1946
William Aligood	Marzano Evaluation	aligoodw@pcsb.org	588-6224 ext.1320
Hillary Van Dyke	Equity Specialist	vandykeh@pcsb.org	588-6324

Professional Development (PD): The role of Professional Development is to support all teachers, support staff and administrators in the district. While the PD team consists of many members, the above contacts are available to work with you.

Professional Development Opportunities: The PD department offers a variety of training. Each month, a newsletter called “Chalk Talk” is sent to your **email** containing all of the professional development available in the district. The following list is not a complete listing of available PD, but it highlights the support new hires and current employees can receive throughout the year. Please reach out to the Office of Professional Development by calling 588-6224 should you need any assistance in signing up for courses.

- Marzano Evaluation Training
- Mentoring Training
- Clinical Education
- CHAMPS
- Teach Like a Champion
- General Knowledge Test
- Leadership U
- Leadership Pipeline (pathway through administration)
- New Teacher/New Hire Onboarding
- Embrace
- Classroom Management

Human Resources and Support

Human Resources (HR): The role of Human Resources is to support all teachers, support staff and administrators in the district regarding hiring, recruitment and retention. The following contacts can help facilitate your transition into the district.

Name	Role	E-Mail	Phone
Raquel Perez-Russo	Talent and Acquisition	perez-russor@pcsb.org	588-6000 extension 5007
Shaune Ferguson	Talent and Acquisition	fergusonsh@pcsb.org	588-6000 extension 6281
Debra Cucchiara	Talent and Acquisition, Mgr	cucchiarad@pcsb.org	588-6000 extension 5136
Jennifer MacClinchy	Certification	macclinchyj@pcsb.org	588-6000 extension 6450
Risk Management	Health Insurance and Benefits	Risk Management Contacts	588-6000 extension 6197
Compensation	Carly Ferguson	Fergusonca@pcsb.org	588-6000 extension 6286

Special Certification Information

Reading Endorsement Information: [Reading Endorsement](#) or readingendorsement@pcsb.org

Gifted Endorsement Information: [Gifted Endorsement](#)

ESOL Endorsement Information: [ESOL Endorsement](#)

Name	Title	E-Mail	Phone
Ramona Zambrano	Coordinator of English Learners	zambranor@pcsb.org	588-6000
Holly Slaughter	Elementary ELA/Reading Specialist	slaughterh@pcsb.org	588-6000 extension 6090
Natasa Karac	Director of English Language Learners (ELL)	karacn@pcsb.org	588-6000 extension 6067
Coral Marsh	Gifted Specialist	marshco@pcsb.org	588-6000 extension 6037
Britt Moseley	HS Reading/ELA Content Specialist	moseleyb@pcsb.org	588-6000 extension 1420

July 1, 2021	First contract day for 11.5-month (235 days) and 12-month (247 days) personnel.
July 5	Holiday for 11.5-month (235 days) and 12-month (247 days) personnel.
July 19	11-month (218 days) administrators and 11-month (218 days) support personnel report for duty.
July 19 – 20	Trade day options for 11.5-month (235 days) instructional personnel.
July 21 – 30	Schools closed for 11.5-month (235 days) personnel and postsecondary students (PTC's).
July 26	10.5-month (206 days) instructional personnel and 10.5-month (206 days) administrators report for duty.
July 30	Four-day work week ends.
August 2	10-month (198 days) instructional personnel report for duty. Trade day option for 10-month (198 days) instructional personnel.
August 2 – 10	Teacher Work Days and/or Professional Development Days for 10-month (198 days) and 11.5-month (235 days) instructional personnel.
• August 2	Teacher Planning Day (no meetings or trainings at schools with the exception of PTC).
• August 3	Teacher Work Day and/or School-based Professional Development Day.
• August 4	Teacher Work Day and/or School-based Professional Development Day.
• August 5	District-wide Professional Development Day.
• August 6	Teacher Work Day and/or School-based Professional Development Day.
• August 9	Teacher Work Day and/or School-based Professional Development Day.
• August 10	Teacher Work Day and/or School-based Professional Development Day.
August 2	10-month (196 days) PCS police and 10-month support report for duty.
August 3	Bus drivers (192 days) and 10-month (196 days) food service managers report for duty.
August 6	Food service workers (193 days) report for duty.
August 11	All PreK-12 and postsecondary schools' classes begin.
September 6	Labor Day – schools and district offices closed. Paid holiday for all personnel.
October 8 ^(a)	School-based Professional Development/Teacher Planning Day for 10-month (198 days) and 11.5-month (235 days) instructional personnel. Certificate of Distinction Ceremony. All food service workers, food service managers, 10-month PCS police, 10-month support, 10.5-, 11-, 11.5-month support and 12-month personnel on duty. Holiday for bus drivers. Designated hurricane make-up day.
November 22 – 23 ^(a)	All 12- month personnel on duty. Holiday for all other personnel. Designated hurricane make-up days.
November 24 – 26	Thanksgiving holidays for all personnel.
November 25	Paid holiday for all personnel.
December 20 – 31	Winter holidays for all personnel.
December 23 & 27	Paid holidays for all personnel.
January 3, 2022 ^(a)	Teacher Planning Day for 10-month (198 days) and 11.5-month (235 days) instructional personnel. All food service workers, food service managers, 10-month PCS police, 10-month support, 10.5-, 11-, 11.5-month support and 12-month personnel on duty. Holiday for bus drivers. Trade day option for 10-month (198 days) and 11.5-month (235 days) instructional personnel. Designated hurricane make-up day.
January 4	All PreK-12 and postsecondary schools' classes resume.
January 17	Martin Luther King, Jr. Day. 12-month (247 days) personnel on duty. Holiday for all other personnel.
February 11	District-wide Professional Development Day for 10-month (198 days) and 11.5-month (235 days) instructional personnel. All 10.5-, 11-, 11.5-month support and 12-month personnel on duty. Holiday for bus drivers, food service workers, food service managers, 10-month PCS police and 10-month support.
March 14 - 18	Spring holidays for all personnel except 12-month (247 days).

March 14	12-month (247 days) personnel on duty.
March 17	Paid holiday for 10-month (198 days) instructional personnel, bus drivers, food service workers, food service managers, 10-month PCS police and 10-month support.
March 18	Paid holiday for all personnel.
March 21 ^(a)	School-based Professional Development/Teacher Planning Day for 10-month (198 days) and 11.5-month (235 days) instructional personnel. Support Services Catalog of Choice Day. All food service workers, food service managers, 10-month PCS police, 10-month support, 10.5-, 11-, 11.5-month support and 12-month personnel on duty. Holiday for bus drivers. Designated hurricane make-up day.
April 15	All 11-, 11.5 and 12-month personnel on duty. Holiday for bus drivers, food service workers, food service managers, 10-month PCS police, 10-month support, 10-month (198 days) instructional, 10.5-month instructional personnel and 10.5-month administrators.
May 26	Last day for students (with the exception of Adult students at the Postsecondary Centers). Students released two hours early. Last day for bus drivers, 10-month PCS police and 10-month support.
May 27	Teacher Work Day/last day for 10-month (198 days) instructional personnel. Last day for food service workers and food service managers. Trade day option for 10-month (198 days) instructional personnel and 11.5-month (235 days) instructional personnel..
May 30	Memorial Day – schools and district offices closed. Paid holiday for 10.5-, 11-, 11.5-month (235 days) and 12-month personnel.
June 2	Last day for 10.5-month (206 days) instructional personnel and 10.5-month (206 days) administrators.
June 6	Four-day work week begins.
June 10	Last day for 11-month (218 days) personnel.
June 30	Last contract day for 11.5-month (235 days) and 12-month (247 days) personnel.

^(a) Hurricane make-up days

Make up 1 day	Make up 2 days	Make up 3 days	Make up 4 days
October 8, 2021*	October 8, 2021	October 8, 2021	October 8, 2021
	January 3, 2022	January 3, 2022	November 22, 2021
		March 21, 2022	November 23, 2021
			January 3, 2022

*If hurricane occurs after October 8, 2021 the one day make up day will be January 3, 2022.

JULY 2021				
M	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

30 4 day work week ends

AUGUST 2021				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

2 Teachers return
 2-10 Teacher workdays / Non-Student Days
 11 First Day for students

SEPTEMBER 2021				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

6 Labor Day - Schools closed for teachers/ students

OCTOBER 2021				
M	T	W	T	F
				1
4	5	6	7 Q	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

7 End of Quarter 1 (41 days)
 8 Non-Student Day
 8 Hurricane Makeup Day #1

NOVEMBER 2021				
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			

20-28 Thanksgiving Holidays - Schools closed for teachers/students

DECEMBER 2021				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17 Q
20	21	22	23	24
27	28	29	30	31

17 End of Quarter 2 (45 days)
 17 End of 1st Semester (86 days)
 18-31 Winter Holidays - Schools closed for teachers/students

JANUARY 2022				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

1-2 Winter Holidays - Schools closed for teachers/students
 3 Non-Student Day
 3 Hurricane Make Up Day #2
 4 Second Semester begins
 17 Martin Luther King, Jr. Day - Schools closed for teachers/students

FEBRUARY 2022				
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				

21 Non-Student Day

MARCH 2022				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11 Q
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

11 End of Quarter 3 (47 days)
 12-20 Spring Holidays - Schools closed for teachers/students
 21 Non-Student Day
 21 Hurricane Make Up Day #3

APRIL 2022				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

15 Schools closed for teachers/students

MAY 2022				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26 Q	27
30	31			

26 Last Day for Students (students released 2 hours early)
 26 End of Quarter 4 (47 days)
 26 End of 2nd Semester (94 days)
 27 Last Day for 198 Instructional Personnel

JUNE 2022				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

6 4 Day Work Week begins

CALENDAR KEY

End of quarter

Paid Holiday

Revised 9/2021

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
 If 4 days needed, those days will be: 10/8, 11/22, 11/23, 1/3
 If after October 8, then the one make up day will be January 3.

JULY 2021				
M	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 Teachers/Staff Start
 5 Independence Day Observed - Schools closed for teachers/students
 21-30 8 Shutdown/Flex days
 30 4 day work week ends

AUGUST 2021				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

2-10 Teacher workdays / Non-Student Days

SEPTEMBER 2021				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

6 Labor Day - Schools closed for teachers/students

OCTOBER 2021				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

8 Non-Student Day
 8 Hurricane Makeup Day #1

NOVEMBER 2021				
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			

20-28 Thanksgiving Holidays - Schools closed for teachers/students

DECEMBER 2021				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

18-31 Winter Holidays - Schools closed for teachers/students

JANUARY 2022				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

1-2 Winter Holidays - Schools closed for teachers/students
 3 Non-Student Day
 3 Hurricane Make Up Day #2
 17 Martin Luther King, Jr. Day - Schools closed for teachers/students

FEBRUARY 2022				
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				

21 Non-Student Day

MARCH 2022				
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	

12-20 Spring Holidays - Schools closed for teachers/students
 21 Non-Student Day
 21 Hurricane Make Up Day #3

APRIL 2022				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

15 Non-Student Day

MAY 2022				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

27 Non-Student Day
 30 Memorial Day - Schools closed for teachers/students

JUNE 2022				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

6 4 Day Work Week begins
 30 Teacher/Staff Ends

CALENDAR KEY



Paid Holiday



Teacher First Day/Last Day of School

Non-Student Day



4 Day Work Week

Holiday/School closed for teachers/students



Hurricane Make Up Day

If 4 days needed, those days will be: 10/8, 11/22, 11/23, 1/3
 If after October 8, then the one make up day will be January 3.

2021-2022 12 MONTH STAFF CALENDAR

JULY 2021				
M	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 First Day for 12 month personnel
- 5 Holiday - District Offices closed
- 30 4 day work week ends

AUGUST 2021				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

- 11 First Day for students

SEPTEMBER 2021				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

- 6 Labor Day - Schools and District Offices closed

OCTOBER 2021				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

- 8 Non-Student Day - All 12 month personnel on duty

NOVEMBER 2021				
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			

- 22-23 Non-Student Day - All 12 month personnel on duty
- 24-26 Thanksgiving Holidays - Schools and District Offices closed

DECEMBER 2021				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

- 20-31 Winter Holidays - Schools and District Offices closed

JANUARY 2022				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

- 3 Non-Student Day - All 12 month personnel on duty
- 17 Martin Luther King, Jr. Day - All 12 month personnel on duty

FEBRUARY 2022				
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				

- 21 Non-Student Day - All 12 month personnel on duty

MARCH 2022				
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	

- 14 Non-Student Day - All 12 month personnel on duty
- 15-18 Spring Holidays - Schools and District Offices closed
- 21 Non-Student Day - All 12 month personnel on duty

APRIL 2022				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

- 15 Non-Student Day - All 12 month personnel on duty

MAY 2022				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

- 26 Last Day for Students
- 30 Memorial Day - District Offices closed

JUNE 2022				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

- 6 4 Day work week begins
- 30 Last Day for 12 month personnel

CALENDAR KEY



Paid Holiday



Student First Day/Last Day of School
 12 Month Staff First Day/Last Day
 Non-Student Day - All 12 month personnel on duty



4 Day Work Week
 Holiday - District Offices closed



Hurricane Make Up Day
 If 4 days needed, those days will be: 10/8, 11/22, 11/23, 1/3
 If after October 8, then the one make up day will be January 3.

JULY 2021				
M	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

19 First Day for 11 month personnel
30 4 day work week ends

AUGUST 2021				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

11 First Day for students

SEPTEMBER 2021				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

6 Labor Day - Schools and District Offices closed

OCTOBER 2021				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

8 Non-Student Day - All 11 month personnel on duty

NOVEMBER 2021				
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			

22-23 Holiday for all 11 month personnel
24-26 Thanksgiving Holidays - Schools and District Offices closed

DECEMBER 2021				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

20-31 Winter Holidays - Schools and District Offices closed

JANUARY 2022				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

3 Non-Student Day - All 11 month personnel on duty
17 Martin Luther King, Jr. Day - Holiday for all 11 month personnel

FEBRUARY 2022				
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				

21 Non-Student Day - All 11 month personnel on duty

MARCH 2022				
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	

14 Holiday for all 11 month personnel
15-18 Spring Holidays - Schools and District Offices closed
21 Non-Student Day - All 11 month personnel on duty

APRIL 2022				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

15 Non-Student Day - All 11 month personnel on duty

MAY 2022				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

26 Last Day for Students
30 Memorial Day - District Offices closed

JUNE 2022				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

6 4 Day work week begins
10 Last Day for 11 month personnel

CALENDAR KEY



Paid Holiday



Student First Day/Last Day of School
11 Month Staff First Day/Last Day
Non-Student Day - All 11 month personnel on duty



4 Day Work Week
Holiday



Hurricane Make Up Day

If 4 days needed, those days will be: 10/8, 11/22, 11/23, 1/3
If after October 8, then the one make up day will be January 3.

JULY 2021				
M	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

26 First Day for 10.5 month personnel
30 4 day work week ends

AUGUST 2021				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

11 First Day for students

SEPTEMBER 2021				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

6 Labor Day - Schools and District Offices closed

OCTOBER 2021				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

8 Non-Student Day - All 10.5 month personnel on duty

NOVEMBER 2021				
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			

22-23 - Holiday for all 10.5 month personnel
24-26 - Thanksgiving Holidays - Schools and District Offices closed

DECEMBER 2021				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

20-31 Winter Holidays - Schools and District Offices closed

JANUARY 2022				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

3 Non-Student Day - All 10.5 month personnel on duty
17 Martin Luther King, Jr. Day - Holiday for all 10.5 month personnel

FEBRUARY 2022				
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				

21 Non-Student Day - All 10.5 month personnel on duty

MARCH 2022				
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	

14 Non-Student Day - Holiday for all 10.5 month personnel
15-18 Spring Holidays - Schools and District Offices closed
21 Non-Student Day - All 10.5 month personnel on duty

APRIL 2022				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

15 Holiday for all 10.5 month personnel

MAY 2022				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

26 Last Day for Students
30 Memorial Day - District Offices closed

JUNE 2022				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

2 Last Day for 10.5 month personnel

CALENDAR KEY



Paid Holiday



Student First Day/Last Day of School
10.5 Month Staff First Day/Last Day
Non-Student Day - All 10.5 month personnel on duty



4 Day Work Week
Holiday



Hurricane Make Up Day

If 4 days needed, those days will be: 10/8, 11/22, 11/23, 1/3
If after October 8, then the one make up day will be January 3.

JULY 2021				
M	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

AUGUST 2021				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

SEPTEMBER 2021				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

- 2 First Day - 10 month Support & Police
- 3 First Day - Cafe Managers and Bus Drivers
- 6 First Day - Food Service Workers
- 11 First Day for students

- 6 Labor Day - Schools and District Offices closed

OCTOBER 2021				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

NOVEMBER 2021				
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			

DECEMBER 2021				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

- 8 Non-Student Day - All staff except bus drivers, on duty
- 8 Holiday for bus drivers

- 22-23 Holiday for all 9 month and 10 month staff
- 24-26 Thanksgiving Holidays - Schools and District Offices closed

- 20-31 Winter Holidays - Schools and District Offices closed

JANUARY 2022				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

FEBRUARY 2022				
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				

MARCH 2022				
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	

- 3 Non-Student Day - All staff, except bus drivers, on duty
- 3 Holiday for bus drivers
- 17 Holiday for all 9 month and 10 month staff

- 21 Holiday for all 9 month and 10 month staff

- 14 Holiday for all 9 month and 10 month staff
- 15-18 Spring Holidays - Schools and District Offices closed
- 21 Non-Student Day - All staff, except bus drivers, on duty
- 21 Holiday for bus drivers

APRIL 2022				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

MAY 2022				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

JUNE 2022				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

- 15 Holiday for all 9 month and 10 month staff

- 26 Last Day for Bus Drivers, 10 Month PCS Police, 10 Month Support Personnel and Students
- 27 Last Day for Food Service Workers and Cafe Managers

CALENDAR KEY	
	Paid Holiday
	10 Month Support Staff First Day/Last Day
	10 Month PCS Police First Day/Last Day
	10 Month Cafe Managers First Day/Last Day
	9 Month Bus Drivers First Day/Last Day
	Non Student Day
	Food Service Workers First Day/Last Day
	Students First Day/Last Day
	Holiday/School closed for teachers/students
	Hurricane Make Up Day

If 4 days needed, those days will be: 10/8, 11/22, 11/23, 1/3
If after October 8, then the one make up day will be January 3.

SCHOOL BOARD APPROVED LIST OF SPECIAL OBSERVANCE DAYS

2021-2022 School Year

July 2021

Eid-al-Adha Tuesday, July 20, 2021 (Observance begins at sunset on Monday, July 19, 2021)

September 2021

Rosh Hashanah Tuesday & Wednesday, September 7-8, 2021 (Observance begins at sunset on Monday, September 6, 2021)

Yom Kippur Thursday, September 16, 2021 (Observance begins at sunset on Wednesday, September 15, 2021)

Sukkot Tuesday & Wednesday, September 21 - 22, 2021 (Observance begins at sunset on Monday, September 20, 2021)

Shemini Atzeret Tuesday & Wednesday, September 28 - 29, 2021 (Observance begins at sunset on Monday, September 27, 2021)

April 2022

Passover (First 2 days) Saturday & Sunday, April 16 - 17, 2022 (Observance begins at sunset on Friday, April 15, 2022)

Good Friday Friday, April 15, 2022

Seventh & Eighth Day of Passover Friday & Saturday, April 22 - 23, 2022

Eastern Orthodox Holy Friday Friday, April 22, 2022

May 2022

Eid-al-Fitr Tuesday, May 3, 2022 (Observance begins at sunset on Monday, May 2, 2022)

June 2022

Shavuot Sunday & Monday, June 5 - 6, 2022 (Observance begins at sunset on Saturday, June 4, 2022)

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.

To: All School Principals
 FROM: Kevin Hendrick, Associate Superintendent, Teaching and Learning Services
 SUBJECT: Schedule for Report Periods and Distribution of Report Cards - 2021-2022

January 2021

In order to assure uniformity of dates for distribution of report cards for the school year 2021-2022, 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 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
Thursday September 9, 2021	Thursday October 7, 2021	41	Friday - 4:00 p.m. October 15, 2021	Tuesday October 19, 2021
Wednesday November 10, 2021	Friday December 17, 2021	45	Friday - 4:00 p.m. January 7, 2022	Tuesday January 11, 2022
Notify Parents of Potential Retention by Friday, February 4, 2022				
Friday February 4, 2022	Friday March 11, 2022	47	Friday - 4:00 p.m. March 25, 2022	Tuesday March 29, 2022*
Friday April 22, 2022	Thursday May 26, 2022	47	Monday - 4:00 p.m. May 23, 2022	Thursday May 26, 2022

* Delay is due to Spring Break

Note: Mid-Term Progress Reports in elementary schools are distributed to 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 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 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
Thursday September 9, 2021	Thursday October 7, 2021	41	Friday - 4:00 p.m. October 15, 2021	Tuesday October 19, 2021
Wednesday November 10, 2021	Friday December 17, 2021	45	Friday - 4:00 p.m. January 7, 2022	Tuesday January 11, 2022
Friday February 4, 2022	Friday March 11, 2022	47	Friday - 4:00 p.m. March 25, 2022	Tuesday March 29, 2022*
Friday April 22, 2022	Thursday May 26, 2022	47	Friday- 4:00 p.m. May 27, 2022	Wednesday June 1, 2022

* Delay is due to Spring Break

Note: Mid-Term Progress reports are distributed to high school and middle school students 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 2021-2022**

INSTRUCTIONAL/ADMINISTRATIVE/PROFESSIONAL/TECHNICAL/SUPERVISORY

← PAY TYPES & MONTHS TO WORK →

RUN NUMBER	PAY PERIOD FROM TO	PAY DATE	(27,37,47)	(26,38,P6)	(35,36,45)	(24,28,33,34)	(23,29,P3)	(SP)	APPROVAL DUE IN SYSTEM
			12	11.5 (A)	11	10.5	10	on-site subs	
Fiscal Year Start Date -			07/01/21	07/01/21	07/19/21	07/26/21	08/02/21	08/11/21	
020	07/01 07/09	07/16/21	6 *	6 *					07/12
040	07/10 07/23	07/30	10	7 (A)	5 *				07/26
060	07/24 08/06	08/13	10	5 (A)	10	10 *	5 *		08/09
080	08/07 08/20	08/27 **	10	10	10	10	10	8	08/23
100	08/21 09/03	09/10	10	10	10	10	10	10	09/07 (B)
120	09/04 09/17	09/24	10	10	10	10	10	9	09/20
140	09/18 10/01	10/08	10	10	10	10	10	10	10/04
160	10/02 10/15	10/22	10	10	10	10	10	9	10/18
180	10/16 10/29	11/05	10	10	10	10	10	10	11/01
200	10/30 11/12	11/19	10	10	10	10	10	10	11/15
220	11/13 11/26	12/03	8	6	6	6	6	5	11/29
240	11/27 12/10	12/17	10	10	10	10	10	10	12/13
260	12/11 12/24	12/31	6	6	6	6	6	5	12/17 (B)
280	12/25 01/07	01/14/22	6	6	6	6	6	4	01/10
300	01/08 01/21	01/28	10	9	9	9	9	9	01/24
320	01/22 02/04	02/11	10	10	10	10	10	10	02/07
340	02/05 02/18	02/25	10	10	10	10	10	10	02/21
360	02/19 03/04	03/11	10	10	10	10	10	9	03/07
380	03/05 03/18	03/25	7	6	6	6	7	5	03/21
400	03/19 04/01	04/08	10	10	10	10	10	9	04/04
420	04/02 04/15	04/22	10	10	10	9	9	9	04/18
440	04/16 04/29	05/06	10	10	10	10	10	10	05/02
460	04/30 05/13	05/20 **	10	10	10	10	10	10	05/16
480	05/14 05/27	06/03	10	10	10	10	10 (C)	9	05/31 (B)
500	05/28 06/10	06/17	10	10	10 (C)	4 (C)			06/13
520	06/11 06/24	07/01	10	10					06/27
540	06/25 06/30	07/15/22	4	4					06/30 (B)
Fiscal Year End Date -			247	235	218	206	198	180	
Fiscal Year End Date -			06/30/22	06/30/22	06/10/22	06/02/22	05/27/22	05/26/22	

PAID

HOLIDAYS

EQUALIZED DAYS

SEPT 6	JUL 5	1	1					
NOV 25	NOV 22, 23		2	2	2	2		
DEC 23	NOV 24, 26	2	2	2	2	2		
DEC 27	DEC 20 - 31	8	8	8	8	8		
MAR 17 (D)	JAN 17		1	1	1	1		
MAR 18	MAR 14 - MAR 18	3	4	4	4	3		
MAY 30 (D)	APR 15				1	1		
	Flexible Scheduling		8					
		14	26	17	18	17	0	
	Checks Paid -	26.1	26.1	23.5	22.4	21.5		

* 12- and 11.5-month employees will receive 70% times their biweekly pay (6 days plus July 5). 11-month employees will receive 50% times their biweekly pay. 10.5-month administrators will receive 100% times their biweekly pay. 10-month teachers will receive 50% times their biweekly pay.

** Health insurance deductions begin on 08/27/21 and end on 05/20/22.

(A) 11.5-month employees will receive a normal biweekly check on 07/30/21 and 08/13/21.

(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 6/17/22, 7/01/22, 7/15/22, 7/29/22 and 8/12/22
The four 12-month option summer pay dates for 10.5-month administrators are 6/17/22, 7/01/22, 7/15/22 and 7/29/22
The two 12-month option summer pay dates for 11-month administrators are 7/01/22 and 7/15/22

(D) March 17, 2022 is a paid holiday for 10-month employees only. May 30, 2022 is a paid holiday for 10.5-, 11-, 11.5- and 12-month employees only. All employees have six paid holidays.

2/2/20214

Marzano Focused Teacher Evaluation Model: Desired Effects

ELEMENT	DESIRED EFFECT
Standards-Based Planning	<p>Teacher provides evidence of implementing lesson/unit plans aligned to grade-level standard(s) using learning targets embedded in a performance scale.</p> <p>Teacher implements traditional and/or digital resources to support teaching standards-based units and lessons.</p> <p>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.</p>
Standards-Based Instruction	<p>Evidence (formative data) demonstrates students know what content is important and what is not important as it relates to the learning target(s).</p> <p>Evidence (formative data) demonstrates students make a link from what they know to what is about to be learned.</p> <p>Evidence (formative data) demonstrates students can summarize and generate conclusions about the new content during interactions with other students.</p> <p>Evidence (formative data) demonstrates students accurately elaborate on content.</p> <p>Evidence (formative data) demonstrates students know the previously taught critical content.</p> <p>Evidence (formative data) demonstrates students develop automaticity with skills, strategies, or processes.</p> <p>Evidence (formative data) demonstrates student knowledge of critical content is deepened by examining similarities and differences.</p> <p>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).</p> <p>Evidence (formative data) demonstrates students make additions, deletions, clarifications, or revisions to previous knowledge that deepen their understanding.</p> <p>Evidence (formative data) demonstrates students prove or disprove the proposition, theory, or hypothesis.</p>
Conditions for Learning	<p>Evidence (formative data) demonstrates students identify their current level of performance as it relates to standards-based learning targets embedded in the performance scale.</p> <p>Evidence (formative data) demonstrates students continue learning and making progress toward learning targets as a result of receiving feedback.</p> <p>Evidence (formative data) demonstrates students process content (i.e., new, going deeper, cognitively complex) as a result of group organization.</p> <p>Evidence (formative data) demonstrates students know and follow classroom rules and procedures (to facilitate learning) as a result of teacher acknowledgment.</p> <p>Evidence (formative data) demonstrates students engage or re-engage as a result of teacher action.</p> <p>Evidence (student action) shows students feel valued and part of the classroom community.</p> <p>Evidence (student surveys, interviews, work) shows the teacher expects each student to perform at his or her highest level of academic success.</p>
Professional Responsibilities	<p>Teacher adheres to school and district rules and procedures.</p> <p>Teacher provides evidence of developing expertise in content area and classroom instructional strategies.</p> <p>Teacher provides evidence of teacher leadership and promoting a schoolwide culture of professional learning.</p>

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

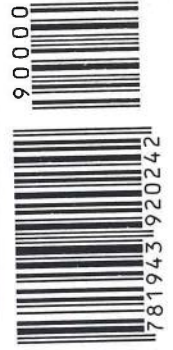
STANDARDS-BASED INSTRUCTION

- 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

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Evaluation and iObservation

Pinellas County uses iObservation, an electronic platform used for housing observations and evaluations. Because this is an ongoing practice, you will want to familiarize yourself with iObservation as it contains some important information, such as a resource library with lesson plan ideas, feedback from administrators and the observations and evaluations that you will receive. The resource library contains research-based materials that support the Marzano Focused Model. For more information on the evaluation process and to watch videos that explain the Instructional Evaluation Model, please click here: [Marzano Focused Model](#)

1. Go to: effectiveducators.com

Select *First Time User*

*Email Address:

 *Password: [Forgot Password?](#)

 Remember my email address
 [First Time User?](#)

Enter your full PCS email address and click submit

First Time Users
 If you're logging in for the first time, please enter your email address.
 *Email:

You will receive an email with a link for getting started. **DO NOT CLICK THE LINK MORE THAN ONCE** (as a security feature, this will disable your account)

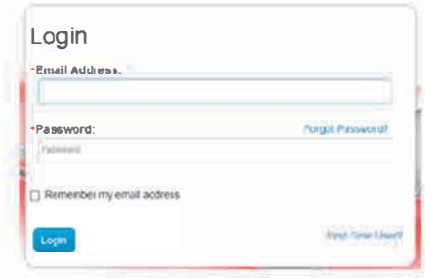
New Account Email Sent!
 A verification link will be emailed to: @pcsbo.org
 from no-reply@effectiveducators.com.
 If you do not receive this email, please try the following options:
 1. Check your spam or junk mail folder.
 2. Contact your Information Technology (IT) Administrator.
 3. Contact Customer Service.
[Back to Login](#)

Email Message:
 Welcome to iObservation
 Click the link below to get started. The link is valid for one use only and will expire 30 days from the sent date.
[Get Started](#)
 CAUTION: The link in this email is specific to the addressee. It is intended to ONLY be used by the original recipient of the email.

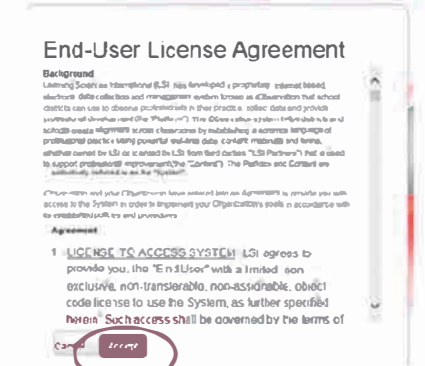
Type in your PCS Domain password & click save

Verify Account Information
 Please enter in new password.
 *Change Password:
 Password Strength
 *Confirm Password:

. Log-in with your full e-mail address & password



. Accept the End-User License Agreement



Don't panic! Follow these steps

1. Exit your browser
2. Open a new browser
3. Go to pcsb.effectiveeducators.com.

Oops! Unable to Setup SSO Session

Something went wrong while we were trying to setup your session for SSO (Single Sign-On). Please try again in a bit.

Error Message: Authentication failure, session missing during completion of profile handler

If the problem continues:

- Please contact Customer Service to report the problem.

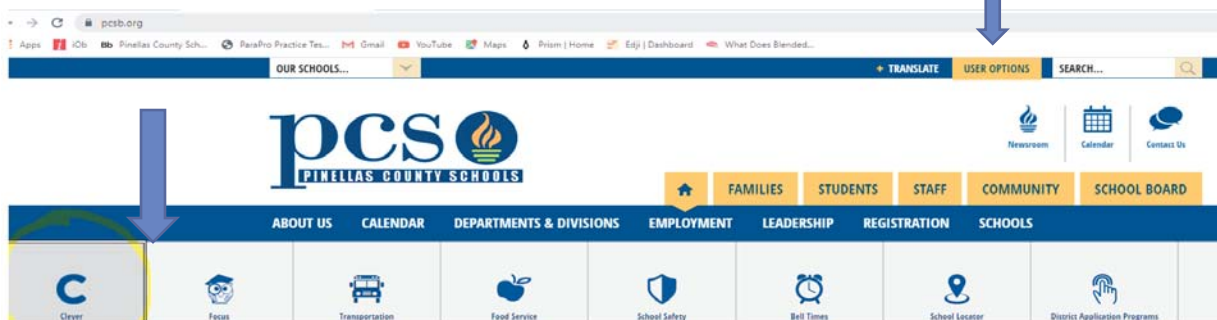
Curriculum Resources

You can 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 will use 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
- PLN

Log in on the PCSB.org page



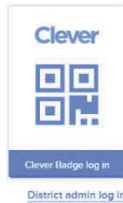
Pinellas County Schools

Not your district?

Log in with Active Directory

Having trouble? Get help logging in!

Having trouble? Get help logging in!



Favorite resources



Canvas Log In

Top Applications



Canvas Log In



Resource Center



Log in Troubleshootin' g



Email Help



High School Enrichment Activities

Here's an example of what you may see

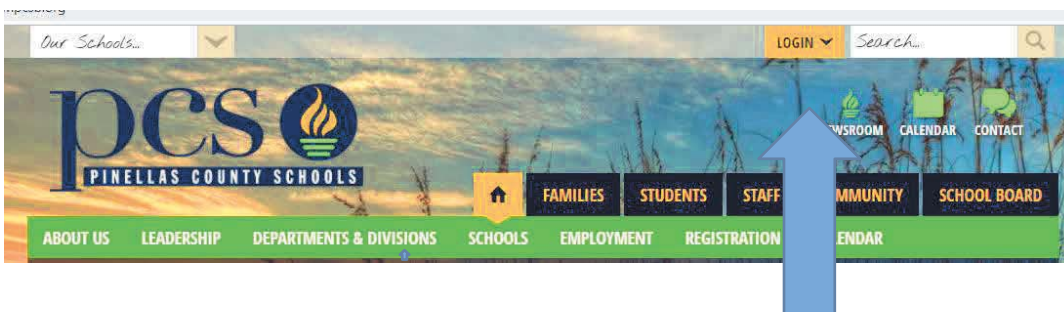
Once you have clicked Clever, you will see this screen.

Professional Learning Network

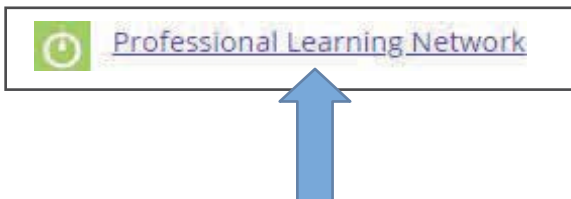
Professional Learning Network (PLN): The district uses PLN to keep track of all component points and training sessions you attend. If you find a session in which you are interested, you can sign up for the course in PLN and you will be added to the roster. Once you complete the course, the facilitator 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. In addition, you can also take self-paced online courses through PLN.

Or in address bar: pinellas.truenorthlogic.com

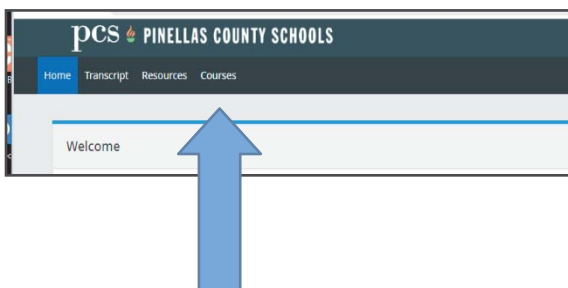
1. Log onto the PCS homepage.... click on Login or User Options... Then choose PCS Portal (Staff Only). You might have to sign in a second time after you choose PCS Portal.



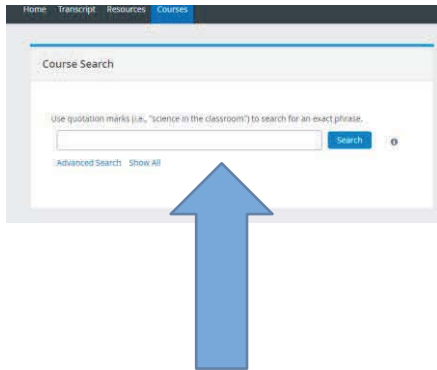
2. Click on Professional Learning Network
3. This is your Home Page



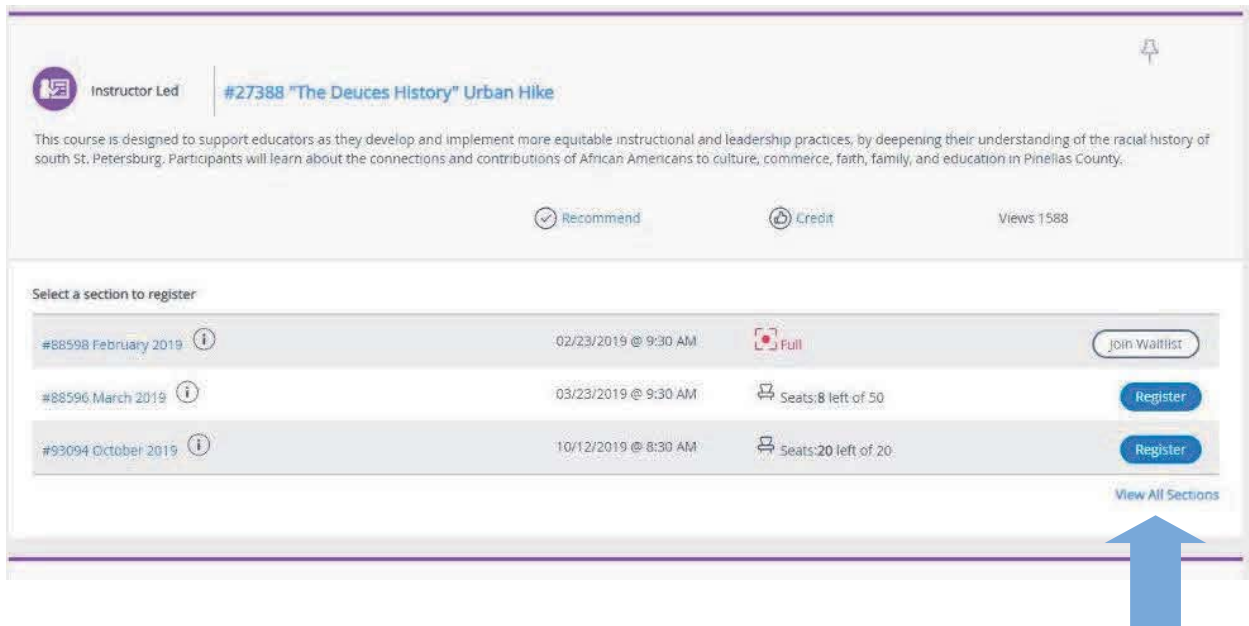
4. To register for a class click on Courses



- On your Courses Page you will find a “**Course Search**” Box. Enter a Course Number, Section Number or Title of the course you are looking for and click Search.



- This is where you can “View All Sections” and register for a class. If the class is full and they have a Waitlist, you can also join the waitlist at this location.



- Once you register for a class be sure to hit “**Next**” to complete your registration. You will get an email when you have registered for the class.

TEACHERS ROCKING TECHNOLOGY

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

- ♦ **Accessing Canvas and the Resource Center**
- ♦ **Accessing and exploring Nearpod**
- ♦ **Using Microsoft Learning Tools (Dictation, Immersive Reader, Math Tool, Word Predication)**
- ♦ **Exploring math and reading virtual manipulatives**
- ♦ **Exploring resources on how to virtually support mental health for your students**

To find out more visit: <https://www.livebinders.com/b/2717661>



Immersive
Reader



OneNote

FDLRS Gulfcoast Associate Center

2929 County Road 193 Clearwater, FL 33759
(727) 793-2723 ~ www.fdlrsgulfcoast.org



performance matters

The logo graphic for 'performance matters' consists of a blue line graph with four bars of increasing height, followed by a blue arrow pointing upwards and to the right.

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 # [26224](#))
 - ii. Introduction to Creating Classroom Assessments (Course # [29889](#))
- c. Email Lauren Hansell for additional assistance (hanselll@pcsb.org)

MAP Growth is a computer adaptive test created by NWEA that students in grades K-5 take two to three times per school year. The results provide teachers with information to help them deliver appropriate content for each student and determine each student's academic growth over time.

Frequently Asked Questions:

- 1. Which population of educators would benefit from learning how to use MAP?**
Anyone who works with students in grades K-5 in the subject areas of Math or Language Arts.
- 2. How do I gain access to MAP?**
Account creation is automatic for teachers with an active Focus schedule. Teachers will receive an email from MAP (make sure to check junk mail folder) with directions on how to set-up their MAP account. Their account will allow teachers to administer MAP 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 MAP?**
Users may login to MAP by clicking the NWEA MAP logo in Clever and entering their PCS email address as their username and password created during initial account set-up. Alternatively, users may go directly to <http://teach.mapnwea.org>. Users who have forgotten their password can click the Forgot Username/Password link on the MAP login page.
- 4. What type of data can I find in MAP?**
A variety of reports regarding student achievement and growth are available in the MAP system. Data found in these reports can assist teachers with goal setting and differentiation in the classroom.
- 5. How is MAP different from other district assessments?**
MAP is a computer adaptive, norm-referenced skills assessment that determines what the student is ready to learn in reading and mathematics. MAP assessment results measure student growth over time and help predict proficiency on state assessments.
- 6. Where can I learn more about MAP?**
 - a. Visit our MAP Help Site on Canvas:
<https://pcsb.instructure.com/courses/68920>
 - b. Email Lauren Hansell for additional assistance (hansell@pcsb.org)



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, MAP, Istation and i-Ready. These scores are used to calculate the PMP status for each grade level.

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 students' 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.

Grade 5 Portfolio: This documentation sheet is only needed for selected 5th grade students who are struggling in Reading. Once a student receives one check, the form can be printed and put into the student's cumulative folder.

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)
- 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
- ProEd Facilitator (takes care of training and awarding of points)
- DMT (Data Management Technician)

Mentoring: 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 Kathy Beauregard 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 Kathy Beauregard (beauregardk@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.



Library/Media Specialist: 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
- listening to announcements

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
- assemblies
- fine arts
- 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 amount 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

Talk with colleagues and/or your mentor to ensure that your expectations and procedures align with your campus and grade-level policies.

- 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.
- 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).
- Read the first several chapters of your teacher's edition or student literature, and become familiar with supplementary resources.
- Create a simple syllabus or unit description (for older students).
- Become familiar with educator online resources.

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-you 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 white board requirements (Do Now, Objective, Daily Agenda, etc.).
- Post the schedule(s), your name, subject(s), 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.
- 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.
- 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.)
- 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.
- 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.

- 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 a positive contact with every student's parent or guardian in the 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.

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

Choose Location



Choose Department



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

Will return by this time:												
In	8	9	10	11	12	1	2	3	4	5	Out	
●												
●												
											●	
											●	
											●	
●												
●												
●												
●											●	arrived at 9:20
●												

Taking Attendance in Focus

1. Log into Focus

The screenshot shows the Pinellas County Schools Portal with the following navigation tabs: Students, Grades, Lesson Planning, Attendance, School Information, My Information, Performance Reports, and Reports. Below the tabs, there are filters for the school year (2020-2021), Report Period (1), and the subject (01 - SCIENCE GRADE). A status bar at the bottom indicates the last login was on Friday, October 16 at 1:30 PM.

2. You can view the year, the course, the Report Period and the subject.

This screenshot shows the filter interface with a search bar and a dropdown menu. The dropdown menu is open, showing options for '2020-2021', 'Report Period 1', and '01 - SCIENCE GRADE'. A blue arrow points to the '2020-2021' option.

3. Click on “Take Attendance”

The screenshot shows the 'Attendance' menu with the following options: Take Attendance, Seating Charts, Attendance Chart, Absence Summary, Print Absence Summary, and Attendance Verification / Sub Rosters. A blue arrow points to the 'Take Attendance' option.

4. Take attendance by clicking the radio buttons

The screenshot shows the attendance grid for 7 students on Oct 19, 2020. The grid has columns for Present, Reason Pending, Exempt Exam, Tardy, Bus Tardy, Excused Tardy, Quarantine Present, and Quarantine Absent. A blue arrow points to the 'Present' radio button for the first student.

5. Here is what it will look like when you’ve taken attendance. Remember to click “save.”

The screenshot shows the attendance grid after saving. The 'Present' radio button for the first student is now selected. A blue arrow points to the 'Save' button in the top right corner.

6. You can view the students' absences, as well as their personal information.

Student Information				[x] Oct 16, 2020								
Student ID	Grade	Days Absent	Present	Reason Pending	Exempt Exam	Tardy	Bus Tardy	Excused Tardy	Quarantine Present	Quarantine Absent		
[Redacted]	05	0										
[Redacted]	05	0										

7.

✔ You have taken attendance today for this period. [Click if you're not finished](#)

List Seating Chart Save

7 Students

					Student Information		[x] Oct 19, 2020									
Oct 13, 2020	Oct 14, 2020	Oct 15, 2020	Oct 16, 2020	Today's Attendance	Student	Student ID	Grade	Days Absent	Present	Reason Pending	Exempt Exam	Tardy	Bus Tardy	Excused Tardy	Quarantine Present	Quarantine Absent
P				[Redacted]	[Redacted]	[Redacted]	09	1	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
P				[Redacted]	[Redacted]	[Redacted]	09	0	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
P				[Redacted]	[Redacted]	[Redacted]	09	0	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
P				[Redacted]	[Redacted]	[Redacted]	08	0	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
P				[Redacted]	[Redacted]	[Redacted]	09	1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
P				[Redacted]	[Redacted]	[Redacted]	09	0	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
P				[Redacted]	[Redacted]	[Redacted]	08	0	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Frequently Asked Questions

Q: Does the “less than one-year teaching experience” onboarding apply to all new instructional hires?

A: No, the exceptions are listed below:

Music
 Art
 Adult Ed
 Counselors
 Behavior Specialists
 Speech and Language Pathologists
 Psychologists
 Transition to Teaching participants (TTT)
 Occupational Therapy (OT) and Physical Therapy (PT)

Q: What do I do if I just found out about this onboarding support and missed the first several Foundations Courses?

A: Register for the courses that are still available and make-up the others with a second semester cohort by searching the course title in PLN.

Q: If an emergency comes up and I miss a Foundation Cohort session I am enrolled in, can I make it up?

A: Yes, we understand that life happens. You have two opportunities for make-ups:

- a. Join a different 1st semester cohort for that foundation session
- b. Attend that foundation session with a 2nd semester cohort

Q: What if I was hired in January or February?

A: You have less than one full year of teaching experience and are expected to attend this professional development.

Q: What if I have previous teaching experience in another district or state?

A: If you attended Summer Embrace Pinellas you have fulfilled your Marzano, Ethics, and Active Threat onboarding expectation. You need to complete Restorative Practices. If you **DID NOT** attend Summer Embrace Pinellas, enroll in all of the make-up sessions below.

Course Title	Hours	Course #
Marzano Overview	3	<u>27705</u>
Ethics	3	<u>28275</u>
Active Threat	1	<u>29228</u>
Restorative Practices		
Introduction—Part 1	3	<u>28746</u>
Introduction—Part 2	3	<u>28762</u>
Using Circles Effectively—Part 1	3	<u>28763</u>
Using Circles Effectively—Part 2	3	<u>28764</u>

Courses of Study

1st-12th Grade

Kindergarten

Pre-K

Scale Up

Springboard

More Than One Year of Experience

Course of Study: 1st-12th Grade



As a teacher with ***less than one year*** of teaching experience in any district or state, a professional development plan has been created for you. Your professional development plan will align with your teaching position and will provide a system of ongoing support to ensure you have a successful first year. Attendance is expected for all first-year teachers. Participants will be paid a \$20.00/hr stipend as you attend sessions. **New to district hires have a full calendar year from their contract start date to complete the ongoing onboarding courses.**

You will be expected to attend the following professional learning experiences:

- Deliberate Practice Creation (online - 3 hours)
- Deliberate Practice Implementation (12 hours)
- PCS Digital Ecosystem (3 hours)
- Foundations: Beginning of the Year Classroom Management (3 hours)
- Foundations: Effective Group Management Practices (6 hours)
- AVID Culturally Relevant Teaching (12 hours)
- Active Threat (online 1 hour)
- Restorative Practices (12 hours)

You will quickly learn that leaning on other teachers is a great tool in the education profession. To help connect you with other learning professionals, the Foundations Series should be attended based on a cohort model.

The next page is your **New Teacher Course of Study** that you will use to register, track your progress and eventually submit to show completion of the first-year teacher professional learning program.

If you have any questions, please contact Kathy Beauregard at beauregardk@pcsb.org or 727-588-6224 X1940

New Teacher Course of Study for 1st-12th Grade

New to district hires have a full calendar year from their contract start date to complete the ongoing onboarding courses.

Name: _____ Last 4 SSN# _____ School: _____

Course Title	Course #	Session # (varies)	Date(s) Completed	Mentor initial meeting	Mentor follow-up
Deliberate Practice Creation (online - 3 hours)	27790				
Deliberate Practice Implementation (12 hours)	30356				
PCS Digital Ecosystem (3 hours) (not applicable if attended Summer Embrace)	30333				
Foundations Series: Beginning of the Year Classroom Management (3 hours)	30211				
Foundations Series: Effective Group Management Practices (6 hours) (not applicable if attended Summer Embrace)	27692				
AVID Culturally Relevant Teaching (12 hours)	27205				
Active Threat (online-1 hour) (not applicable if attended during per-school training at school site)	29229				
Restorative Practices (12 hours)	various				
Embrace Make Up: Ethics (3 hours) (not applicable if attended Summer Embrace)	28275				
Embrace Make Up: Marzano Overview (not applicable if attended Summer Embrace)	27705				

Mentor Name: _____

Mentor Signature: _____ Date: _____

Click here to upload your "Course of Study" upon completion of all courses:

[Submission for New to District Hires](#)

Kindergarten



As a teacher with ***less than one year*** of teaching experience in any district or state, a professional development plan has been created for you. Your professional development plan will align teaching position and will provide a system of ongoing support to ensure you have a successful first year. Attendance is expected for all first year teachers. Participants will be paid a \$20.00/hr stipend as you attend sessions. **New to district hires have a full calendar year from their contract start date to complete the ongoing onboarding courses.**

You will be expected to attend the following professional learning experiences:

- Deliberate Practice (online - 3 hours)
- PCS Digital Ecosystem (3 hours)
- Kindergarten Training (18 hours)
- AVID Culturally Relevant Teaching (12 hours)
- Active Threat (online 1 hour)
- Restorative Practices (12 hours)

You will quickly learn that leaning on other teachers is a great tool in the education profession.

The next page is your **New Teacher Course of Study** that you will use to register, track your progress and eventually submit to show completion of the first year teacher professional learning program.

If you have any questions, please contact Kathy Beauregard at beauregardk@pcsb.org or 727-588-6224 X194



New Teacher Course of Study for Kindergarten

New to district hires have a full calendar year from their contract start date to complete the ongoing onboarding courses.

Name: _____ Last 4 SSN# _____ School: _____

Course Title	Course #	Session # (varies)	Date(s) Completed	Mentor initial meeting	Mentor follow-up
Deliberate Practice (online - 3 hours)	27790				
PCS Digital Ecosystem (3 hours) (not applicable if attended Summer Embrace)	30333				
AVID Culturally Relevant Teaching (12 hours)	27205				
Active Threat (online- 1 hour) (not applicable if attended during pre-school training at school site)	29229				
Restorative Practices (12 hours)	Various				
Embrace Make Up: Ethics (not applicable if attended Summer Embrace)	28275				
Embrace Make Up: Marzano Overview (not applicable if attended Summer Embrace)	27705				
Kindergarten Professional Development Training	Various				

Mentor Name: _____

Mentor Signature: _____ Date: _____

Click here to upload your "Course of Study" upon completion of all courses:

[Submission for New to District Hires](#)

Pre-K



As a teacher with ***less than one year*** of teaching experience in any district or state, a professional development plan has been created for you. Your professional development plan will align teaching position and will provide a system of ongoing support to ensure you have a successful first year. Attendance is expected for all first year teachers. Participants will be paid a \$20.00/hr stipend as you attend sessions. **New to district hires have a full calendar year from their contract start date to complete the ongoing onboarding courses.**

You will be expected to attend the following professional learning experiences:

- Deliberate Practice (online - 3 hours)
- PCS Digital Ecosystem (3 hours)
- Pre-K Training (18 hours)
- AVID Culturally Relevant Teaching (12 hours)
- Active Threat (online 1 hour)
- Restorative Practices (12 hours)

You will quickly learn that leaning on other teachers is a great tool in the education profession.

The next page is your **New Teacher Course of Study** that you will use to register, track your progress and eventually submit to show completion of the first year teacher professional learning program.

If you have any questions, please contact Kathy Beauregard at beauregardk@pcsb.org or 727-588-6224 X1940

New Teacher Course of Study for Pre-K

New to district hires have a full calendar year from their contract start date to complete the ongoing onboarding courses.

Name: _____ Last 4 SSN# _____ School: _____

Course Title	Course #	Session # (varies)	Date(s) Completed	Mentor initial meeting	Mentor follow-up
Deliberate Practice (online - 3 hours)	27790				
PCS Digital Ecosystem (3 hours) (not applicable if attended Summer Embrace)	30333				
AVID Culturally Relevant Teaching (12 hours)	27205				
Active Threat (online- 1 hour) (not applicable if attended during pre-school training at school site)	29229				
Restorative Practices (12 hours)	various				
Embrace Make Up: Ethics (not applicable if attended Summer Embrace)	28275				
Embrace Make Up: Marzano Overview (not applicable if attended Summer Embrace)	27705				
Pre-K Professional Development Training	Various				

Mentor Name: _____

Mentor Signature: _____ Date: _____

Click here to upload your "Course of Study" upon completion of all courses:

[Submission for New to District Hires](#)

Scale Up



As a teacher with ***less than one year*** of teaching experience in any district or state, a professional development plan has been created for you. Your professional development plan will align with your teaching position and will provide a system of ongoing support to ensure you have a successful first year. Attendance is expected for all first year teachers. Participants will be paid a \$20.00/hr stipend as you attend sessions. **New to district hires have a full calendar year from their contract start date to complete the ongoing onboarding courses.**

You will be expected to attend the following professional learning experiences:

- Deliberate Practice Creation (online - 3 hours)
- Deliberate Practice Implementation (12 hours)
- PCS Digital Ecosystem (3 hours)
- Foundations: Beginning of the Year Classroom Management (3 hours)
- Foundations: Effective Group Management Practices (6 hours)
- Active Threat (online-1 hour)
- Restorative Practices (12 hours)

You will quickly learn that leaning on other teachers is a great tool in the education profession. To help connect you with other learning professionals, the Foundations Series will be attended based on a cohort model.

The next page is your **New Teacher Course of Study** that you will use to register, track your progress and eventually submit to show completion of the first year teacher professional learning program.

If you have any questions, please contact Kathy Beauregard at beauregardk@pcsb.org or 727-588-6224 X1940

(Kindergarten Teachers Follow Kindergarten Course of Professional Development)

Name: _____ Last 4 SSN# _____ School: _____

Course Title	Course #	Session # (varies)	Date(s) Completed	Mentor initial meeting	Mentor follow-up
Deliberate Practice Creation (online - 3 hours)	27790				
Deliberate Practice Implementation (12 hours)	30356				
PCS Digital Ecosystem (3 hours) (not applicable if attended Summer Embrace)	30333				
Foundations Series: Beginning of the Year Classroom Management (3 hours)	30211				
Foundations Series: Effective Group Management Practices (6 hours) (not applicable if attended Summer Embrace)	27692				
Active Threat (online-1 hour) (not applicable if attended during pre-school at school site)	29229				
Restorative Practices (12 hours)	various				
Embrace Make Up: Ethics (3 hours) (not applicable if attended Summer Embrace)	28275				
Embrace Make Up: Marzano Overview (3 hours) (not applicable if attended Summer Embrace)	27705				

Mentor Name: _____

Mentor Signature: _____ Date: _____

Click here to upload your "Course of Study" upon completion of all courses:

[Submission for New to District Hires](#)

New to district hires have a full calendar year from their contract start date to complete the ongoing onboarding courses.

Springboard



As a teacher with ***less than one year*** of teaching experience in any district or state, a professional development plan has been created to support you. Your professional development plan will align with your teaching position and will provide a system of ongoing support to ensure you have a successful first year. Attendance is expected for all first-year teachers. Participants will be paid a \$20.00/hr stipend as you attend sessions. **New to district hires have a full calendar year from their contract start date to complete the ongoing onboarding courses.**

You will be expected to attend the following professional learning experiences:

- Deliberate Practice (online - 3 hours)
- Springboard Follow Up Coaching (21 hours)
- AVID Culturally Relevant Teaching (12 hours)
- Active Threat (online 1 hour)
- Restorative Practices (12 hours)

You will quickly learn that leaning on other teachers is a great tool in the education profession.

The next page is your **New Teacher Course of Study** that you will use to register, track your progress and eventually submit to show completion of the first-year teacher professional learning program.

If you have any questions, please contact Kathy Beauregard at beauregardk@pcsb.org or 727-588-6224 X1940



New Teacher Course of Study for Springboard Participants

New to district hires have a full calendar year from their contract start date to complete the ongoing onboarding courses.

Name: _____ Last 4 SSN# _____ School: _____

Course Title	Course #	Session # (varies)	Date(s) Completed	Mentor initial meeting	Mentor follow-up
Deliberate Practice (online - 3 hours)	27790				
Springboard Follow Up Coaching (21 hours)	29890				
Culturally Relevant Teaching (12 hours total)	27205				
Active Threat (online- 1 hour) (not applicable if attended during pre-school at school site)	29229				
Restorative Practices (12 hours)	various				
Embrace Make Up: Ethics (not applicable if attended Summer Embrace)	28275				
Embrace Make Up: Marzano Overview (not applicable if attended Summer Embrace)	27705				

Mentor Name: _____

Mentor Signature: _____ Date: _____

Click here to upload your "Course of Study" upon completion of all courses:

[Submission for New to District Hires](#)

Experienced Teacher



As a teacher with **more than one year** of teaching experience, a professional development plan has been created for you. Your professional development plan will provide a system of support to ensure you have a successful year. Attendance is expected. Participants will be paid a \$20.00/hr stipend as you attend sessions.

You will be expected to attend the following professional learning experiences:

- Marzano Overview (3 hours)
- Ethics (3 hours)
- Restorative Practices (12 hours)
- Active Assailant (online 1 hours)

The next page is your **Experienced Teacher Course of Study** that you will use to register, track your progress and submit to show completion of the professional learning program.

If you have any questions, please contact Kathy Beauregard at beauregardk@pcsb.org or 727-588-6224 X1940



Experienced Teacher Course of Study

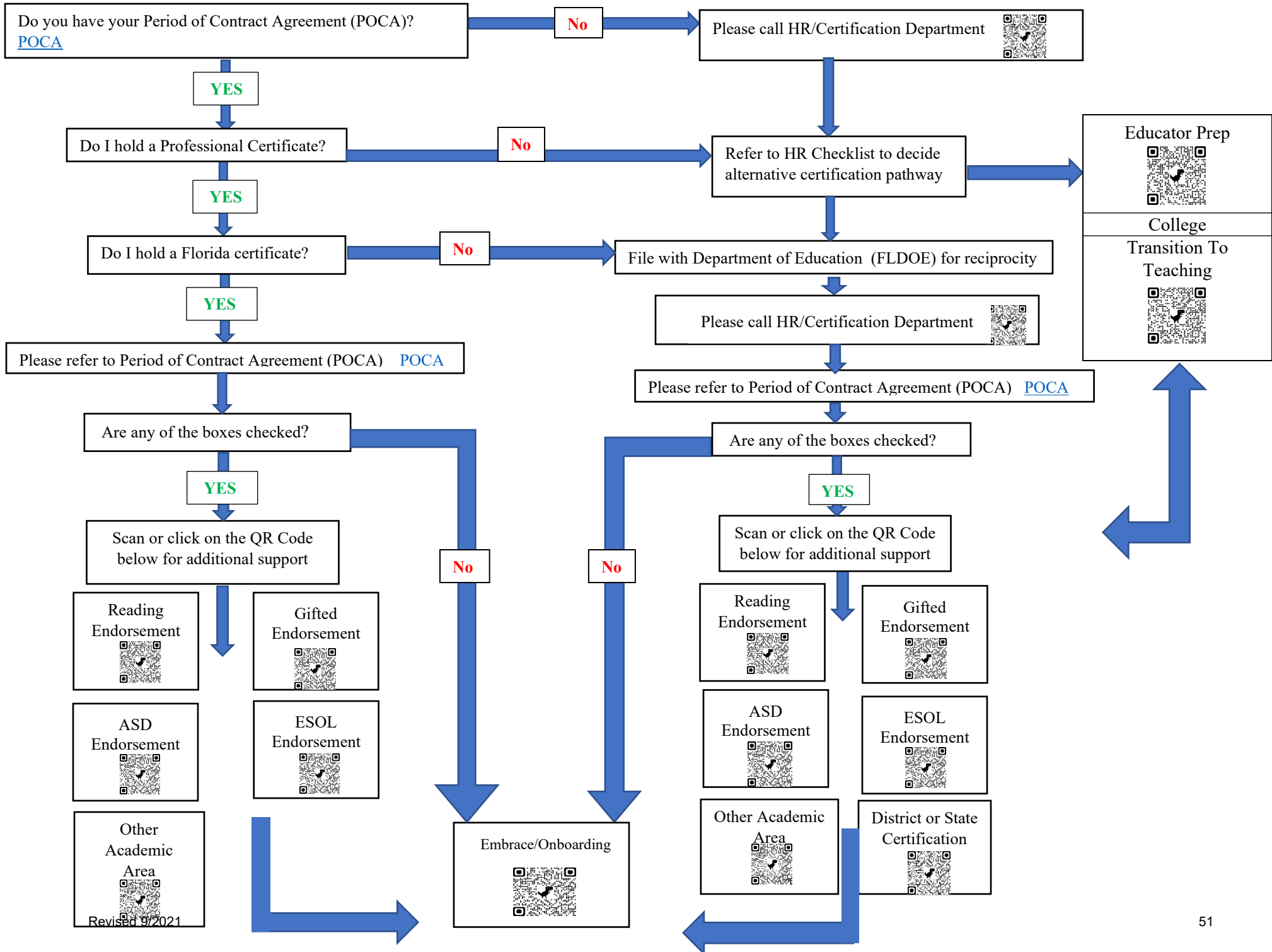
Name: _____ Last 4 SSN# _____ School: _____

Course Title	Course #	Session # (varies)	Date(s) Completed
Marzano Overview (3 hours) (not applicable if attended Summer Embrace)	27705		
Ethics (3 hours) (not applicable if attended Summer Embrace)	28275		
Restorative Practices (12 hours)	various		
Active Threat (online-1 hours) (not applicable if attended during per-school training at school site)	29229		

Signature: _____ Date: _____

Click here to upload your "Course of Study" upon completion of all courses:

[Submission for New to District Hires](#)



Certification Requirements

FLDOE CERTIFICATION REQUIREMENTS

PROFESSIONAL CERTIFICATE	<p>This is the standard certificate issued by the FL Department of Education</p> <p>Five year renewable certificate</p> <p>120 professional development hours are required to renew or college coursework (sixty professional development hours = three semesters of college)</p> <p>Earned during the validity period of the certificate</p> <p>Of the 120 professional development hours, 20 professional development hours (or one semester hour of college) must be Students with Disabilities/Exceptional Student Education</p> <p>For teachers with a validity period starting July 1, 2020, hold subject certification in: Elementary Education K-6 or Elementary Education 1-6 Prekindergarten/Primary Education, Age 3-Grade 3 Primary Education K-3 English 1-6 Middle Grades English 5-9 Middle Grades Integrated Curriculum Reading K-12 Reading Endorsement ESOL K-12,</p> <p>and renewing your certificate by June 30, 2025, must take two-credit hours (or 40 hours of professional development) in the use of explicit, systematic, and sequential approaches to reading instruction, developing phonemic awareness, and implementing multisensory instruction.</p>
TEMPORARY CERTIFICATE	<p>This is the certificate issued to teachers who hold a valid Official Statement of Eligibility</p> <p>Three-year non-renewable</p> <p>Must meet the requirements of the Official Statement of Eligibility within the validity period of the temporary certificate</p> <p>Requirements may include:</p> <ul style="list-style-type: none"> Exams: General Knowledge Test, Professional Education Examination, and Subject Area Examination One calendar school year of practical experience in teaching End-of-year effective or highly-effective evaluation completed by your principal Professional preparation coursework requirements (completed through college coursework, Transition to Teaching, etc.)
RESTRICTED CERTIFICATE	<p>Specifically for educators serving in a capacity other than that of classroom teachers. This only includes the following subject areas:</p> <ul style="list-style-type: none"> Educational Media Specialist School Counseling School Psychologist School Social Work Speech Language Impaired



	Refer to the Official Statement of Eligibility for Restricted Certificate requirements.
WEBSITES TO VISIT	
<i>Certification and Endorsements</i>	https://www.pcsb.org/Domain/196 https://pinellascountyschools.sharepoint.com/sites/WelcometotheCertificationSharePointSite
<i>Florida Teacher Certification Examinations</i>	http://www.fl.nesinc.com/
<i>Florida Department of Education</i>	http://www.fldoe.org/teaching/certification/ https://flcertify.fldoe.org/datamart/mainMenu.do http://www.altcertflorida.org/
<i>PCS Certification Team</i>	Email us at certification@pcsb.org Jenny MacClinchy, Senior HR Specialist Eunice Bajkowsky, Certification Specialist Lisa Jensen, Certification Clerk

Selected State Alternative Certificate Pathways & Routes

Do you hold a Professional Teaching Certificate?

If your answer is yes, you do not need this section.

If your answer is no, this section is for you!

If you do not hold a Professional Teaching Certificate that means you currently have an Official Statement of Eligibility (SOE) from the Florida Department of Education (DOE) and HR/Certification has or will be submitting notification to DOE for issuance of your Temporary Certificate, valid for three years.

While you are teaching you will need to complete steps during the validity period that is on your Temporary Certificate in order to become a professionally certified teacher prior to the expiration of your Temporary Certificate.

It is very important you understand the requirements as listed by DOE on your SOE. Below is an excerpt from an official statement of eligibility:

“DO NOT DESTROY. PLEASE RETAIN UNTIL ALL REQUIREMENTS ARE COMPLETE
This Official Statement of Status of Eligibility outlines requirements for issuance of a Florida Educator’s Certificate. Florida school district personnel will advise you of any additional requirements for employment in the school district and including compliance with applicable federal laws and regulations. For Florida educator certification purposes, college degrees and credits must be earned at institutions that are either accredited by an agency recognized by the U.S. Department of Education or approved by the Florida Department of Education. College level credits recommended by the American Council on Education (ACE) are also acceptable.

YOU ARE ELIGIBLE FOR A FLORIDA EDUCATOR’S CERTIFICATE AS SHOWN BELOW.

Temporary Certificate: For issuance of a three-year non-renewable Temporary Certificate covering your content area will be listed here the following requirements must be completed, and official documentation must be submitted to the Bureau of Educator Certification:

- **verification of employment and request for issuance of certificate on the appropriate certification form from a Florida public, state supported, or non-public school which has an approved Professional Education Competence Program (this is through a successful year of teaching demonstrated by an acceptable instructional evaluation).**

For issuance of your Professional Educator's Certificate valid for five years covering your content area of certification, requirements as listed below for a Temporary Certificate must be completed, and a CG-10 Application Form, appropriate non-refundable application fee, and official documentation of the following requirements must be submitted to the Bureau of

- **A passing score on the Florida General Knowledge Test (there are four subsets)**
 - **A passing score on the Florida Subject Area Exam for your content area of certification**
 - **A passing score on the Florida Professional Education Test**
 - **Completion of a Florida approved Professional Education Competence Program administered and documented by your employer.**
 - **Completion of the following Professional Preparation Coursework Requirements”**

In order to meet the professional preparation coursework requirements, you have options. Below is a chart that contains the most frequent alternative pathways for professional certification.

College Teaching Experience Option	Professional Preparation College Coursework Option	Educator Preparation Institute Option	District Professional Development Certification Program Option (Transition To Teaching)
<ul style="list-style-type: none"> • Two (2) semesters of acceptable college teaching experience and passing scores on the Professional Education Test, and the Subject Area Examination 	<p>A minimum of 15 semester hours of education courses as specified in State Board of Education Rule 6A4.006 at an accredited or approved college or university AND</p> <ul style="list-style-type: none"> • An approved Professional Education Competence (PEC) demonstration program at a Florida public, state-supported, or state-approved private school while employed as a teacher under a valid Temporary Certificate AND • One year of full-time teaching experience in an elementary or secondary public, state-supported, or state-approved private school OR six (6) semester hours earned in college student teaching or a supervised internship AND • Passing scores on the General Knowledge Tests, the Professional Education Test, and the Subject Area Examination 	<ul style="list-style-type: none"> • Florida state-approved Educator Preparation Institute program at the post-baccalaureate level AND • Passing scores on the General Knowledge Tests, the Professional Education Test and the Subject Area Examination 	<ul style="list-style-type: none"> • Florida state-approved District Professional Development Certification Program provided by a Florida public school district AND • Passing scores on the General Knowledge Tests, the Professional Education Test and the Subject Area Examination AND • Participate while employed as a teacher in a Florida public school district under a valid Florida Temporary Certificate

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 secondary, Elementary Art and Music, and Career Technical teachers who qualify for a temporary certificate. The program is designed to earn a professional or district teaching certificate 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:

- Hold a state-issued temporary certificate
- Holding a position as a classroom teacher
- Teaching in area of certification
- Hold a bachelor's degree with at least an overall 2.5 minimum GPA from an accredited college or university

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

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 outlined on SOE (passing score on exams and successful year of teaching evidenced through instructional evaluation)

Q: If I enroll in TTT do I 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 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 4 websites that provide additional information along with contact information for the TTT Program Coordinator:

- You may find additional information on TTT on 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 Pam Kasardo, Senior Professional Development Coordinator & TTT Program Coordinator email: kasardop@pcsb.org
Phone: 727-588-6000 ext. 1946

Pinellas County Schools Acronyms

AICE	Advanced International Certificate of Education
ADA	Americans with Disabilities Act
AP	Advanced Placement
AT	Assistive Technology
AVID	Advancement Via Individual Determination
BPIE	Best Practices for Inclusive Education
CAPE	Career and Professional Education
CBT	Computer-Based Testing
CIAI	Curriculum, Instruction, Assessment, Improvement
ISM	Instruction Support Model
CST	Curriculum Support Team
CST	Child Study Team
CPI	Crisis Prevention Intervention
CRISS	Creating Independence through Student-Owned Strategies
CTAE	Career Technical and Adult Education
CTE	Career Technical Education
DA	Differentiated Accountability
DE	Dual Enrollment
DCP	District Comprehensive Plan
DJJ	Department of Juvenile Justice
DP/DPP	Deliberate Practice Plan
DOE	Department of Education
DWT	District-Wide Training Day
EA	Early Admissions Program
ECP	Early College Program
EDS	Elementary Data System
EIP	Executive Internship Program
EL	Essential Learnings
ELA	English/Language Arts
ELP	Extended Learning Program
EOC	End-of-Course Exam
EPAT	Electronic Practice Assessment Tools
ESE	Exceptional Student Education
ESY	Extended School Year
ELL	English Language Learners
ESOL	English for Speakers of Other Languages
FBA	Functional Behavior Assessment
FCIM	Florida Continuous Improvement Model
FEAPs	Florida Educator Accomplished Practices
FDLRS	Florida Diagnostic and Learning Resource System
FIRN	Florida Information Resource Network
FLDOE	Florida Department of Education
FLKRS	Florida Kindergarten Readiness Screener
FSA	Florida Standards Assessment
FSAA	Florida Standards Alternative Assessment
FTE	Full Time Equivalency

Pinellas County Schools Acronyms

IB	International Baccalaureate
IEP	Individual Education Plan
LAFS	Language Arts Florida Standards
LLC	Leading the Learning Cadre
LMS	Learning Management System
MAFS	Math Florida Standards
MIP	Master Inservice Plan
MTSS	Multi-Tiered System of Supports
NGSSS	Next Generation Science Standards
OPS	Office of Professional Standards
PBIP	Positive Behavior Improvement Plan
PBS	Positive Behavior Supports
PCS	Pinellas County Schools
PCSB	Pinellas County School Board
PCTA	Pinellas County Teacher's Association
PD	Professional Development
PDSA	Plan Do Study Act
PEF	Professional Education Facilitator
PLC	Professional Learning Community
PLN	Professional Learning Network
PMAC	Principal's Multicultural Advisory Committee
PMP	Progress Monitoring Plan
PMT	Progress Monitoring Test
PMRN	(Florida's) Progress Monitoring and Reporting Network
ProED	Professional Development Department
PSW	Problem Solving Worksheet
PVS	Pinellas Virtual School
RtI	Response to Intervention
SAC	School Advisory Council
SAT-10	Stanford Achievement Test Edition 10
SBLT	School-Based Leadership Team
SLC	Small Learning Communities
SIP	School Improvement Plan
SINI	School in Need of Improvement
SIT	School Improvement Team
SSA	Statewide Science Assessment
SSS	Sunshine State Standards
T & T	Triage and Training
TTT	Transition to Teaching
WICOR	Writing, Inquiry, Collaboration, Organization, Reading
YMHFA	Youth Mental Health First Aid
VPK	Voluntary Prekindergarten






Employee Services Contact Information
Administration Building Main Line: 727-588-6000

Service	Contact	Telephone	Email Address
Human Resources			
Administrative Services	Michele Stetz	727-588-6278	stetzm@pcsb.org
Certification/Compliance Services	Eunice Bajkowky Lisa Jensen	727-5886576 727-588-6275	Bajkowskye@pcsb.org Jensenli@pcsb.org
Compensation Services	Carly Ferguson	727-588-6286	Fergusonca@pcsb.org
Instructional Services: (Includes TZ Schools)	Loretta Spicer - Area 1& 4 Deneen Wyman - Area 2 & 3	727-588-6334 727-588-6292	Spicerlo@pcsb.org wymand@pcsb.org
Leave of Absence Services - pcsleaves@pcsb.org			
Area 1 & 4 Schools and Sick Leave bank/support	T.B.A	727-588-6289	T.B.A
Area 2 & 3 Schools and Sick leave bank/instructional.	Kevin Harper	727-588-6285	harperke@pcsb.org
WPSC	Theresa Hooker	727-588-6376	hookert@pcsb.org
All Admin. & PTS 07+	Michele Stetz	727-588-6278	stetzm@pcsb.org
Support Services			
Area 1 & 4	Sherrie Bennett	727-588-6382	bennettshe@pcsb.org
Area 2 & 3	Louise Gunter	727-588-6378	gunterl@pcsb.org
Substitute Placement Services: (AESOP)	Cheryl Keys	727-588-6270	Keysc@pcsb.org
Long Term Subs:	Connie Morris Judy Hubley	727-588-5134 727-588-6365	morrisco@pcsb.org hubleyj@pcsb.org
Address Changes: Update your address and phone number on line at https://ess.pcsb.org/EmpSS/			
Employee Records: Employment verifications, teacher service verification to other districts, etc.at pcsrcordsrequest@pcsb.org			
Name Changes:			
Submit PCS Form 3-1909 Employee Change of Address/Marital Status/Name Form with a new social security card in your new name to Human Resources, Administration Bldg. *After HR has updated your information, submit a ticket to the help desk or call to update e-mail.			
Help Desk: 727-588-6060			
1. New employees contact to receive their user ID and Password.			
2. 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.			
ESOL Office:	Ramona Zambrano	727-588-6341	zambranor@pcsb.org
Office of Professional Standards:	Theresa Garbutt-Wilkes	727-588-6472	Garbutt-wilkest@pcsb.org
Payroll Department			
Direct Deposit and W-4's, Support Summer Savings program	Kelly Bowlin Lateka Chance	727-588-6162 727-588-6162	
Professional Development			
Certificate of Distinction I & II:	Lisa Brackney	727-588-6224 x1946	Brackneyl@pcsb.org
Certification Clerk:	Natalie Geldern	727-588-6224 x3063	Geldernn@pcsb.org
Embrace Pinellas and Mentors and Early Career Development Program:	Kathy Beauregard	727-588-6224 x1940	Beauregardk@pcsb.org
Professional Learning Network:	Debbi Inscoe	727-588-6224 x3097	Inscod@pcsb.org
Springboard, Level-up, Classroom Management:	Melissa Lyons	727-588-6224 x6223	lyonsme@pcsb.org
Intern Placement,:	Megan Marshall	727-588-6224 x1909	marshallm@pcsb.org
Marzano Training, Evaluation Support:	William Aligood	727-588-6224 x1320	Aligoodw@pcsb.org
Risk Management and Insurance 727-588-6195			
Employee Wellness	Caleigh Bean	727-588-6031	Beanc@pcsb.org
Health Insurance and Benefits:		727-588-6197	
Retirement Team:		727-588-6214	
Safety & Loss Prevention:	Armand (Skip) Paquette	727-588-6078	Paquettea@pcsb.org
Tax-Sheltered Annuity:	Sheri Phillips	727-588-6141	Phillipssh@pcsb.org
Worker's Compensation:		727-588-6196	
Union Dues:			
PASA and PCEPA : T.B.A 727-588-6278			
PCTA: Loretta Spicer 727-588-6334 - Area 1 & 4; Deneen Wyman 727-588-6292 - Area 2 & 3			
PESPA, SEIU/FPSU or FOP: Area 1 & 4 Sherrie Bennett 727-588-6382 / Area 2 & 3 Louise Gunter 727-588-637			

Walter Pownall Service Center Main Line: 727-541-3526

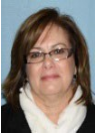










District Support Contacts

Elementary School Personnel			
Michael Feeney Executive Director Kathy Mammolito Secretary	feeneym@pcsb.org	588-6443	
Marlena Y. Sinclair K-5 Mathematics Specialist	sinclairma@pcsb.org	588-6117	
Holly Slaughter Reading and Language Arts Specialist	slaughterh@pcsb.org	588-6090	
Gwendolyn (Wendy) Noun K-5 Science Specialist	noung@pcsb.org	588-6081	
Gail Ramsdell Early Childhood Specialist	ramsdellg@pcsb.org	588-6035	
Middle School Personnel			
Linda Burris Executive Director Shawn Aligood Secretary	burrisl@pcsb.org	588-6453	
Beth Anderson 6-8 Reading Specialist	andersonbe@pcsb.org	588-6110	
Thomas Doughty 6-8 Science Specialist	doughtyt@pcsb.org	588-6074	
Chastity Downing 6-8 Language Arts Specialist	downingc@pcsb.org	588-6110	
Matthew Rothenberger 6-8 Mathematics Specialist	rothenbergerm@pcsb.org	588-2125	
Michelle Anderson K-8 Social Studies Specialist	andersonmiche@pcsb.org	588-6102	

High School Personnel			
Rita M. Vasquez, Ed.D. Executive Director Shelby Noble Secretary	vasquezr@pcsb.org	588-6306	
Pam Benton World Languages Specialist	bentonp@pcsb.org	588-6066	
Matthew Blum 9-12 Social Studies Specialist	blumma@pcsb.org	588-5154	
Tara Fowler 9-12 Mathematics Specialist	fowlert@pcsb.org	588-5118	
Britt Moseley 9-12 Reading and Language Arts Specialist	moseleyb@pcsb.org	588-1420	
Lindsey Craven 9-12 Science Specialist	cravenl@pcsb.org	588-6075	
Ajori Spencer PK-12 Performing Arts Specialist	spencera@pcsb.org	588-6055	
Jonathan Ogle PK-12 Visual Arts Specialist	oglejo@pcsb.org	588-6057	
Judith Vigue K-12 Advanced Studies & Academic Excellence (AVID) Director	towne-viguej@pcsb.org	588-6079	
Coral Marsh K-12 Gifted Education Specialist	marshco@pcsb.org	588-6088	
Laura Spence K-12 STEM Specialist	spencela@pcsb.org	588-6338	

Natasa Karac, Ed.D. K-12 English Language Learners (ESOL) Director	karacn@pcsb.org	588-6068	
Ramona Zambrano English Learners Services Coordinator	zambranor@pcsb.org	588-6341	
Al Bennett Athletics, Pre K-12 Physical Education, Health Education, Driver's Education, and School Wellness Director	bennetta@pcsb.org	588-6125	
Ashley Grimes Pre K-12 Physical Education, Health Education, and School Wellness Specialist	grimesa@pcsb.org	588-6346	
Michelle Topping Educational Alternative Services Director	toppingl@pcsb.org	588-6069	
Exceptional Student Education (ESE)			
Lynne Mowatt Executive Director Leslie Otto Secretary	mowatte@pcsb.org	588-6032	
Croley Baird Pre K and Kindergarten Specialist (ESE)	bairdc@pcsb.org	588-6523	
Katerina Roussos High School ESE Specialist	roussosk@pcsb.org	588-6032	
Andrea Shannen Ledsinger Middle School ESE Specialist	schannenledsingea@pcsb.org	588-6482	
Lisa Tucker Specialized Services Specialist	tuckerlis@pcsb.org	793-2732 x 2349	
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[Lewis Brinson, Ed.D.](#) Minority Achievement Officer



[Lori Matway](#)
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